

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



CLONARD COLLEGE, GEELONG



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Minimum Standards Attestation

I, Luci Quinn, 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 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

17/5/2019

Clonard College Vision Statement

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

Clonard College, as a Kildare Education Ministries school, is a school where we strive for learning to be collaborative, dynamic, vibrant and purposeful. Inspired by the Gospel values of love, justice, service and peace, we will be a community that celebrates:

- *Wonder and all that is good with joy and gratitude*
- *Courage by speaking and acting with integrity*
- *Hospitality by welcoming all*
- *Hope by bringing a sense of purpose*
- *Compassion by working with and having empathy for all*
- *Justice through making the needs of the vulnerable paramount*

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
- Lives the Gospel values including those of love, justice, peace, inclusivity and gratitude
- Experiences faith as a source of hope and belonging
- Respects all voices, views and perspectives
- Nurtures her spiritual, physical, mental and emotional health

A young woman of character who:

- Values and develops her own unique voice and an independence of spirit
- Values and nurtures her physical, mental and emotional health
- Listens, reflects, speaks and acts with integrity and courage
- Creates and nourishes respectful relationships
- Meets challenges with confidence and courage

A young woman of learning who:

- Seeks understanding, knowledge and skills
- Sees and creates opportunities, possibilities and solutions
- Participates, collaborates, reflects, questions and thinks critically
- Reflects and is discerning, thinks critically and can see possibilities and solutions
- Invests in her own lifelong learning
- Is curious, innovative, creative, resourceful and takes responsibility for her own learning

A young woman of service who:

- Embraces the legacy of Saint Brigid: compassion, social justice, advocacy, leadership and vision
- Values and builds connections with her world, her community and her environment
- Seeks and promotes justice in local and global communities
- Supports the development of others through her capacities in leadership and collaboration

College Overview

Clonard College Geelong is a Kildare Education Ministries Catholic school in the Brigidine tradition, owned and sponsored by the Brigidine sisters and located in Herne Hill. It is a school of approximately 920 students, servicing the areas of Greater Geelong, Bellarine Peninsula, Surf Coast Shire 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 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 three schools in the Northern Territory. 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.

Clonard's Vision is more than a wish-list. It is a statement of intention supported by our 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, Daniel Delany and Nano Nagle into their lives. 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's Vision speaks of hope: our collective hope for our young women and the world they will occupy is to give them a clear sense of purpose and faith-illuminated path on which they can tread to achieve their goals ethically and happily.

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, six years ago 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 2018 we saw the completion of the Brigidine Centre, our new Student Services, Library and Learning Centre. This building brings together many services including a 21st century Library with a variety of spaces, AV and ICT Departments, Careers and Student Services.

Principal's Report

...those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint. Isaiah 40:31

What gives you hope? I was asked this earlier in the year in a workshop I was attending. Without hesitation I responded, 'Our students give me hope. When they get up early to provide breakfast for the students at St Thomas Aquinas, Norlane; give up a day in their holidays to help with the Refugee Holiday program; offer to help a classmate who is struggling; place their litter in the bin; are passionate about an issue; are resilient in the face of personal struggles, I see a world in which many of our students are making a difference to someone's life or the universe – giving hope.'



In unpacking the College theme for 2018: *Hope – bring a sense of purpose*, students explored what gave them hope. They discovered through the work of Dr Anthony Sciolli that hope is a part of a person's character or personality. You are not born with hope. Hope must be developed, like a set of muscles. There are four kinds of hope: attachment, mastery, survival, and spiritual. Each type of hope, just like each muscle, has a special purpose. Our students, as they develop their hope will have the resolve, along with the pathways and strategies necessary to achieve their goals. We were delighted when Fr Prakash Cutinha, the new Parish Priest of St Michael's, was appointed as Clonard's Chaplain. As a former School Principal, his understanding of young people was reflected in his homily at the Opening of the School Year Mass celebrated at St Mary's Basilica in early February. Ash Wednesday was solemnly observed with year level liturgies and the Stations of the Cross were explored through *Goggle Box* on the final day of term one. Clonard also hosted the Tri-School production of 'Grease' in August. I thank all the students, staff, parents and friends who were involved in this very enjoyable musical. Brigidine Day saw the entire school and guests seated outside on Tullow when after 62 years of commitment, the ownership of Clonard was passed from the Brigidine Sisters into the care of Kildare Ministries. To honour the dedication of the Brigidines to Clonard, the new learning resource centre was named the Brigidine Centre. On the same day, we witnessed the ceremony of Entrusting of the Stewardship of Clonard College from the Brigidine Sisters to the Trustees of Kildare Ministries. We were fortunate to have many Brigidine Sisters present with us to mark this historic occasion and it gave us the opportunity to say 'thank you'. We would not be the community that we are today if it were not for them and those gone before them and their life of service that allowed our community to flourish. We concluded the year with the Year 12 Graduation Mass, the end of year Student Mass and staff liturgy. St Brigid's Chapel continues to provide a sacred space for staff and students as we continue to discover creative ways to unpack the story of Clonard through the beautiful stained glass windows created by Sr Reba Woodwiss. *Prepared on behalf of Damian McKew (Principal 2018)*



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. Clonard College is a Kildare Education Ministries Catholic School in the Brigidine Tradition.

