

**CLONARD
COLLEGE**
GEELONG



2019 Annual Report to the School Community

School Registration No. 1551



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

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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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22/5/2019

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, educating just over 920 students, from the areas of Greater Geelong, Bellarine Peninsula, Surf Coast Shire and the Golden Plains Shire.

As a school, we celebrate our Catholic Identity. United by our belief in God we act out the Gospel message inspired by the person of Jesus Christ. Our relationship with God nurtures our understanding of self, others and the world. Dialogue is the key to the development of a strong identity; dialogue with God, dialogue with the Catholic faith traditions and dialogue with other faith traditions.

Whilst we treasure and value our traditions and heritage, we are a College that is responsive to the dynamic nature of the world in which we live. We actively strive to ensure our programs are equipping our young women to thrive both in the present and the future. Our past record shows the strong achievements of our graduating students and we aspire to continuous improvement for both students and staff. Our staff are committed and passionate about what they do and will go above and beyond in many cases to support our students. We also recognise that the sacred privilege of educating young women is not one that can be achieved without community support and so our partnerships with families and other community agencies and groups are paramount.

The educational experience at Clonard is more than an academic journey. It is an education that nurtures young women to embody our College motto 'strength and kindliness'. It is an education where the spirituality of our students is fostered. Our students' personal strengths are known, cultivated and celebrated through a broad range of opportunities and extracurricular offerings. We place equal importance on care for students' wellbeing and their academic learning success. A Clonard education provides our young women a sense of social justice and a voice to make a difference in the world. It is an education where the leaders of tomorrow are formed.

Clonard offers a teaching and learning program designed to challenge and be responsive to the emerging needs in education. We want all our students to become successful learners, confident and creative individuals, and active and informed citizens. The curriculum is regularly assessed and updated to remain current and appropriate for future workforce demands and the transition to further study or training. Essentially, our teaching and learning program aims to have students seek knowledge, understanding and skills as foundations for a life of learning. Our curriculum incorporates rich and robust offerings across all domains and with extra-curricular opportunities to extend and enrich the experiences of students. The school focuses on developing strong pathway skills in students through comprehensive VCE, VCAL and VET Programs along with our Years 7-10 delivery of the Victorian Curriculum.

At Clonard, we strive to educate the whole person. Ensuring each student is healthy, safe, engaged, supported and challenged, sets the climate for long term success. Wellbeing underpins our whole approach to teaching, learning, and curriculum structure. The six overarching domains in our evidence-based Wellbeing program are applied throughout the College and are explicitly taught by staff so that students come to value and nurture their physical, mental and emotional health. When students are well-positioned physically, mentally and emotionally they are in the mindset to learn and achieve.

Principal's Report

It is with a great sense of privilege that I present this first annual report to the School Community as Principal of Clonard College. There was a synchronicity in 2019 being my first year of Principalship and the College exploring the Kildare Ministry core value of 'hospitality'. I truly felt this value in action from the moment I arrived. I was to learn that 'welcome' is something that is highly valued by our community. At the heart of the Clonard welcome is an understanding that every person has an inherent dignity, every person has a story to share, every person, even the stranger, has a gift to share. This year we welcomed 164 new Year 7s and over 40 new students across the other year levels (plus 5 Japanese Students). Ten new staff have come to call Clonard their home this year.

The faith dimension of our College is both a source of nourishment and witness for our community. Rich liturgical experiences were encountered across the year including our Opening of the School Year Mass, Good Friday liturgy, Brigidine Day celebration with a special focus on our solidarity with the earth, Year 12 Retreat and year level reflection days. Tania Anticev and I had the privilege of joining the Kildare Ministries pilgrimage to Ireland which immersed us in the deep tradition both cultural and ecclesial that formed the beginnings of the Brigidine and Presentation's story. There is something about how the Irish extend hospitality that has shaped this value for us. It is a hospitality that has an abundance and overwhelming generosity spiced with good humour and a love of life and the glory of the created world.

This year as a new Principal I learned to appreciate that our commitment to social justice is something that sets us apart. Our students have set the bar high in this area and are ready to identify challenges or areas where we can improve. Along with our longstanding commitments to the St Thomas of Aquinas' Breakfast Club program, homework tutoring at a local secondary college and the refugee holiday program, this year our students hosted the screening of the *2040 documentary* along with a panel discussion about ways we could respond to climate change. Our Aboriginal and Torres Strait Islander (ATSI) students hosted *The Australian Dream* as an active response to building an understanding and dialogue around reconciliation. Our FIRE Carriers (Friends Igniting Reconciliation through Education) have led from the front with their active participation in the Treaty vote and championing the cause of young aboriginal women, both at a local and national level. I thank our staff for continuing to support our students in being voices for justice in our world. The staff spent a day with Sr Brigid Arthur csb, learning about her work with the Brigidine Asylum Seekers, further reinforcing action the College had taken to mark the 5th anniversary of the formation of Kildare Ministries through a liturgy and petition to address the mental health of asylum seekers.

There are so many aspects of learning to celebrate this year. Some highlights included being a part of the music and performing arts showcases, the TriSchools musical 'Shrek', winning the SCSA Division 2 Athletics, the rowing achievements at the Head of School Girls, our stunning STEM students who have competed in so many competitions this year. I have lost track and our amazing VCAL girls who built a playground and hosted an outstanding dinner for staff and families.

This year we trialled Fit2Thrive at Year 9/10 as a prototype program to address the growing need for our young people to have explicit skills and capabilities in social and emotional wellbeing. This program has included learning about mindfulness, fitness, character strengths, growth mindset and other strategies to take control of our wellbeing. The positive outcomes of this program have led to us moving towards implementing a wellbeing program 7-12 in 2020 along with a restructured timetable that creates more breaks in the day. We have partnered with the Institute of Positive Education to build our staff capacity in the psychology and research behind positive education and social emotional learning. We were also announced as a lead school in Respectful Relationships for 2020, acknowledging the work already done in this area. We are positive about the outcomes so far and the support of the families at Years 9/10.

Clonard has always had a strong focus on student leadership. This year was no exception. We were beautifully led by Grace Ranner and Maggie Evans who put their heart and soul into their roles as College Captains. Our students again contributed in so many ways to the life of the College and the broader Geelong community. In 2019 we began looking at amplifying the impact of student voice on school improvement. Earlier this year we undertook 'horizon tours' where we invite students and staff to journey with us to visit some schools leading the way in learning and student voice. We also had a group of interested students attend a day's workshop with VICSRC learning more about the impact and possibilities of students engaging with the improvement agenda of the College. With the restructure of the College staff leadership we have aligned student leadership positions so they can directly influence what happens in various areas of the College.

This year I wanted to acknowledge the service of the members of our Stewardship Council, who serve our College by providing their wisdom and expertise in the areas of finance, policy and community development. Their advice and support is critical to my role as Principal. This year they have supported the Wellbeing review process, begun considering the next Master Plan and provided important feedback on the implementation of the Fit2Thrive program. A special mention to Greer Lamaro-Haintz our retiring Chair who has provided 10 years of service to our College. Her deep love and commitment to ensuring Clonard remains true to our vision and values is outstanding. She has been a wonderful witness in her time as chair to all that it means to be a member of the Clonard community.

