



Clonard College Herne Hill

2020 Annual Report to the School Community

2020 ANNUAL REPORT TO THE SCHOOL COMMUNITY



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

SCHOOL REGISTRATION NUMBER: 1551

Registered School Number: 1551

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Minimum Standards Attestation

I, Luci-Anne 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 2020 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.

02/06/2021

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

Our College Vision

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

College Overview

Clonard College Geelong is a Kildare Education Ministries Catholic school in the Brigidine tradition, educating 950 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

Principal's Report

All of us have been to school which means that we all have our own mental models of what 'school' looks like - routines, timetables, subjects, uniforms, sports, athletics carnivals, productions, debating, camps, excursions, friends. Not this year. This year as we navigated our way through the COVID-19 global pandemic we have reimagined all that a school can be. We have been agile, responsive and courageous. We have been learners and innovators. And to be successful, we had to partner with students, teachers and families like never before. We were truly #inthistogether. And for that, I will be forever grateful.

On 13 March, we were scrambling to make changes to our plans for Open Day to be held later that afternoon. From that day on, not just as a school but as families and the community, our lives were punctuated by press conferences and news bulletins where we would wait to learn the new changes we would need to implement into our daily lives. Hand sanitising and social distancing became our new normal and masks became a new 'mandated' accessory.

Everything that gave us certainty about school was gone when on 22 March, the premier announced that we were all going home to learn remotely to keep our community safe.

Our staff and students are to be commended for the manner in which they adopted and adapted to remote learning so quickly. Our awesome IT team had prepared early and with great foresight had us ready to go with Microsoft Teams so that we could stay 'live' with our classes and our College Leaders had a clear plan to support staff to be successful. The openness and professionalism of the staff to embrace this new technology and way of learning, supporting each other and ensure we could provide the best possible learning continuity to our students during this time was truly inspirational. I know that for many of them it came at a great personal cost as they supported the learning of their own children while delivering classes online. I also want to commend many of our non teaching staff who also had to reskill and turn their hands to improvement projects around the buildings and grounds in our College. They too showed the Clonard spirit.

Remote learning at Clonard was so much more than just classes. Our Student Leaders initiated Clonard Chronicles which connected and motivated the student population. Without events to host and coordinate Student Leaders turned their efforts and energy to other school improvement ideas. They became advocates for student voice in providing feedback to staff about what was working and what needed improving in the online learning space. This feedback was presented back to teaching staff several times throughout the year.

Students told us that they noticed how much more independent they were becoming and how they were able to take responsibility for their learning in ways they had not experienced before.

Our students also led a revision of our sports uniform based on their needs. A further highlight was our students hosting an online workshop with a panel of Old Collegians, who joined us virtually from locations both nationally and internationally. This had never been done before and was such a wonderful opportunity to tap into the wisdom of these extraordinary and successful women.

The virtual space became a canvas for creatively exploring other new initiatives such as memories of our history in 'Throwback Thursday' social media posts and the introduction of the Old Collegian Career Profiles. We are so excited about the increased connection with our Old Collegians. We received over 100 letters from them to present to our Year 12 students when they returned from remote learning for their last weeks of school.

Our new Wellbeing 2020+ framework was introduced this year with a new timetable, connection to a Wellbeing Teacher and a new Wellbeing Curriculum. If ever the skills and strategies for positive Wellbeing were going to be needed and put to the test - this was going to be the year. In the first 6 months of 2020 Geelong was saddened by the deaths of 5 young people. This touched us intimately and reminded us so powerfully of the importance of listening, reaching out, and seeking support. Our resilience was tested again when we experienced the direct impact of COVID-19 in our own community. During this time, we showed fortitude, compassion, patience, courage and above all hope. And we got through. Through our wellbeing curriculum, learning about gratitude, self care, mindfulness, mindsets and character strengths have supported us during this challenging year. I think appreciation and gratitude have been hallmarks of this year. We have all come to appreciate the small things that we have overlooked in our previous busy, overscheduled, frantic lives. We know that this year has generated a whole new respect for teachers and all that they do. Schools have also been elevated for the critical role they play in society.

We have also learned to appreciate our 'common home'. Ecological justice and sustainability have always been an important part of our social justice stance at Clonard. Maybe with less traffic and more walking, more listening and less talking we have learned to tread a little more gently on the earth and come to appreciate the rhythm of the seasons.