Education in Faith

Goals & Intended Outcomes

- Develop a policy and guidelines for use of St Brigid's Chapel by the school community and for hire. Work with staff and students re appropriate and respectful use of the sacred space.
- Provide opportunities for appropriate deep reflection.
- To ensure that the 2018 theme: "Hope- bringing a sense of purpose" is embedded in the daily actions of members of the College community.
- Explore and implement the new Religious Education Framework.
- Encourage the Clonard community to participate in outreach experiences
- Embed the College guidelines relating to fundraising protocols.
- Formalise Catholic Identity program into the induction program for new staff.
- Be faithful to our Catholic Identity and at the same time, respond positively to the increasing pluralistic nature of our school community
- To collate a data base of the multi – faiths at Clonard.

Achievements

- In two years, St Brigid's Chapel has become a sacred and welcoming space for the college community. Students and staff utilised the space more for reflection, meditation, class and year level liturgies. As a multi-sacred space all are welcome.
- Prayer is an integral part of Clonard life. This is seen in the masses, liturgical season liturgies, class and staff prayer. Students are becoming more confident in writing prayer for mass and liturgies. Year 12 students embraced reflecting on the college theme and designing their own poster for retreat and graduation. The college theme was carried through all celebrations as well as in the classroom. All classes, commenced the year unpacking the theme, exploring scripture and modern examples of hope
- 'Hope – the heart of the matter' was the theme for the reinstated Staff Spirituality Day. Ably led by Paul Spence staff enjoyed the opportunity to be still for a while and make space for reflection. A number of staff were fortunate to be able to attend the 'Saving Grace' Retreat facilitated by Kildare Ministries.
- Increasingly students and staff are entering into discussions around how proposed fundraisers reflect Catholic Social Teachings before applying to hold one. They are recognising that a 'helping hand' is better than a 'hand-out.'
- Clonard continues to be faithful to its Catholic Identity while at the same time it responds positively to the increasing pluralistic nature of our school community. This is evident in many ways but particularly how many different faiths are represented on the Liturgy and Identity Student Leadership group.
- New staff undertook a session on Catholic Identity and what that means in-terms of working at Clonard. They explored what Catholic Identity looks at like at Clonard, including input on the Catholic Church and the college charism.
- Work commenced on re-designing the Religious Education curriculum in line with Catholic Education Melbourne's new curriculum framework.
- We welcomed new chaplain Father Prakash Cutinha who as a former school principal demonstrates a great understanding of young people.

VALUE ADDED

- What gives hope? Our students give us hope. When they get up early to provide breakfast for the students at St Thomas Aquinas, Norlane; give up a day in their holidays to help with the Refugee Holiday program and march for justice; offer to help a classmate who is struggling; place their litter in the bin; are passionate about an issue; are resilient in the face of personal struggles, We see a world in which many of our students are making a difference to someone’s life or the universe – giving hope.’
- A profound moment for Clonard was the ‘Circle of Solidarity’. An initiative of the Justice and Democracy team for Refugee Week, the entire school stood in silence for 2 minutes to show its support for refugee and asylum seekers.
- Ritual and symbolism are incorporated wherever possible in college celebrations. It was very evident than in the Liturgy held on Brigidine Day to celebrate and acknowledge the transfer of the stewardship of Clonard College from the Brigidine Sisters to Kildare Ministries. A significant milestone in Clonard’s history, which the staff and students actively engaged in assisting to design to ensure all aspects of the college’s heritage were honoured as we looked excitedly towards the future. Shanika Jenkins of year 8 designed the presentation gift for the occasion.



Learning & Teaching

Goals & Intended Outcomes

- To increase the level of collaboration between Learning Leadership Team and Subject Level Teams to leverage teacher efficacy in delivering:
 - A viable and guaranteed curriculum
 - Moderated student samples
 - Establish high expectations based on student data
 - Understand the skill set of their students to accurately teach to their students' next level of skills/material but also to differentiate effectively in the classroom
 - Greater transparency and consistency across classrooms at the same year level and in the same subject.
- To increase the focus on student agency and student voice in the curriculum structures of the school to enable students to be supported where necessary and advance or accelerate into levels above the expected standard at their year level.
- To review the place of the General Capabilities (Intercultural/Ethical/Critical and Creative/Personal and Social) in our curriculum and plan for the next iteration.
- To introduce a program of 'Learning Intentions and Success Criteria' into curriculum writing and production and in the next iteration, into classroom practice.
- To ensure all teachers are meeting the expectations to update SIMON/PAM regularly to support feedback and reporting to students and parents.
- To develop with staff a new daily schedule to accommodate the 5 x 60 minute daily schedule and increased breaks during the school day.
- To reconstitute the curriculum design of the College to enable the vertical curriculum (9 – 12) in 2018 and realign the time allocation of subjects to better reflect the curriculum outlines as suggested by VCAA.
- To introduce Learning Sprints to staff, in collaboration with the other Catholic secondary schools in the region and supported by Catholic Education Melbourne, to enable a shared understanding of change processes for ideas/concepts that are hard to teach but important to learn.