None of what I have shared would be possible without the commitment, energy, passion and dedication of the Clonard staff and Leadership Team. At Clonard it really is a team effort! We have a staff that puts our students first, set challenge and high expectations for our learners, continually look to improve their practice and ensure that we continue to build a strong community with Kildare Ministry values inspired by the Brigidine tradition at the heart of all we do. For this I could not be more grateful. A Principal is only as good as the staff they work with, and we have a wonderful team here at Clonard. I commend to you this report on our College life and development through 2019.



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:

Wonder - celebrating all that is good with joy and gratitude

Courage - speaking and acting with integrity

Hospitality - welcoming all

Hope - bringing a sense of purpose

Compassion - walking with and having empathy for all

Justice – 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

- Deepen the community's understanding the KM value of Hospitality
- Develop protocols for use of the Chapel
- Explore the implementation possibilities of the Living Justly Charter

Achievements

Deepen the community's understanding of the value of hospitality

Our 2019 theme of **Hospitality – Welcoming all** was visited at the first staff gathering for the year and was unpacked further in our Opening School Mass at St Mary's Basilica on Wednesday 13 February. The theme was integrated into the many gatherings that were held over the course of the year.

The Opening School Mass and Commissioning of the new Principal Luci Quinn was held at St Mary's Basilica on Wednesday 13 February at 1:30pm. The Mass was a wonderful opportunity to gather and celebrate the commencement of the school year. Mrs. Quinn was ritually welcomed into the Kildare Ministries and Clonard communities through symbol, gift and prayer by our FIRE Carriers and students from each year level and staff.

The Year 7 students, along with other new students who commenced their secondary education journey with us were introduced to the works of St Brigid and her role as the patron of our College. For a number of our Year 7 students, Clonard is their first opportunity to have faith-based discussions. One of their very first gatherings was in St Brigid's Chapel where they explored the history of Clonard through the beautiful stained-glass windows and were inducted into the sacred space and protocols for its use.

Staff member, Gabrielle Tolan generously wrote a prayer which reflected the annual theme. The draft was workshopped at a Religious Education Meeting with the prayer being launched during the Ash Wednesday Liturgy as part of the Prayers of the Faithful.

Unconventional describes our Ash Wednesday liturgy this year. Lead by College Captain, Maggie Evans and Liturgy and Identity Leader Letecia D'Costa, we celebrated the fifth anniversary of the launch of Kildare Ministries, the faith community to which Clonard belongs. The Gospel explored Luke 14:12-23, which encouraged us to acknowledge who we invite to the table and who we exclude from the table. Behrouz Boochani, a Kurdish refugee detained on Manus Island for the past six years, was introduced to the staff and students via story as a reminder that we live in a world where not all people are valued. This liturgy recontextualised the ritual of Ash Wednesday for all those present in a new and meaningful way. Brigidine Day was an opportunity to celebrate our heritage. Brigid, a woman of hospitality, and in keeping with her Celtic tradition, was wonderfully attuned to the seasons and cycles of nature. She valued the elements of nature: earth, air, fire and water. We were challenged to consider how we are hospitable to the cries of Mother Earth. Falling on the *Students Strike for Climate Change* day, we took the opportunity to pray through the lens of *Laudato Si'* and as a closing action move out onto the oval where each year level, representing a continent, made a pledge articulating the small things they could do to alleviate climate change.

Monday 15 July was devoted to Staff Spirituality. To help further examine our 'hospitality' theme we welcomed Sr Brigid Arthur csb who shared her wisdom and insights into her work, through the Brigidine Asylum Seekers Project (BASP), with refugees and asylum seekers, highlighting the reality of their lives. Staff were introduced to the work being undertaken by a group of staff on the Refugee Support Program at Clonard for our own recent arrivals. The day successfully concluded with workshops focussing on different styles of prayer to assist teaching staff to broaden their repertoire of prayer styles in preparation for undertaking prayer in the classroom during Period 1 in 2020.

Develop Protocols for use of the Chapel

Each Friday throughout the year, members of the community were invited to join Principal Luci Quinn in prayer from 8.25am in St Brigid's Chapel. This has become an integral part of the faith life of the community with a regular group of staff gathering each week.

Students and staff are visiting St Brigid's Chapel for classes, meditation, private prayer and for support in times of need. Due respect is paid to the sacredness of the space which is designed to be a place of prayer for all denominations.

Justin McNerney ran a series of staff meditation sessions during Term 3 for both personal development and to accrue hours for *Accreditation to Teach in a Catholic School*.

A memorial rose garden was established on the north side of St Brigid's Chapel in memory of the four staff and one student who have passed away while active members of the Clonard community.

The Liturgy and Identity student leaders were actively involved in planning and running liturgy, with a number gaining confidence as readers. They also embraced the identity aspect of their role by attending meetings and undertaking actions with the Justice and Democracy (J & D) team and the Sustainability Team.

Explore the implementation possibilities of the Living Justly Charter

Ten students attended the Kildare Education Ministries (KEM) social justice two-day seminar held at Amberley in Lower Plenty. A lot of time was spent unpacking the difference between social justice and charity, while learning, that human dignity is the Catholic Social Teaching (CST) that underpins everything undertaken at Clonard College. A highlight of the seminar was a visit from Brigid Arthur csb, who promoted the very important work of the Brigidine Asylum Seekers Project.

On Wednesday 22 May, Clonard hosted the KM 'Educating for Justice Seminar'. The theme for the day was *Aboriginal Reconciliation*. There were over 100 participants from Clonard, Marian College Sunshine, Marian College Ararat, St Joseph's Echuca, Star of the Sea, Kilbreda and Killester Colleges. The seminar was 'live streamed' to students at Brigidine College St Ives, Sydney and Kildare College, Adelaide. The day began with an opening ceremony by our ATSI students who performed two cultural dances for the gathering and explained the significance behind the symbolism. We were very fortunate to also hear from local Indigenous man, Norm Stanley who challenged us to 'move forward together with courage' but emphasised the importance of grounding this in 'truth'.

Taking their message of reconciliation to the broader Geelong community, the ATSI students took the opportunity to promote awareness, conversation and advocacy by hosting a screening of *The Australian Dream*, at Village Cinemas, with a panel opening up the discussion and responding to questions afterwards.

The Sustainability Student Leaders and members of our Staff Sustainability Team hosted screenings of 2040 supported by a panel of people engaged in advocacy and action responding positively to climate change and sustainability issues locally. As well as an evening screening for approximately 100 members of the broader community, there was a lunch time session for students and staff which saw Kildare Theatre nearly at capacity. Our students are interested in their effect on Mother Earth. This was followed by a student forum discussing several options for our next steps at Clonard. One of the group's successes for the year was the introduction of BioPak biodegradable packaging into the canteen and the provision of an organic Bio-Pak rubbish bin, located near the canteen. Work commenced on mapping sustainability across the College curriculum.

Other achievements:

Post Graduate studies in Religious Education were commenced by Kylie Power (Assistant Principal – Wellbeing) and Kristin Flynn, while Linda Kiernan (Director of Catholic Identity) continued her Master of Theology.

Two new staff to the College attended the Kildare Education Ministries New Leaders Induction (Day 1). While four new staff were welcomed into the community of Kildare Ministries and our charism over two days of workshops.

The Kildare Ministries Founding Grace Retreat which ran from 15-17 May was an opportunity for staff seeking a deepening of their own spirituality and sense of personal call. Staff members Therese Bourke and Deb Hartup attended the retreat and Founding Grace Retreat in 2019 and returned very grateful for the opportunity to enrich their spiritual lives.