Our focus on 'Justice' almost became overshadowed with the demands of all things COVID. John 10:10 tells us that Jesus came so that all may have life and have it to the full. We know that there are members of our College and our community who are still waiting to experience the fullness of life -aboriginal people, asylum seekers and refugees, LGBTI+ and women. Through our virtual staff Spirituality Day in August, National Reconciliation Week and the actions of our Student Social Justice Team we ensured we have listened to voices, explored stories and brought the needs of the marginalized to the fore.

Amidst this global pandemic we managed to carry out our full School Review which included VRQA and Child Safe Compliance as well as a review against the Catholic Education Melbourne School Improvement Framework. Our Stewardship Council also commenced the beginning of a new Master Planning process to ensure the College facilities meet the needs of our community into the future.

No-one teaches you when you are training to become a teacher how to lead in a global pandemic. There was no rule book. So many days we had to make a call, back ourselves and trust this was the right decision. I was so grateful for the wisdom and experience of the College Leadership Team throughout this year.

What kept us on track was the compass of our core values - courage, hospitality, justice, compassion, wonder and above all hope.

Schools were never built to be silent. Let us always appreciate the utter joy of young voices, seeing faces in person, and the power of human connection.

Luci Quinn

Church Authority Report

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

- Our students feel a part of a faith community that lives justice.

Achievements

Justice Actions

Our 2020 theme of 'Living Justice: Be the now of God' was launched at our first staff gathering for this year and our Opening School Mass.

Ryan Healy our Living Justice Leader lead a number of student initiatives, including Clonard hosting the Caritas Just Leaders formation day, and the Kildare Ministries 2 day student justice forum.

Our College proudly hosted the beginning of the year ATSI family BBQ which was a resounding success with the Nagle Room full of families and associated agencies from across the Geelong Catholic Secondary Schools including a number of new Clonard families from Year 7. This event was widely supported by Clonard staff.

The VCAL Team was awarded 3rd place in the Rerum Novarum Awards, applying to create an interactive multimedia art installation that included digital components telling the story of Clonard's commitment to social justice throughout its history.

The College marked Reconciliation Week with a powerful address by Bri Apma Hayes to all staff at the weekly briefing and then a virtual assembly with our Fire Carriers and Uncle Norm. Stories and reflections were shared throughout the week via social media.

The staff Spirituality Day on Friday 7 August that supported staff in deepening an understanding of various aspects of living justice. Workshop themes included justice for our environment, LGBTQIA+ people, first Australians and a spirituality of justice.

Despite the challenges that COVID-19 presented we persisted and moved forward and held the staff Spirituality Day. The focus was on Living Justice. Workshops followed the keynote presentation, covering the themes of gender equity, first Australians, ecological justice and meditation. In the afternoon staff had time for reflection and a personal creative response.

Members of the Catholic Identity team met with our student FIRE Carriers to listen to the experience of our aboriginal students at Clonard and how we could continue to improve. The students were very supportive of continuing the work that is already happening. They expressed a keen interest in being supported to continue to learn about their culture and asked if the College was open to assist facilitation.

School Review

A focus group of students were invited to the Extended Leadership Team meeting where they were asked to help us understand the student responses to the Catholic Identity questions in the CEMSIS data. There was quite a discrepancy between student and staff responses in this domain. Students explained that their responses were in relation to the content and format of RE classes as opposed to the overall Catholic culture of the school.

The Enhancing Catholic School Identity survey was undertaken to inform our SIF review and future School Improvement Plan.

Paul Fumei and Mark Shafton CEM met with the Extended Leadership Team on Wednesday 25 November to analyse the ECSI data and explore how the Pedagogy of Encounter can continue to support our ongoing work to recontextualise our faith experience and promote a dialogue school.

Staff Formation

A comprehensive professional learning plan to support faith formation and the accreditation requirements of staff was developed for the year. In addition to the Staff Spirituality Day, 14 hours of onsite workshops that supported staff in gaining accreditation hours for their accreditation to teach in a Catholic School was organised. Sessions have been held both online and onsite relating to Holy Lands: Then and Now, Christian Meditation, faith leadership and Justice: Be the Now of God.