Achievements

- The vertical curriculum was ready to be launched in 2019. We were pleased to see so many students selecting subjects and levels that were commensurate with their skills and interests. We believe that this will strengthen over time as students adjust their thinking to the opportunities it provides.
- We increased the advanced offerings at the school to provide extension for students identified as working above/well above the level expected at their year level.

We have introduced Advanced Mathematics and English in Year 7. Students are invited to join these classes based on their data. We have increased the advanced offerings in Year 8 to include Mathematics, English and Science. Students are invited to join these classes based on their data and teacher recommendation. We have increased advanced offerings in Year 9 to include Mathematics, English and Science. Students are able to self-elect into these classes but teachers are given the opportunity to make recommendations.

- The Learning Leadership Team has begun the work to produce, with the Subject Learning Teams and Domains, a guaranteed and viable curriculum that accurately reflects the intentions of the VCAA scope and sequence and re-designed the curriculum templates to direct the courses to reflect the intentions of the study. The presence of Learning Leaders at the majority of Subject Level Team meetings has ensured that this language and focus is present at these collaborative meetings as a means by which this focus will be disseminated. We have rescheduled the Curriculum Domain meetings to ensure that there is a formal review of the previous term's work and updating concluded for the next year. This focus has ensured that the curriculum offered is aligned to the VCAA Scope and Sequence and pares back and allows time in classes to work on skill development and reduce the focus on content.
- The place of the General Capabilities in the curriculum was reviewed in Semester 2, 2018. While we acknowledge these capabilities should and are taught in many ways in many subjects, the next iteration saw the formal and deliberate teaching, assessing and reporting of the capabilities assigned to a particular subject at a particular level to ensure the capabilities curriculum is executed. With ICT, a software program for delivering the reports to the parents in a meaningful way is being developed for implementation in Semester 1, 2019.
- The SIMON/PAM updates are scheduled twice termly. Parents are now notified by email that PAM has been updated and the Learning Leadership Team has ensured that all teachers have met this commitment. This represents a great movement forward in the dynamic reporting to parents.
- Proposals for a new timetable were established in collaboration with the staff and in response to parent, student and teacher need. The decision was to establish a 5 x 60 minute period day, effective 2020. This responds to teacher, student and parent data that the school day is overwhelming. This initiative is designed to benefit students and teachers in their work during the day and to maximise the capacity to retain learning when moving between subjects. The proposed timetable resulted in a reallocation of time to subject areas in line with the objective measures of the time allocated to the construction of the curriculum itself. It was also designed to enable the establishment of a Wellbeing Program from Year 7 – 12 and we are very pleased that this has resulted in 4 hours and 40 minutes per cycle being devoted to the wellbeing of students in a program of targeted and incremental design. In addition, the research around breaks during the school day, was introduced to staff. Again, working through 2018 in collaboration with staff, the decision was made to schedule breaks during the school day between each class.

STUDENT LEARNING OUTCOMES

YEAR 7			
Dimension	2016	2017	2018
Reading	559	563	547
Writing	542	538	526
Spelling	548	554	547
Grammar	557	552	546
Numeracy	554	552	533
Year 9			
Reading	594	596	609
Writing	569	586	579
Spelling	581	588	597
Grammar	581	595	592
Numeracy	577	596	599

We continue to perform well against NAPLAN standards with our students performing as well as or above students in similar schools (Year 7, above in Reading, Writing, Grammar – Year 9, Writing and Grammar). In Reading at Year 9 our students outperform students who begin on a similar starting score. In Writing, at Year 9 students outperform similar schools from Year 7 - 9.

In Numeracy there are gains being made here as the median of our students began below State level at Year 7 but is above State level at Year 9 and this is due to a consolidation of the Mathematics program at Year 7 – 9 and the maintenance of the NLEP in these years. We are pleased that the growth report shows that we are increasing the number of students who show high levels of growth between Year 7 and 9 to 30.07% for Reading and 30.62 in Writing. While we strive to achieve similar results in Numeracy, in 2018 we fell short of that target by 6%. We acknowledge that there is more work to do in all areas and we hope that encouraging students who are capable to aim high through the Advanced classes, we might draw forward in this area. The data also demonstrates that we are making gains through the NLEP in reducing the number of lower-achieving students.