Luci Quinn and Tania Anticev undertook the Kildare Ministries fifteen-day pilgrimage to Ireland where they experienced moments of deep reflection, prayerful space and friendship with colleagues from Kildare Ministries as they immersed themselves in our charism. A deeply spiritual experience, they both treasure.

Luci Quinn and Linda Kiernan attended the KM Principals and Faith Leaders Retreat, facilitated by Fr Michael Trainor, from the 7-9 August, in Brisbane at Brigidine College Indooroopilly and the Santa Teresa Spirituality Centre, Ormiston.

Four staff visited Kilbreda College to listen to Dr Carmody Grey, Assistant Professor of Catholic Theology at the Centre for Catholic Studies, University of Durham, UK. Her keynotes focussed on a theological account of life and nature. The afternoon sessions positioned Dr Grey's talks within the Living Justly Charter of Kildare Ministries and the implications for our schools.

Staff attended PD with CEM exploring the *Pedagogy of Encounter* and successfully applied to be part of a project team exploring the implications for this approach in our teaching of RE.

Key staff attended an information session which was a proposal regarding the Catholic Schools Ministry Group and its possibilities for supporting the faith and spirituality of young people in the Geelong region.

VALUE ADDED

Refugee tutoring at Northern Bay College continued with a regular team of students giving of their time after school every Thursday to make a positive difference in the lives of students for whom English is a second language. On Tuesday mornings, dedicated student leaders and volunteer staff continued to offer outreach through the Breakfast Club at St Thomas Aquinas, Norlane, cooking and serving breakfast for the students and parents who drop in before school.

Our ATSI students had a very busy year with school, family and local initiatives. They poignantly lead a whole school assembly to mark 'National Reconciliation Week' performing dances, sharing their story and showing an insightful video they produced which answered FAQs. Students from the Northern Territory immersions to Ampilatwatja, Daly River and Santa Teresa, shared their experiences of connecting with communities, the learnings they gained as well as the memories they will treasure for their lifetime. Luci Quinn, stood in solidarity, as a FIRE Carrier, and addressed the College on the Reconciliation Week theme, 'Grounded in truth; walk together with courage'.

Clonard College hosted the Refugee Holiday Program on 9 April. Young people from Diversitat attended for a day of fun and entertainment provided by our student leaders who ran a variety of workshops for our guests, including; cooking, art and craft, science, drama, tabloid sports, basketball and soccer. The Justice and Democracy group planned the activities with the support of the Clonard staff and were joined by student volunteers from Sacred Heart, St Joseph's and Saint Ignatius Colleges. Refugee Week was an opportunity to explore how *hospitality* is or is not extended to refugee and asylum seekers. *You Can't Ask That!* was screened during lunch time, followed by a chalk messages of support written on the pathways around Clonard.



Learning & Teaching

Goals & Intended Outcomes

- Continue curriculum review and rewriting to reflect intentionality and alignment to the Victorian Curriculum
- Build teacher capacity to modify, adjust and extend learning experiences for a diverse range of students
- Co create a shared learning and teaching vision for Clonard
- Implement new assessment and reporting strategies including percentages and interim reports

Achievements

Continue curriculum review and rewriting to reflect intentionality and alignment to the Victorian Curriculum

Learning areas continued to follow the work begun in 2018 in rewriting curriculum to ensure intentionality and alignment with the Victorian Curriculum. The learning leaders commenced research into the educational thinking around the importance of learning intentions and the SOLO taxonomy ensuring learning moves from surface to deep learning.

The Principal met with key leaders in all learning areas to discuss the following:

- The documentation systems for each curriculum area
- How the curriculum is addressing the graduate outcomes of the College
- Any identified student achievement challenge
- The processes to ensure guaranteed viable curriculum, common pacing and common formative assessments.

A number of teams completed significant work rewriting and updating their curriculum documentation. The focus of the work included finalising the revised units of work for various levels, the development of rubrics and common assessment tasks, further develop moderation of student work and investigation of ways to collate and analyse student learning outcome data.

Build teacher capacity to modify, adjust and extend learning experiences for a diverse range of students

Following a quality assurance audit with a representative from CEM, Clonard College was assessed as being well on the way to sound practices in relation to its NCCD processes. Some of the recommendations received from the audit included ensuring notes from meetings with parents were signed and dated, building the capacity of Learning Support Officers to document and record work with supporting students, developing a timetable of lunchtime and recess support activities and include personal plans e.g. toileting for some students

Co create a shared learning and teaching vision for Clonard

Jo Ryan attended a workshop hosted by Professor Sandra Milligan who worked through the role of the students in the learning process. The Learning Leader Team facilitated a workshop on 30 August (Student Free Day) to commence the process of articulating the principles that will guide our approach to learning at Clonard. A number of readings were processed and analysed and staff worked towards synthesising common themes in response to the prompt 'learning at Clonard...' These themes were further developed by the Learning Leadership team for presentation back to staff. A working party refined thinking into 6 draft principles which were expanded to provide context for the application of these principles to all aspects of school life and operation that impact on the learning and teaching program.

The draft statements are as follows. At Clonard College.....

- Learning is intentional
- Learning is transformational.
- Learning is social.
- Learning is contextualised.
- Learning is personalised.
- Learning is for life.

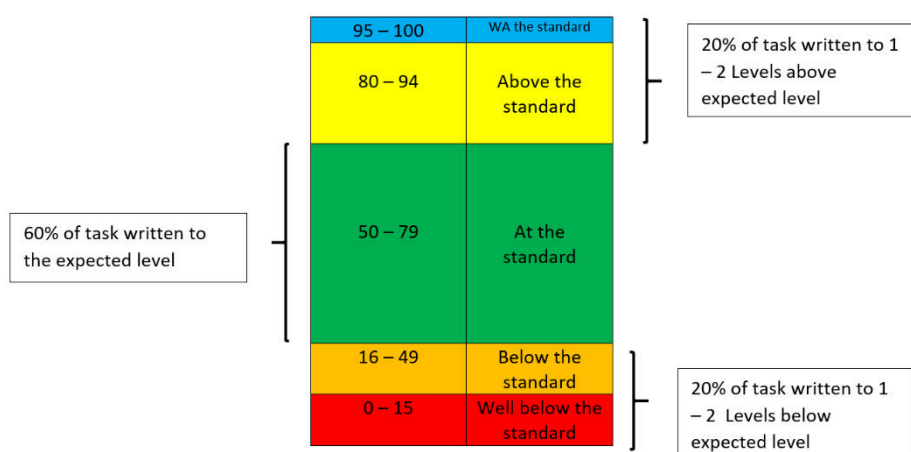
The intention of this learning charter is to provide both a touchstone and compass for our professional learning, decision making and dialogue around learning and teaching moving forward.

Implement new assessment and reporting strategies including percentages and interim reports

The interim reports were introduced at the end of Term 1 2019. Staff continued to work towards examining the impact of the percentage assessments that were aimed at addressing achievement across a range of levels.

A system was developed to provide an overview of the student's overall 'score' in these elements which would support conversations and planning for Year Level Coordinators.

In addition, we introduced an assessment and reporting process by which all student results in common Assessment Tasks would be graded against a scale from 1 – 100% which would represent achievement against the standards (Well below, below, at, above, well above). Represented graphically here, all assessment tasks are written to enable a student to demonstrate their capacity from well below to well above the expected standard. The work is marked on a scale from 1 – 100% where 80% represents a student **performing in the level above** where she is expected to be performing.