Catholic Identity Team

Linda Kiernan continues to develop and guide the newly formed Catholic Identity team of the College. This team brings our ATSI Leader, Sustainability Leader and Living Justice Leader together with our Director of Catholic Identity. The goal of this team is to ensure there is intention in linking many of the College activities to our Catholic identity and more specifically our Living Justice principles.

Maintaining hope as a faith community during COVID 19

Returning back to school for all students after the first lockdown was ritualised by lighting a 'Brigid's hearth' in the circular lawn outside Clonard House. This was lit from the College candle that had been burning in the Principal's office each day whilst students and staff had been offsite. Students and their families were invited to write a message of gratitude on a piece of cloth to be tied to the arch on the entrance to the chapel. Students also created a small figure that was placed around our 'hearth' as a symbolic representation for us coming back together as a community.

On the return to school after the second extended lockdown the College hosted our Year 12 students for a special day of celebration and reconnection as they commenced the final weeks of their time with us. During this day the Year 12 students received letters of encouragement from our alumni. Over 100 letters were received.

VALUE ADDED

Prayer during COVID

The challenges of COVID-19 impacted on our capacity to gather in ritual, prayer and liturgy. We committed to publishing prayer on our social media (many now being written by our students) and gathered as a small group of staff for Friday prayer.

Pedagogy of Encounter

The Religious Education Team for the College has been working to learn, understand and implement the Pedagogy of Encounter into units of work from 7-10.

Learning & Teaching

Goals & Intended Outcomes

- Our students know what they are learning, why they are learning it and how to be successful.

Achievements

Learning Intentions and Success Criteria

Our new School Improvement Leaders were instrumental in leading teaching staff in professional learning related to the high impact teaching strategies of learning intentions, and success criteria. This was supported through a meeting restructure which sees the weekly teaching meeting based in learning and teaching. Staff co created quality criteria for learning intentions and success criteria and identified goals based on the AITSL classroom practice continuum related to these two teaching practices.

Year 8 and 10 teaching teams undertook the first formalised moderation process which ensures consistency of understanding when marking work against the curriculum standards.

All teaching staff worked to articulate their Learning and Development Goals, one in relation to this AAP goal. Teachers then discussed and clarified this goal with learning partners.

A pilot group of staff worked through a process to become the lead learners in using the SOLO (Structure of Observable Learning Outcomes) taxonomy to develop success criteria that captured surface to deep learning. These staff will lead our teachers in the next phase of our development in connections to our annual action plan goal.

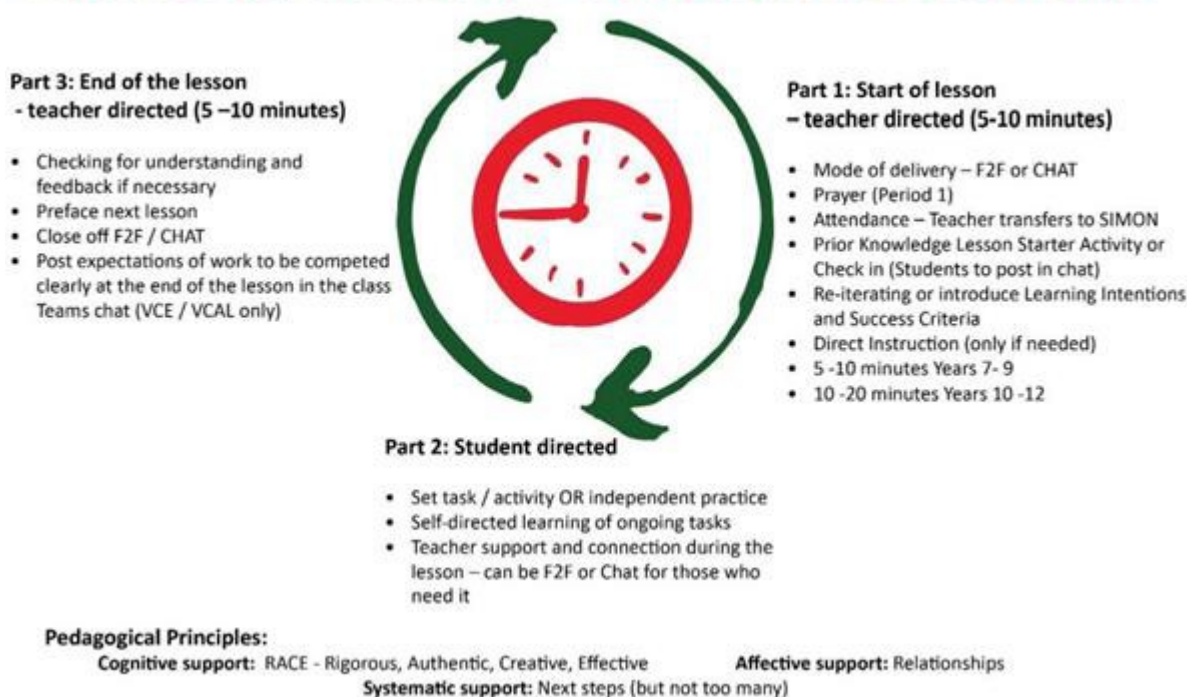
All learning areas identified a goal for improvement with the learning area based on student data. This formed the focus of PLC conversations and collaboration. The Learning Partner conversations connected to teacher goal setting demonstrated a broad spread of staff engaged in the learning and implementation of learning intentions and success criteria in their practice.