Student Wellbeing

Goals & Intended Outcomes

- To further embed restorative practice with students, staff and parents.
- To continue to develop the implementation of the Child Safe Standards.
- To continue implementation of the whole school approach to student wellbeing using various frameworks including Positive Education and the Respectful Relationships initiatives.
- To review Social Emotional Learning across the curriculum with particular focus on implementing Social Emotional Learning as a whole school approach.
- Continue to develop Parent focussed activities and functions.
- To review Mindfulness practice and offer opportunities for students and staff to practice Mindfulness and other Positive Education practices.
- To continue professional development for staff in relation to accommodating students with additional learning needs.
- To review the current Health curriculum and prepare to introduce a new wellbeing elective to ensure key outcomes are being met and accommodated.

Achievements

- Health and Pastoral Care curriculum reviewed in 2018 and mapped against Social Emotional Learning and Respectful Relationships models with a working party formed to ensure the 2019 curriculum addresses all key areas.
- In 2018 we were successful in presenting the student data and curriculum review to Leadership and Stewardship Council who have endorsed our Fit2Thrive initiative that will be launched in 2019. This will involve a pilot Wellbeing program at Year 9 and 10 which will see the girls involved in physical activity at least three times a week (in rotational blocks). By 2020 we aim to roll out a whole-school program from 7 – 12 which will be targeted to the year level and meet what is viewed to be their developmental needs as they progress through the school.
- In 2018 Clonard teaching staff successfully participated in a number of workshops focusing on explicit positive education and social emotional learning strategies. We also continued to engage with the MindMatters online professional development modules and in-house training focusing on supporting students with additional needs.
- In 2018 we were able to offer parents a number of information sessions to assist them in supporting the development of their daughter, these included:
 - Danielle Miller from Enlighten Education
 - Clonard combined with St Joseph's College in April to facilitate an informative parent evening 'Let's talk about Respect, Gender and Pornography'.

STUDENT SATISFACTION

Clonard College ACER Data (Australian Council of Education Research)

Research Question Areas:

1. Social-Emotional Wellbeing
2. Negative Feelings and Behaviours
3. Positive Feelings and Behaviours
4. Emotional Skills
5. Learning Skills
6. Social Skills
7. Values
8. Community
9. Home
10. School

2018 Summary / Key Points

As there is so much rich data in the results (100+ pages) we have highlighted the type and richness of the data using the 2018 Year 8 cohort.

Year 8 Social Emotional Wellbeing Summary Data

- Results Clonard College related to Negative Feelings and Behaviours 20.3% compared across the State wide Responses 25.6%
- Results by Year Levels related to Negative Feelings and Behaviours compared across state wide averages(Low/Emerging):
 - 12.42 % Year7
 - 20.41 % Year 8
 - 22.86 % Year 9
 - 21.77% Year 10
 - 25.36 % Year 11
 - 55.1% feel very stressed as compared to 42.4% state wide (also increased from 2017 Year 7 data – 49%)
 - 93.2% say they are a happy person as compared to state wide 86.4%

Emotional Skills Highlights

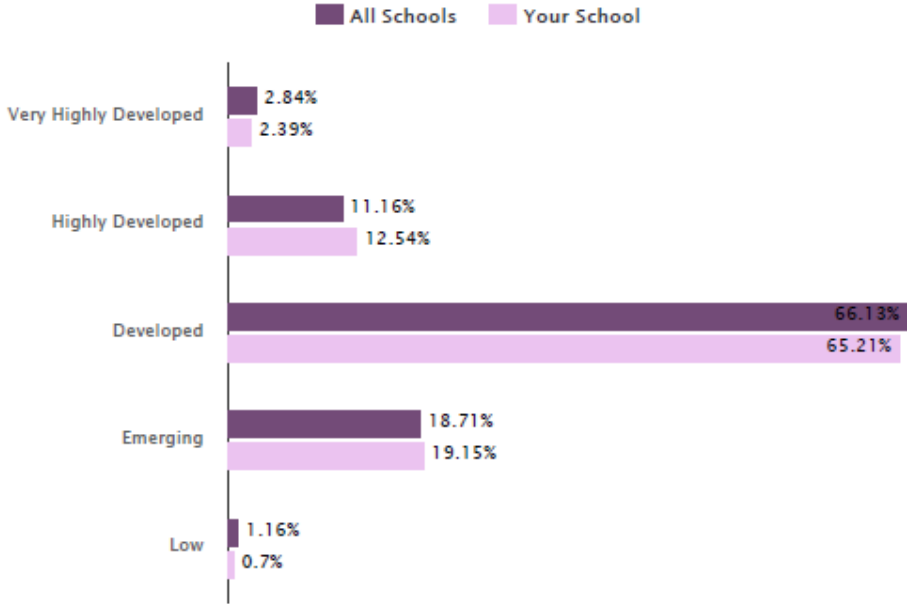
- 63.95 have a hard time controlling how worried they get (compared to 52.2% state wide) – consistent with counselling data (anxiety number one issue for referrals)
- 39.5 % act without thinking when they get angry (compared to 36.9% state wide). This statistic has increased from 2017

Social Skills

- 8.8% say they can't stand having to behave and follow rules, across the state 20%, and also acknowledge decrease form 2017 where the response rate was 13% (consistent in terms of learning the expectations at Clonard College)
- Positive results in conflict resolution skills 87.8% indicate they are good at solving conflicts without fighting (as compared to 72.5% State wide)
- Excellent scores for tying hard not to say or do things that hurt other people's feelings (in line with Clonard's values and ethos)

Overall social-emotional wellbeing

The overall social-emotional wellbeing report provides a comparison of all students from your school and all schools, as distributed across each of the five developmental levels.