The design was to enable parents and students to see how they are performing against other students within and without the standard. Hitherto, many students had been graded as 'At the Standard' with little or no numerical recognition of achievement which this seeks to address and encourage students to strive within the standard also.

While initially there was considerable confusion around what the percentages mean, further education in this area and reaching out to parents and students for feedback will be undertaken to refine the process.

Other

Weekly walkthroughs of learning spaces by members of the Leadership group including the Principal commenced in 2019. During the walks the focus was on speaking with students asking, 'what are you / were you learning?' and 'what supports you in your learning?'. The responses were collected and feedback provided to the teachers whose classrooms were visited. Staff and students have responded positively to this initiative.

The CEM snapshot data was explored by the Leadership Team. This showed that the College was performing well in comparison to like CEM secondary schools when comparing mean scores in NAPLAN. The introduction of Advanced Maths classes from Year 8 aims to ensure students in the top 2 bands in Numeracy maintain that position into Year 9.

2018 VCE and VCAL Results

The High Achievers Assembly took place on Monday 11 February. This Assembly recognised the academic achievements of the highest scoring ATAR students from 2018. The 2018 College Dux was Olivia Hurley with an ATAR of 99.5.

The following is a summary of the VCE results attained by our students in 2018:

VCE RESULTS 2018	
Number of Subject Scores	503
Number of Study Scores above 40	37
% Students Study Score above 40	7.3
Median Study Score	31
Number students Score 50	1

VCAL

	Foundation	Intermediate	Senior
2018	2	18	17
2019	3	22	16

****Note** this includes a combination of Yr11 and Yr12 students each year. This is the number of Certificates completed, not the number of students enrolled.

2018	Foundation	Intermediate	Senior
Yr11	2	17	N/A
Yr12		1	17

2019	Foundation	Intermediate	Senior
Yr11	3	20	N/A
Yr12		2	16

The following offers were made by VTAC according to Universities/TAFE:

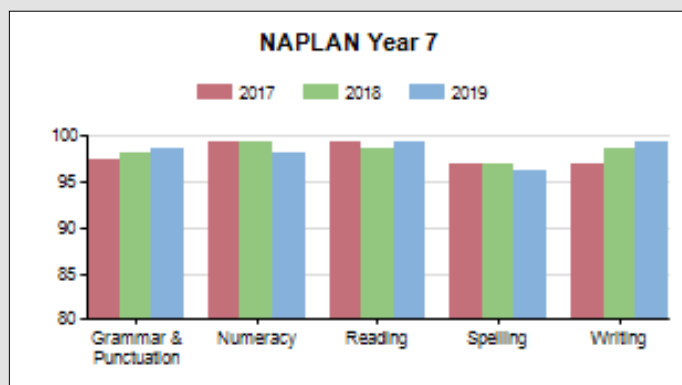
ACU	5	SWINBURNE	4
DEAKIN	43	MELBOURNE	7
FEDERATION	2	VIC UNI	4
LA TROBE	5	DEAKIN COLLEGE	1
MONASH	1	COLLEGE OF THE ARTS	2
RMIT	5	LABROBE COLLEGE	1

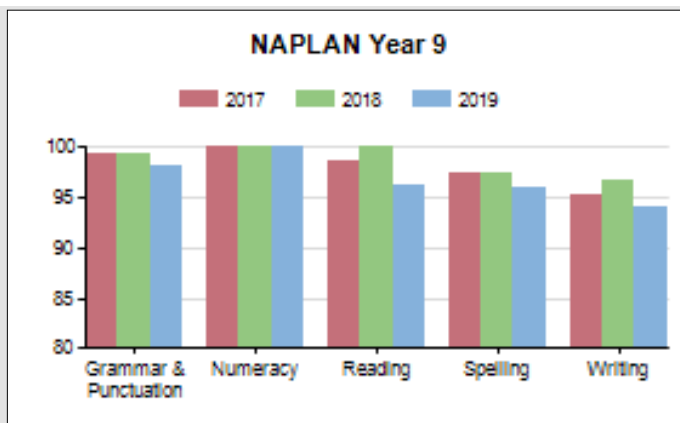
Staff Learning and Development Program

A project group met to update our Learning and Development program for teaching staff. The student feedback questions were refined by a group of staff and presented to the Aspire Student Leaders. The student leaders explained the purpose of the survey to all students at an assembly. The project group met with EMS360 to investigate an online platform to house the goal setting, achievements and ARM documentation. Teaching staff began sharing surveys with nominated classes, then set goals from the feedback in collaboration with a Learning Partner. These goals were worked on by teachers during the second half of the year and again reflected on with the learning partner, culminating in the Annual Review Meetings in October and November. This process continues to encourage the continuous improvement of our teaching staff and effective planning for their professional learning.

STUDENT LEARNING OUTCOMES

YEAR 7			
Dimension	2017 School Mean	2018 School Mean	2019 School Mean
Reading	563	547	555
Writing	538	526	538
Spelling	554	547	548
Grammar	552	546	555
Numeracy	552	533	548
Year 9			
Reading	596	609	595
Writing	586	579	571
Spelling	588	597	582
Grammar	595	592	583
Numeracy	596	599	586





Our NAPLAN data demonstrates a consistency of performance over the past five years however the 2019 data showed mixed results. Students at or above the National minimum standard: 94% in Writing, 96% of students in Reading and Spelling, 99.8% in Grammar and Punctuation and 99.8% in Numeracy. 36% of students at Year 9 demonstrated a 'medium' growth (average) between Year 7 and 9 where 26% were 'high' and a further 28% were 'low' growth. At both Year 7 and 9 we continue to perform above State and National levels (where applicable) with the exceptions of Numeracy at Year 7 and Spelling and Numeracy at Year 9. At Year 7 there was some gain against all dimensions but at Year 9 we have seen a relatively small but significant decline in performance against all dimensions with the exception of Numeracy which improved slightly.

In response to this data, the English Learning Area has developed a year-long Student Learning Outcomes Improvement Plan which has, as its purpose, to develop a shared understanding of the key terms of English (NAPLAN) and to teach the metacognitive strategies to approach the tasks with confidence. In Mathematics, they are using the NAPLAN results to identify areas in need of direct instruction to improve the students' capacity to achieve in these dimensions. Furthermore, all Learning Areas of the school have developed Improvement in Student Learning Outcomes Learning Area Plans which seek to ensure that we see an upturn in these results.

Student Wellbeing

Goals & Intended Outcomes

- Implement and monitor the outcomes of the new wellbeing curriculum program at Year 9/10 – Fit 2 Thrive
- Build capacity of staff in implementing restorative practices, positive wellbeing and relationship building with students
- Conduct COSSI Pastoral Wellbeing self-review

Achievements

Implement and monitor the outcomes of the new wellbeing curriculum program at Year 9/10 – Fit 2 Thrive

The Fit2 Thrive program was implemented for our Year 9/10 students with all students engaging in 6 periods per cycle that explored positive education, fitness, mindfulness and healthy eating. Staff also participated in these sessions with the students to model and promote healthy wellbeing habits.

Fit2Thrive Parent Expos took place in the Brigidine Centre over two evenings. They were well attended, and parents were excited about the program and the future of Wellbeing at Clonard. Parents actively participated in a presentation that outlined the evidence-based research that Fit2Thrive is founded on. Parents then participated in student led activities exposing them to brain breaks and high energy movement activities before participating in a mindfulness workshop led by staff member, Justin McInerney. They also had the opportunity to watch their daughter demonstrate a 20 minute fitness routine.

Further parent information sessions were held in Term 4 to unpack the explicit Positive Education strategies that Clonard continues to implement. Following each unit, powerful student feedback was provided which indicated great success with this initiative.

A Wellbeing prototype program continued to be developed over 2019 and will be introduced to staff at Years 7 –12 for implementation as Wellbeing 2020+.

Teaching staff undertook a full day PD with the Institute of Positive Education presenting the foundational principles and research of positive education. The day looked at positive relationships, positive health, positive engagement and positive accomplishment. One staff member presented a 7 week course on mindfulness for staff. This course was grounded in theology and our faith tradition as well as the neuroscience of mindfulness and meditation. This course contributed to accreditation hours for staff.

A number of key staff will then be trained in the full Discovering Positive Education and advanced Discovering More Positive Education courses through the Institute of Positive Education at Geelong Grammar. These staff will be the key drivers in this strategic development over the next 3 years.

Build capacity of staff in implementing restorative practices and relationship building with students

Restorative Practices has been used at Clonard for a number of years to help guide our responsible, compassionate and just conduct of relationships between students and between students and adults. As such, there is the need to continually provide learning for new staff and to provide updates. This year we engaged Kristy Elliott of Restorative Pathways to deliver two workshops revising the principles and providing experience in practising the skills required to operate restoratively.

Conduct Pastoral Wellbeing self-review

A school review in the area of 'Wellbeing' across all facets of the school was undertaken in 2019. A Panel comprising representatives from KEM along with KEM School Representatives conducted a series of interviews, in order to validate the work that has been undertaken at the College over the last 5 years. The outcomes from this review will inform the 2019 Annual Action Plan and long-term School Improvement Plan. Staff provided feedback relating to the quality criteria. Students were invited to a feedback session on 13 May and parents invited to Community Conversations with a focus on Wellbeing in May. It was a very affirming experience with the panel providing helpful insights in relation to our future directions.

Charter of Sandhurst School Improvement – Pastoral Wellbeing Dimension	
Quality Indicator	Level
Safe Positive School Environment	Level 3 Achieved
Connecting Learning Behaviour	Level 3 Achieved
Inclusive Practices	Level 3 Achieved
Intervention and Support	Level 3 Achieved
Family/Community Engagement	Level 3 Achieved
Whole School Approach	Level 3 Achieved
Social and Emotional Learning	Level 3 Achieved

Future Goals identified in the review

- To continue to embed a culture of child safety across all aspects of our College
- To improve staff knowledge and understanding of the interrelationship between social emotional and academic learning and the core SEL competencies by offering explicit PD and evidence-based programs over the next 3 years.
- Undertake a review of our approach to behaviour management SEM 2 2019- moving to a positive behaviour support approach.
- Increasing knowledge on adjustments for students under NCCD framework including RTI professional development for teaching and LSO staff in 2020 (Repeated goals)
- Continuing to ensure we acknowledge and support an awareness of and inclusion of diverse groups within the College
- Develop a comprehensive induction program to ensure staff are supported in transitioning to Clonard.
- To develop and embed a new whole school Wellbeing Philosophy and build the capacity for leadership in Wellbeing across the school.
- To investigate effective ways to engage in dialogue with parents and families to promote engagement with the College.
- Embed a WSA towards SEL & Positive Behaviour Management through the development of Whole School Wellbeing philosophy.

Other:

Staff undertook the following professional learning connected to Wellbeing:

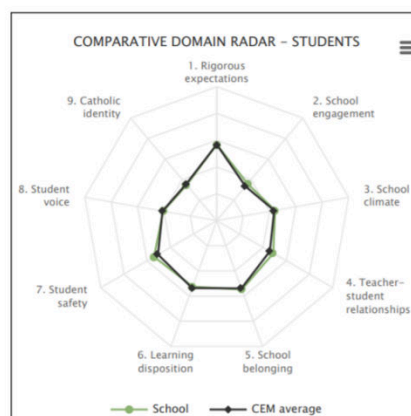
- Attendance at Discovering Positive Education and Discovering More Positive Education– Kylie Power and Therese Bourke (Assistant Principal: Wellbeing)
- Restorative Practices – all staff
- Anaphylaxis training (as per Ministerial order) – all staff
- First Aid updates
- Wellbeing Learning and Teaching Briefings focussing on Growth Mindset, Character Strengths and staff student relationships.

STUDENT SATISFACTION**CEMSIS 2019 STUDENT RESPONSE DATA DASHBOARD**

2019 Student Survey positive response aggregated % totals by year level and gender for Clonard College									
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=764)	CEM average SEC school comparison % positive (n=39,083)	Year 7 (n=152)	Year 8 (n=147)	Year 9 (n=146)	Year 10 (n=126)	Year 11 (n=101)	Year 12 (n=92)	Female (n=764)	Male (n=0)
48%	46%	53%	47%	44%	46%	44%	52%	48%	-

1st level comparison

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=764)	CEM average SEC school comparison % positive (n=39,083)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	57%	57%
2. School engagement	How attentive and invested students are in school.	36%	33%
3. School climate	Perceptions of the social and learning climate of the school.	44%	44%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	49%	46%
5. School belonging	How much students feel they are valued members of the community.	55%	54%
6. Learning disposition	Students' mindset about themselves as learners.	52%	54%
7. Student safety	Perceptions of student physical and psychological safety while at school.	54%	51%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	41%	41%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	35%	36%

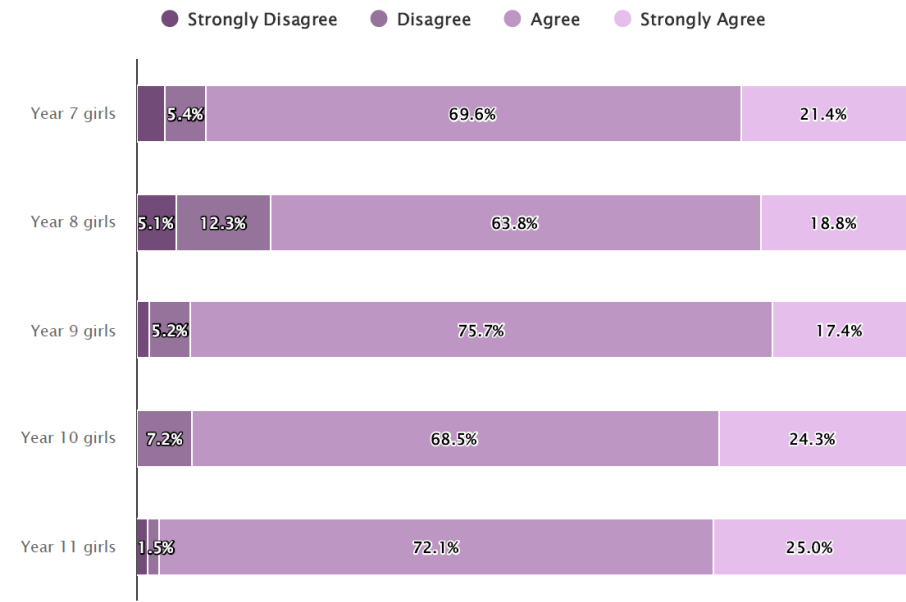


Student Voice In a student Leaders' workshop in December, we asked students to consider the **CEMSIS student data** and the Living Justice Framework. From this, the group decided that while students on the whole are very satisfied with their school, they saw the opportunity to frame a focus for their work with students for 2020, particularly around trying to increase the sense of connectedness of the middle school (Years 8, 9 and 10) to their teachers and their learning. Student Leaders see that this focus can significantly improve the level of student satisfaction with aspects of the school, particularly their attitudes to learning.