School Life

Learning Skills

- Student persistency is highlighted as a positive – 90.5% students identify as being persistent and trying very hard to complete their school work
- Positive responses in caring for the environment 91.2 %, may indicate and be in line with education and school focus on sustainability and environment
- 40.1 % students indicated that when they do badly in schoolwork, they think, “I’m a failure” as compared to 35% state wide
- Sense of fairness highlighted in the data, 86.4% of students indicate that they try to make sure that everyone has a fair chance to win, even it means that they lose as compared to state wide 81.3%
- 61.2% students agree that there are many activities to do at school that interest me as compared to state wide 81.3%, this is consistent across year levels and an area that could be explored further across the school
- Only 40.8% students feel they are learning about different feelings people can have and how they can cope with stress, as compared to 57.9% state wide
- Diversity and Student Voice could be an area to explore further with Year 8 students and is line with Respectful Relationships direction

Safety & Relationships

Home life

- 85% students feel safe and free from danger
- 91.2 % students get along pretty well with members of their family, compared with state wide 88.4%

- 92.5% students get along with their teachers, compared with 85.8% state wide

Community

- 83.7% students identify that outside of school and family, there is an adult who shows she cares a lot about me
- 90.7% say their friends work hard and behave well, higher than state wide (83.2%) and increase from 2017 data (88%)

VALUE ADDED

- In October Danielle Miller the co-founder and CEO of Enlighten Education, Australia's leading provider of in-school workshops for teen girls on body image, self-esteem and empowerment presented to our Year 9 students. Danielle's full day workshop aimed to support our students to develop self-esteem and confidence. Designed specifically for our students the workshop helped our students discover their own inner beauty, manage friendships and even develop a clearer career pathway. Danielle enlightened our Year 9's to reach their own conclusion and to know their own minds. Rather than telling girls what to do, she focussed on informing, inspiring and empowering them. Fundamentally it encouraged our students to be discerning consumers and critical thinkers and to find their own voice in this complex world.
Danielle also presented to our parents that evening in the Brigidine Centre. Another great turn out from parents with positive feedback received.
- The White Ribbon Cup: What started as a challenge between two Geelong Catholic schools, has developed into an annual event which now engages multiple schools (public, private and Catholic) around the topic of healthy and respectful relationships. Students and staff from St Joseph's College and Clonard came together in 2012 to play a netball game as part of White Ribbon Day – International Day for the Elimination of Violence against Women. The initiative is now known as the Barwon Respect Cup, involves selected Year 9 students participating in workshops exploring issues of consent, gender equity, the role of the bystander and the impact of attitudes and behaviours, followed by an mixed round robin netball tournament. Using netball as a vehicle to open up discussion and send a clear message has been highly effective and we thank Lisa and the staff for keeping this great initiative alive.
- Data from the ACER and MindMatters surveys assisted us in developing the Fit2Thrive Wellbeing Program that will launch in 2019.

STUDENT ATTENDANCE

Clonard College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from college or class:

- Parents are expected to SMS a particular number at the commencement of the day, or ring the College if a student is absent.
- Early notification of an absence should be given to Attendance Officer (office) who will update SIMON.
- Attendance for each class will be recorded on SIMON for each period of the day, including morning homeroom.
- Teachers taking an extra or a Pastoral Care group that is not their own, are required to record attendance using SIMON.
- Teachers organising excursions are required to send the student names to the whole staff and to Attendance Officer (Office) who will input the information into SIMON as a school related activity.
- Year 12 classes or other classes not covered by supervision are recorded by the teacher when that teacher returns.
- An alert is generated for teachers by SIMON with regard to missed classes not recorded.
- Unmarked rolls are followed up by the Leadership Team.

Following Up Unexplained Student Absences

Clonard College has implemented the following systems and procedures in order to follow up unexplained absences from College:

- When a student is marked as absent for any 2 out of 3 classes at the beginning of the day (PC, p1, p2) an automatic prompt (SMS message) will be sent to parents/guardian starting at 10.15am. The service will keep checking for absences until 1.30pm. This notification is made on the same day, as soon as practicable, including for post-compulsory aged students.
- Where the absence remains unexplained the matter will be reported to the Homeroom Teacher/Year Level Co-ordinator for investigation and follow up.
- Attendance is also monitored weekly. When attendance drops to 80% or below the following applies:
 - 80% or below over two weeks, Homeroom teachers contact the family
 - 80% or below over four weeks, Year Level Coordinators will contact the family
 - 80% or below over eight weeks, Assistant Principal (Wellbeing) will contact the family
 - 80% or below over a term, students and their parents are called to a meeting with the Principal.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.