Similarly, we conducted a workshop with teaching staff considering the CEMSIS student data. Teachers also recognised, in general, the positive views the students' have of their school and their relationships with their teachers. Teachers made the observation that a significant area for our work is engaging students and helping them take increased responsibility for their learning.

Positive Feelings and Behaviours: 9. I get along with most of my teachers.

Please select the aspect of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.



VALUE ADDED

Student Leadership Conference - CPR (Connect, Protect, Respect): Breathing life back into school communities through best practice student engagement, Melbourne, August 2019 (WISA). We had six students and two staff attend this event which reinforced an interest in renewing the structures that support representation and student voice in the College. The newly appointed College Co-Captains attended the KEM Student Leadership Retreat in December. This great experience helped them develop the skills and impetus to work with the senior student leaders on developing and enhancing the leadership of the student leadership group.

Activities Week

Activities Week at the College in May included the Year 12 Mother's Day. Three Year 9 groups had the opportunity to experience an immersion to the Northern Territory. The Year 8 camp was held at Roses Gap and Year 9 students embarked on their Melbourne City Experience. The Year 12 Retreat was held at Rutherford Park. The remaining three levels participated in Careers and Student Wellbeing Activities.

STUDENT ATTENDANCE

Clonard College has 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

- Continue to embed the Child Safe Standards and related processes.
- 2019 focus - identification and management of risks in relation to child safety and HR practices

Achievements

Embedding the Child Safe Standards

Building a Child Safe Culture:

- Staff briefed re: Building a Child Safe Culture including Code of Conduct and Standards of Behaviour
- Revisited Professional Boundaries Policy in Complispace
- Review of Child Safe material in Staff Handbook
- Termly information sessions with staff about Child Safe practices
- PROTECT posters with photos of our Child Safety Officers are displayed around the College.
- The Four Critical Action posters were updated in the College with the most recent version which includes the information regarding Reportable Conduct

Code of Conduct

- All staff asked to resign Code of Conduct

Reporting and responding to allegations of suspected child abuse

- Mandated staff and LSOs completed the Mandatory reporting eLearning module
- All staff briefed on PROTECT 4 steps and reminder of Child Protection Officers.

Empowerment and education of young people

- Information sessions conducted for all Year levels explaining aspects of physical and sexual abuse and the processes for reporting
- Staff workshopped an audit based on the Child Safe Standards relating to risk and student voice. It helped staff to discuss the forums by which we ensure students feel empowered to express concerns about various aspects of safety and wellbeing.

Identification and management of risks in relation to child safety and HR practices

Risk Management

- Staff planning for all camps and immersions now include child safe risks
- Staff wearing identification/name badges at all times
- Improved sign-in processes for tutors
- Introduction of electronic sign in including Code of Conduct acknowledgement
- Walkthrough identifying potential blind spots and the introduction of windowed doors providing visual line of sight to rooms
- Review and changes of practices with staff meeting students for various before or after school activities

Parents coming to the College between 9.00am and 3.20pm for meetings outside of Clonard House are required to sign in and receive a visitor pass.

HR practices

- Position descriptions were reviewed to include Child Safe responsibilities
- Implementation of CECV templates for applicant selection and referee checks in interviews
- Implementation of CECV processes for engagement of volunteers
- All staff now requested to wear name tags or lanyards daily to ensure appropriate identification.
- A review of induction procedures was undertaken with a greater focus on Child Safe practices

Leadership & Management

Goals and Intended Outcome

- Review and redevelop the School Improvement Plan 2020-2022
- Prepare for the implementation of a restructured timetable to promote learning and wellbeing
- Build a culture of collaborative purposeful meeting opportunities for all staff

Achievements

Review and redevelop the School Improvement Plan 2020-2022

The Leadership Team met off site for a visioning day at which they explored the notion of shared vision and investigated a number of school improvement plans. As a result it was agreed the 2018-2020 plan needed review. It was determined that more voices were needed for the refinement of a future plan and achieve a greater sense of ownership as well as the opportunity to simplify the plan and create a greater coherence between the various elements.

All staff were invited to participate in a 'round table conversations' during Term 1 as part of building an understanding of the narrative of the College. Four sessions with students were. Feedback of information from the conversations was provided for staff and students and was a rich source of data for the process of revisiting the strategic plan. Further round table conversation opportunities were offered to staff and students each term as an opportunity to seek feedback.

Staff undertook a series of workshops to process a number of data and evidence sets to distil key themes for consideration. These themes were presented to the Stewardship Council at a meeting in June. A number of staff and students undertook 'Horizon Tour school visits' in June, to visit 3 schools who are demonstrating innovative practice in the areas of raising aspirations, instructional leadership, curriculum design, learning spaces and student voice and agency. Staff have completed readings based on future trends and directions in Australian education.

The decision in Term 4 to commit to the School Improvement Framework (SIF) full school review process in 2020. After discussions with Kildare Education Ministires the Stewardship Council endorsed the decision to develop an Annual Action Plan for 2020 and suspend further development and refinement of the School Improvement Plan. It was noted that the work undertaken to date would be useful as part of our SIF review process. The outcome of the SIF will be a new School Improvement Plan 2021-2025.

A final planning day of the Leadership Team saw a streamlined Annual Action Plan developed for 2019 to 3 key student improvement goals:

Goal 1: Our students know what they are learning, why they are learning it and how to be successful at the learning.

Goal 2: Our students have the skills for positive wellbeing.

Goal 3: Our students feel part of a faith community that lives justice.

Prepare for the implementation of a restructured timetable to promote learning and wellbeing

A guiding coalition of staff was formed as a reference group to guide the implementation of this change process. The slogan for the change was 'A New Day – A New Way'. The new timetable would include a move to a 5 period day with breaks between each period. The guiding coalition of staff and leadership team members continued to meet to map out the implementation and solutions to challenges being raised in relation to this initiative. Some of the challenges and solutions discussed included: Morning Prayer, transition for Year 7s, required PD in teaching wellbeing, required PD in confidently leading prayer, accessing canteen and changes to yard duty times.

Kylie Power and Luci Quinn met with representatives from the Institute of Positive Education regarding a partnership arrangement to support the staff in their building capacity in wellbeing and positive education.

New staffing allocations included time for the Wellbeing teachers at Yr 7 and 9 to engage each term with students and their families in a 1:1 conversation. This is different to a subject teacher interview in the traditional sense and enables a close relationship to grow with students and families across the year, tracking and monitoring goals for both learning and wellbeing whilst providing a closer point of contact for all families.

A further area of note is a shift in structure for Year 12 delivery of classes with one 60 minute period being able to be presented in more creative and innovative way, to help to bridge the gap between traditional secondary school models of learning to support greater independence and responsibility, as is found in tertiary learning settings.