The requirement to follow up unexplained absences is included in the role descriptions of identified staff.

Child Safe Standards

Goals and Intended Outcome

- To continue to embed the Child Safe Standards and related processes.
- To ensure students at each year level are briefed on what is child abuse, neglect and sexual assault and who to turn to in an emergency.
- To continue to train staff on the use of PROTECT four critical actions for schools to respond to incidents, disclosures and suspicions of child abuse.

Achievements

- Training and awareness raising strategies delivered to all staff.
- Initial staff training with 9 modules completed has been done by all staff. We will revisit this each year, however will be guided by what Complispace recommends. Each year staff do the DECV Mandatory reporting module online also.
- Education of our students on Child Safety and Assault. Each year level has been briefed at an assembly by our two Child Protection Officers. The presentation focusses on what constitutes child abuse and where to go for assistance if they are worried about a friend or themselves. Child abuse is defined in the Victorian Child Wellbeing and Safety Act as:
 - Physical abuse
 - Sexual offences
 - Grooming
 - Serious neglect
 - Serious emotional or psychological harm.
- All Clonard girls know what each of these categories entails and how to keep themselves or a friend safe. This is not an obligation but each year we find a handful of reports come to staff after these assemblies.
- Consultation with the community via newsletters and website.
- Refinement and development of reporting templates and Professional Development of Year Level Coordinators and other key staff with regard to the PROTECT resource.
- Working in partnership with our lead school, St Joseph's College, as a Respectful Relationships school. Students from Year 7-11 have Respectful Relationships in the curriculum. This is taught via Health Education or via Pastoral Care lessons delivered by their homeroom teachers. SAPPS – sexual assault safety program is delivered in the Year 9 program however, St Joseph's Westcourt staff have opted out of doing this together as we have in years past. This is something we will continue to try and rectify as it had very powerful outcomes when workshopped with the opposite sex.
- Completion of the DET mandatory reporting module by all teaching staff.

Leadership & Management

Goals and Intended Outcome

- To offer professional learning in targeted areas of:
 - Leadership
 - Positive Education
 - ICT
- To continue Complispace training, development and implementation to meet compliance obligations
- Support for teachers and support staff to differentiate learning
- Support for individualised professional learning needs of staff

Achievements

- Enhanced goal setting process for teaching staff process involving all teaching staff
- Developed professional learning sessions to meet needs of students with diverse needs
- Development of school-wide approach to embed Positive Education approaches
- Enhancement of student leadership roles and responsibilities
- Complispace maintained to house all policies, procedures and compliance training in Child Safe standards.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2018	
<ul style="list-style-type: none"> • Differentiation and modification of student programs • 21C learning environments and structures • ICT, particularly using OneNote in whole of school environment • OH&S and compliance • Student learning support • Kildare Ministries leadership days • Indigenous Education initiatives • Sustainability Education • Assessment and reporting • Religious Education accreditation opportunities • Pastoral Care, MindMatters and Restorative Practices • Completion of higher degrees • Subject-specific professional development and networks • Exam marking and setting • Student mental and physical health • Staff and student wellbeing • Positive Education Approaches, both internal and external 	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	86

AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1143
TEACHER SATISFACTION	
<p>While at the current time we do not use a formal instrument to measure teacher satisfaction, we draw insights into this from a number of places. The College enjoys a low turnover of staff and teaching positions that become vacant and are advertised are met with high levels of interest. We regularly meet with new members of staff and they report that they quickly settle and that they feel welcomed and they notice the positive attitudes of staff and students.</p> <p>Each year we conduct the MindMatters staff survey and invite the staff to reflect on the results. We have found that staff feel supported and valued and we invite the staff Wellbeing Action Team to monitor issues raised and suggestions for improvement made.</p> <p>The Annual Review Meetings (ARMs) conducted late Term Three and early Term Four, continue to offer an opportunity for teachers to reflect on their work, to feed back to a member of the leadership team and to set goals around professional learning and continuing improvement to teacher practice. These ARMs indicated that staff are generally very positive about their work as teachers, about the support they receive in their work and the culture of the school as a learning community. They also report positive feelings about their relationships with students and with their access to professional learning and support when required.</p>	

College Community

Goals & Intended Outcomes

- Continue to develop and enhance Clonard's presence and standing within the wider Geelong community.
- To support local charities, schools, community groups and their programs / initiatives through involvement of staff, students and wider College community.
- To improve links with local Catholic and Government Primary schools, particularly our feeder schools, through shared use of our facilities/resources and support of activities conducted by these schools. i.e. Sports days, Sports Fun program, Science workshops
- Continued OH&S planning, training and implementation and provide Professional Development to staff within our meeting structures.

Achievements

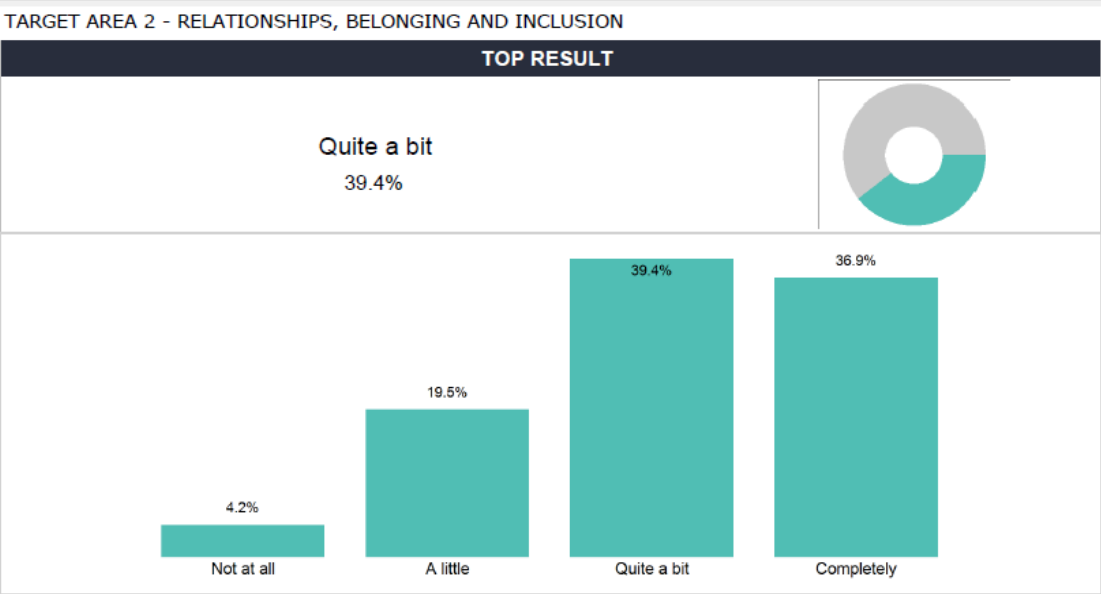
- Our Annual Open Day was held at the College on Friday 16 March to showcase the opportunities our College has to offer prospective students. In 2018 we had our largest number of registrations ever and feedback received from visitors was very positive.
- Our Annual Milestone Reunion was also held in March and was a very memorable event for all those in attendance. It was wonderful to see many ex-students and staff in attendance. This event provides our former students with an opportunity to reacquaint themselves with their peers and the school. An upside of this gathering is our capacity to reconnect with former students and to continue to update our Old Collegian database.
- On 24 August the Student Leadership Team held their annual Night Market and Arts Exhibition at the College, which raised \$1,145 for the community of Manya in Uganda. This is to support the immersion trip that took place over the summer holidays, for a select group of Year 12 students from Clonard and St Joseph's. The night was a huge success with lots of artwork, stalls, food vans and live performances.
- One-day Op-Shop to aid Homeless – *'Geelong students banded together to help the city's homeless'*. Leaders from four Geelong Catholic schools organised a 'Geelong West Op-Shop for the Homeless' event to raise funds and awareness for local charity, Samaritan house Geelong. School captains from Clonard, Sacred Heart, St Joseph's and St Ignatius Colleges collaborated to organise the market-style event which involved clothes being collected from the four Colleges as well as local Primary schools and then sold to raise necessary funds for this charity. The event was held on Saturday 8 September at the Geelong West Town Hall and \$1,500 was raised.
- Brigidine Day celebrations were held on the last day of Term 3 commencing with a whole school liturgy in Tullow Hall. The students and staff thoroughly enjoyed their day which included the running of the annual Tullow Gift. The carnival style activities, food

stalls, the Clonard Talent Quest and House Choir Competition made it truly a memorable day for all. On the same day, we witnessed the ceremony of Entrusting of the Stewardship of Clonard College from the Brigidine Sisters to the Trustees of Kildare Ministries. We were fortunate to have many Brigidine Sisters present with us to mark this historic occasion and it gave us the opportunity to say ‘thank you’. We would not be the community that we are today if it were not for them and those gone before them and their life of Service that allowed our community to flourish.

- We also celebrated the Opening and Blessing of the Brigidine Centre on Friday 21 September. The Brigidine Centre was officially opened by Hon Sarah Henderson MP, Member for Corangamite and blessed by our College Chaplain, Fr Prakash Cutinha. This vibrant new facility provides our students with a 21st century Library with a variety of spaces.
- The Clonard Crosslinks (Old Collegians) Publication continues to be an annual project that stems from the Reunion conducted earlier in the year. Key personalities from the celebrating groups – 10 year, 20 year, 30 year, 40 year, 50 year etc. contribute images and articles that highlight key achievements of former students.