Parents attended information sessions. A brochure was produced which was distributed to current families and as well as to new Year 7 families. A website page was developed to promote the change. Curriculum writing for the new Wellbeing program commenced.

Other:

POL Review

In 2019 POL tenures were due for renewal. This involved a process of consultation and review. All POL holders were invited to provide feedback. Staff were also consulted. A design brief was developed and 13 leadership models were presented to the Consultative Committee for consideration. In conjunction with this process all current POL holders engaged in a formative feedback process facilitated by consultant Trish Cowling. Following this, a profile of leadership strengths and capabilities and areas for development was presented to the College. This informed the establishment of a professional learning program for our leaders for 2020. The Brown Collective were contracted to facilitate a comprehensive 12 month leadership development program that would include a personal reflection, 360 feedback tool, a two day workshop with presenters, leadership challenge, coaching and feedback in connection to the leadership challenge and a final day of presentation of the outcomes of the leadership challenge. Twenty-one of the new POLs will take part in this program for 2020.

CEMSIS Surveys

In 2019 Catholic Education Melbourne (CEM) engaged ORIMA Research and invited all schools to participate in the CEMSIS 2019 survey. This survey, conducted annually, is an opportunity for those employed in Victorian Catholic schools or involved in schools to provide feedback on the school environment. All staff members, including teaching and non-teaching staff as well as students participated. A select group was invited to participate in this survey. Participation was voluntary.

Staff worked to analyse the CEMSIS data as per the suggested process designed by CEM. The data was positive with areas for improvement identified. Interestingly there are some areas of disagreement across the data sets between staff, families and students which prompted further investigation.

Student Leadership

Jordan Chisholm and Saskia Frake were announced as the 2020 College Captains. The comprehensive selection process included written application, speech, interview and voting, which helped us discern our final decision.

A review of student leadership positions was undertaken by the Student Leaders. The revised positions were aligned to the new staff Leadership positions.

Management Appointments

The College appointed an ICT Team Leader, Finance and Compliance Manager and with an office restructure introduced a Human Resources Manager who commenced in 2020.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

In 2019 the Clonard teaching and non-teaching staff engaged in a wide range of professional learning associated with their roles in the school and with our school priority areas. Teaching staff have also had access to considerable opportunities to complete learning in their teaching areas. We have also conducted whole school professional learning activities both in Student Free days, in staff meetings and briefings and in Professional Learning teams created by the College and by subject teams.

Our Learning and Teaching focus

- Webinars and online forums: CEM, VCAA, external providers
- Subject specific PD provided by external bodies: CEM, Ticking Minds, VCAA, VATE, AATE
- School-based PD: IT, Subject specific presentations, professional 'sharing'
- Professional Learning Teams

Our Wellbeing focus

- Restorative Practices facilitated by Kristy Elliott from Restorative Pathways
- Respectful Relationship offered to selected wellbeing and support staff
- Brene Brown 'Brave Classrooms'
- Positive Teaching Practices (presented by Institute of Positive Ed)
- Year level coordinators were involved in a Wellbeing Conference at McKillop – present by CEM
- Discovering PosEd – a 3 day program involving all key members of Leadership and middle level leaders

- Wednesday morning briefing sessions dedicated to Wellbeing / Teaching and learning theory – character strengths/ growth mindset / grit

Our Catholic Identity Focus

- Staff Spirituality Day and Pilgrimage
- Christian Meditation
- Prayer in the classroom
- Social Justice in Kildare Ministry schools- Living Justice Framework introduction
- RE teachers- Pedagogy of Encounter (CEM)
- Retreats for staff and Leaders
- Exploring the Theme for 2019- Hospitality, a variety of learning activities.
- Clonard engaging in Refugees Education Support Program - RESP

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

82

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1240

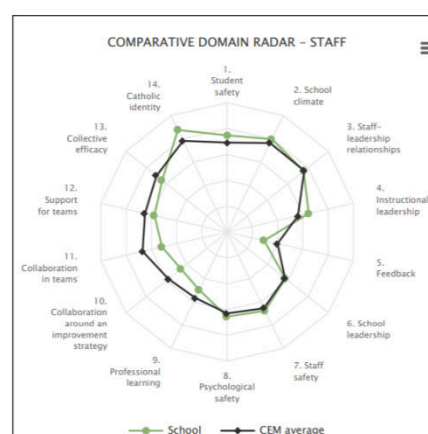
TEACHER SATISFACTION

CEMSIS 2019 STAFF RESPONSE DATA DASHBOARD

2019 Staff Survey positive response aggregated % totals by role and gender for Clonard College						
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=102)	CEM average school comparison % positive (n=13,985)	Teaching staff (n=66)	Non-teaching staff (n=36)	Female (n=66)	Male (n=17)	N/S (n=16)
67%	67%	66%	69%	71%	67%	51%

1st level comparison

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=102)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	75%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	80%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	76%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	65%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	29%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	58%	57%
7. Staff safety	Perceptions of staff safety in the school.	67%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	65%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	50%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	46%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	52%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	58%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	64%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	88%	78%



We conducted a workshop with teaching staff considering the CEMSIS teacher data. Teachers recognised how positive, in general, the data is, particularly around Catholic identity, school climate and staff leadership relationships. Teachers made the observation that a significant area for our work into the near future is working with quality feedback, collaboration around improvement, collaboration in teams and collective efficacy.

College Community

Goals & Intended Outcomes

- Redevelop staff spaces including staff room and Clonard House staff offices

Achievements

Staffroom

Buildings works were completed on the old library space which became the new staffroom. The main space has a brand new kitchen area which provides significantly more room for staff to move around as well as extra appliances and refrigeration space to allow for our increased staff size. There is also a substantial increase in open floor space to allow for more furniture. There is a dedicated work space and photocopy room for those staff that wish to work in the area as well as new toilet amenities.

The Independent Learning Centre was converted into 2 separate classrooms. This building now has 6 general classrooms and now falls into line with all other year levels in having 6 dedicated homeroom spaces. The Year 10 students use this building from 2019 onwards to allow the Year 12s to be closer to the Brigidine Centre and the study spaces it provides.

Old Collegians Reunion

Our Annual Milestone Reunion was held on Saturday 23 March and was another memorable event for the many former students that came along for the afternoon. The day consisted of a formal welcome, access to school memorabilia and publications, a slideshow of images featuring our former students, a tour of the school (most visitors highlight), group photos, some light refreshments but above all a great opportunity for our alumni to reconnect and reminisce. Lots of loud conversation and laughs throughout the afternoon. It was wonderful to see many ex-students and staff in attendance.

As an extension of this event we continue to update our Old Collegian database via renewed links with our former community. The former students in attendance also become the theme / focus of the Clonard Crosslinks (Old Collegians) Publication which we aim to produce yearly. This publication showcases and highlights key achievements of former students and is a great way to build upon the history and culture of our wonderful school.

Year 7 Welcome Conversations

In 2019 we introduced Year 7 Welcome Conversations as part of the transition for new students from Year 6 in to Clonard. The implementation of these conversations was well received. The Welcome Conversations reflected our value of hospitality in action as we welcome and provide the opportunity to get to know each student personally before they commence the transition program later in the year.

Brand Refresh

A proposed concept for our Brand refresh was presented to Stewardship Council at the meeting. The concept was approved and will be launched in 2020. A proposed concept for our Brand refresh was endorsed at Stewardship Council at their last meeting on 14 November. The key image concepts of the new brand included elements that reflect our heritage, charm in a contemporary manner. A reinvigorated look will run across all publications and create a fresh and uniform feel when viewing all

internal and external school-based publications / posts. This look will extend into our websites and online presence.

Internal and external school-based publications / posts. This look will extend into our websites and online presence.



Development of Community Relations and Development Leader

A further proposal for 2020 and beyond was to create a role within the school for a Community Relations and Development Leader. The position would have an emphasis upon our past, present and future students, building connections within the community and enhancing the positive reputation of Clonard College. A selection of events and opportunities will be created, promoted and delivered as part of this role, with support from the College's Community Relations Committee, our Media Specialists and our Senior Student Leaders.

Tri-UMPH

September of 2020 is to see students from Clonard, Sacred Heart, Saint Ignatius, St Joseph's Colleges, McKillop Family Services and our newest local Catholic school Iona College, come together to celebrate Tri-UMPH. A selection of enthusiastic Year 10 and 11 girls have been chosen to represent our school and take an active role in the creation, coordination and running of this enormous event. A considerable amount of planning is already in place. The name Tri-UMPH reflects the coming together of the schools triennially, with the aim of *Uniting to Make Poverty History*. Funds are raised with a particular emphasis upon education and support of children in East Timor.

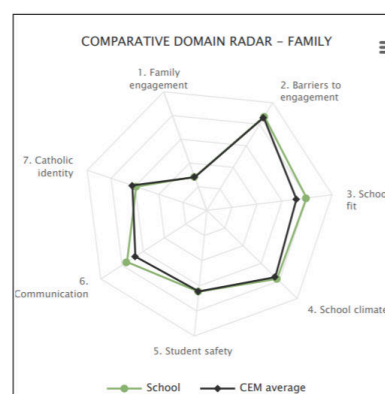
PARENT SATISFACTION

CEMSIS 2019 FAMILY RESPONSE DATA DASHBOARD

2019 Family Survey positive response aggregated % totals by year level and gender for Clonard College										
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=21)	CEM average SEC school comparison % positive (n=3,597)	Year 7 (n=4)	Year 8 (n=6)	Year 9 (n=3)	Year 10 (n=2)	Year 11 (n=3)	Year 12 (n=3)	Female (n=21)	Male (n=0)	N/S (n=0)
70%	67%	*	70%	*	*	*	*	70%	-	-

1st level comparison

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=21)	CEM average SEC school comparison % positive (n=3,597)
1. Family engagement	The degree to which families are partners with their child's school.	28%	28%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	87%	86%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	80%	72%
4. School climate	Families' perceptions of the social and learning climate of the school.	78%	76%
5. Student safety	Perceptions of student physical and psychological safety while at school.	65%	64%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	75%	67%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	59%	62%

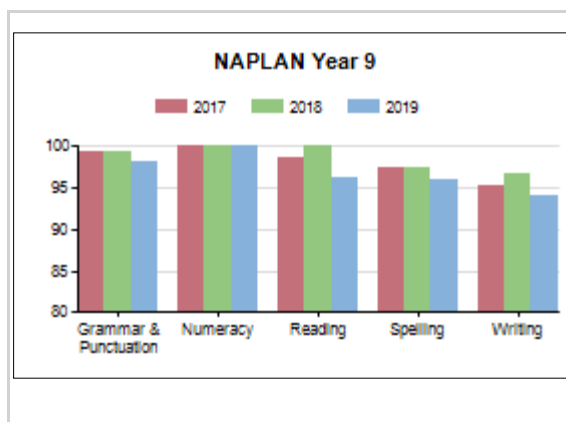
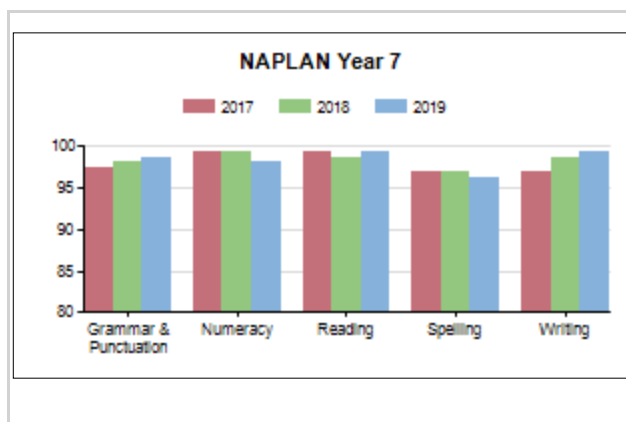


Whilst only 21 families responded to the family survey, it gave us a snapshot into the perceptions of families in relation to the CEMSIS domains. School fit and communication were the areas that showed the strongest positive endorsement. Family engagement continues to be an area that the College could continue to explore. A number of opportunities were provided throughout the year in relation to our new Wellbeing program and Senior Secondary pathways. Each of these events were well attended.

School Performance Data Summary

E1193
Clonard College, Herne Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 – 2018 Changes %	2019 %	2018 – 2019 Changes %
YR 07 Grammar & Punctuation	97.4	98.1	0.7	98.7	0.6
YR 07 Numeracy	99.3	99.4	0.0	98.1	-1.3
YR 07 Reading	99.4	98.7	-0.7	99.4	0.7
YR 07 Spelling	96.8	96.8	0.0	96.1	-0.7
YR 07 Writing	96.8	98.7	1.9	99.4	0.7
YR 09 Grammar & Punctuation	99.3	99.3	0.0	98.0	-1.3
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	98.7	100.0	1.3	96.1	-3.9
YR 09 Spelling	97.3	97.3	0.0	96.0	-1.3
YR 09 Writing	95.3	96.6	1.3	94.0	-2.6



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.2
Y08	89.5
Y09	90.3
Y10	90.0
Overall average attendance	90.5

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.6%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	18.8%

Graduate	37.5%
Graduate Certificate	13.8%
Bachelor Degree	76.3%
Advanced Diploma	16.3%
No Qualifications Listed	13.8%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	91
Teaching Staff (FTE)	79.2
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	41.0
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	587.0
Year 9 Reading	591.4
Year 9 Spelling	581.7
Year 9 Writing	572.9

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	99%
VCAL Completion Rate	96%

Clonard College

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

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2018, 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	35	76.1	814	67.9	20192	75.2
Bachelor degree	30	65.2	599	50.0	14534	54.1
Certificates/diplomas	2	4.3	128	10.7	3443	12.8
Certificate I-III	1	2.2	33	2.8	601	2.2
Certificate IV or higher	1	2.2	95	7.9	2842	10.6
Apprenticeship/traineeship	3	6.5	87	7.3	2215	8.2
Apprenticeship	1	2.2	61	5.1	1609	6.0
Traineeship	2	4.3	26	2.2	606	2.3
Not in Education or Training	11	23.9	384	32.1	6657	24.8
Employed	5	10.9	194	16.2	3100	11.5
Employed full-time	2	4.3	59	4.9	1012	3.8
Employed part-time	3	6.5	135	11.3	2088	7.8
Looking for work	-	-	34	2.8	872	3.2
Deferred	6	13.0	150	12.5	2569	9.6
NILFET	-	-	6	0.5	116	0.4
Unknown	-	-	-	-	2	-
Total respondents	46	100.0	1198	100.0	26851	100.0

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