PARENT SATISFACTION

Similar to previous years, general satisfaction from students, parents and staff of the school is gauged by the increased engagement and attendance at our school related events and activities -Year Level presentations, Parent Information nights, Careers Expo/s, Wellbeing Information evenings, College celebrations, including school masses, awards evenings, VCAL programs, art shows, parent teacher interviews 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. A snapshot of Parent results of the MindMatters data is shown below.



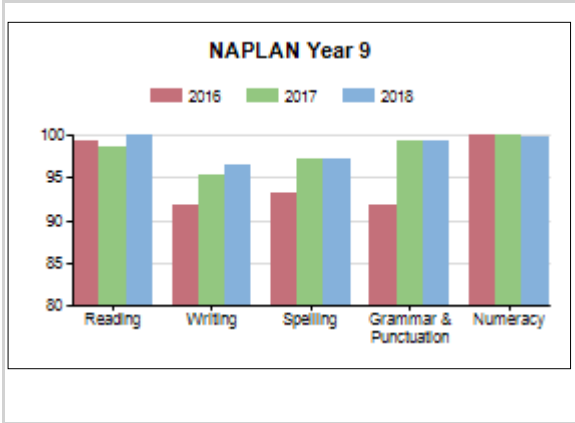
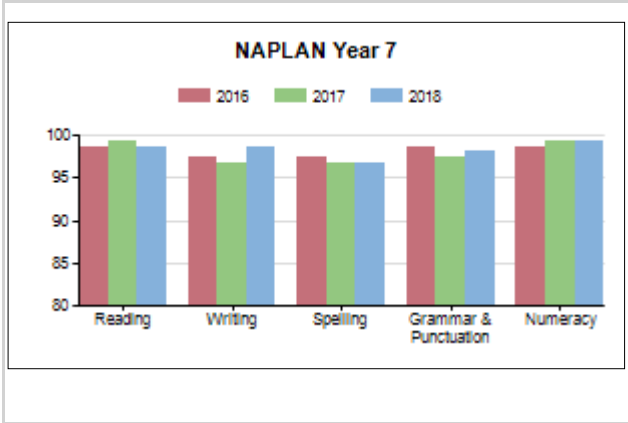
School Performance Data Summary

E1193
Clonard College, Herne Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	98.7	97.4	-1.3	98.1	0.7
YR 07 Numeracy	98.7	99.3	0.6	99.4	0.1
YR 07 Reading	98.7	99.4	0.7	98.7	-0.7
YR 07 Spelling	97.4	96.8	-0.6	96.8	0.0
YR 07 Writing	97.4	96.8	-0.6	98.7	1.9
YR 09 Grammar & Punctuation	91.9	99.3	7.4	99.3	0.0
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	99.3	98.7	-0.6	100.0	1.3
YR 09 Spelling	93.3	97.3	4.0	97.3	0.0

YR 09 Writing	91.9	95.3	3.4	96.6	1.3



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	91.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.6
Y08	92.6
Y09	92.6
Y10	90.8
Overall average attendance	92.4

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.7%
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STAFF RETENTION RATE	
Staff Retention Rate	89.7%

TEACHER QUALIFICATIONS	
Doctorate	2.6%
Masters	19.5%
Graduate	42.9%
Graduate Certificate	10.4%
Bachelor Degree	81.8%
Advanced Diploma	19.5%
No Qualifications Listed	7.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	89
Teaching Staff (FTE)	78.4
Non-Teaching Staff (Headcount)	54

Non-Teaching Staff (FTE)	50.7
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	596.0
Year 9 Reading	607.6
Year 9 Spelling	600.4
Year 9 Writing	582.5

SENIOR SECONDARY OUTCOMES

VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	89%

POST SCHOOL DESTINATIONS – ON TRACK DATA

2. Post-school destinations of Year 12 or equivalent completers

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2017, from Clonard College, Greater Geelong (C) and Victoria

Post-School destination	Clonard College		Greater Geelong (C)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	19	67.9	843	65.6	21161	75.1
Bachelor degree	11	39.3	603	46.9	15460	54.9
Certificates/diplomas	7	25.0	149	11.6	3416	12.1
Certificate I-III	3	10.7	42	3.3	621	2.2
Certificate IV or higher	4	14.3	107	8.3	2795	9.9
Apprenticeship/traineeship	1	3.6	91	7.1	2285	8.1
Apprenticeship	-	-	61	4.7	1617	5.7
Traineeship	1	3.6	30	2.3	668	2.4
Not in Education or Training	9	32.1	442	34.4	7022	24.9
Employed	4	14.3	200	15.6	3182	11.3
Employed full-time	-	-	58	4.5	1102	3.9
Employed part-time	4	14.3	142	11.1	2080	7.4
Looking for work	1	3.6	62	4.8	893	3.2
Deferred	4	14.3	169	13.2	2824	10.0
NILFET	-	-	11	0.9	123	0.4
Unknown	-	-	-	-	1	-
Total respondents	28	100.0	1285	100.0	28184	100.0

Note: NILFET = Not in the labour force, employment or training