Remote Learning

During COVID-19 we reduced the load for students in Years 7-10 by one period per subject per cycle. Microsoft Teams became our key platform for delivering the learning experiences for students as well as our main source of connection. This has continued as a key part of our practice beyond remote learning.

Learning leaders lead their teams to develop lessons based on the 3 part lesson model

Connect@Clonard – A Lesson from Home



Feedback was received from staff, parents and students in relation to the Remote Learning experience. Questions were framed in relation to the above key goal of our AAP. Further questions were also framed in connection with the principles of our draft Learning Charter. Students and families were invited to attend small group forums for a deeper conversation as to the strengths of this experience and learning what we might wish to retain once we returned to onsite learning.

Student leaders synthesised student feedback to present to staff key elements of the experience that were supporting them as learners and identifying the effective practices of teachers in this learning experience.

The following graphics were prepared by our student leaders to capture their learning from the experience:

PRODUCTIVE LEARNING HABITS



LET'S KEEP DOING:



VISUAL LEARNING

Lists of required work, timelines, weekly plan, learning objectives etc.

CLASS DISCUSSION & COLLABORATION

Knowledge is built on and reinforced in social contexts

MICROSOFT TEAMS

Cloud classroom. Students & Staff already proficient. Useful for submitting work, discussion forum, class document archive.

STUDY PERIODS

Catchup classes for certain subjects

FLEXIBLE LEARNING

Opportunities to listen to music, enjoy a snack whilst working in class or take a break

'WORKING AT MY OWN PACE'

A COMMON THEME AMONGST STUDENTS



EXPERIENCES WE CAN LEARN FROM

Identifying challenges and working together to find solutions:

Some challenges were on the onus of students and their work environment.
Other challenges were specific to the use and limitations of the technology.



SWOT ANALYSIS:



VCE Improvement Strategy

Our VCE Leader presented a proposal for improvement based on a review of our practices in light of the VCE continuums developed by VCAA and our VCE data trends. The first strategy in the proposal was to ensure all staff are data literate in analysing and understanding the distribution of scores and the impact of this on their marking and SAC development. Due to the onset of COVID 19 and remote learning this was postponed to 2021.

Parent Teacher Interviews

Virtual Parent Teacher interviews were conducted. Initial feedback was very positive with parents and staff reflecting that it provided the opportunity for both parents to attend, no waiting in the cold to see teachers, more effective use of time for teachers in between breaks whilst working at home.

STUDENT LEARNING OUTCOMES

In the absence of NAPLAN testing in 2020, Clonard undertook Progressive Achievement Tests in Science, Mathematics and Reading for all students in Year 7 - 10 at the beginning of 2021. PAT tests are developed and assessed by the Australian Council for Educational Research (ACER). It is important to note that ACER is also part of the development and assessment team for the NAPLAN tests so there is synergy between the rigour of one against the other. As a result, we are confident that we have captured growth in student learning. We also allowed our current Year 7 students to complete their PAT test online at the conclusion of Year 6 and the beginning of Year 7 so that we have the capacity to test the data for greater transparency and accuracy.

MEDIAN NAPLAN RESULTS FOR YEAR 9

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Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

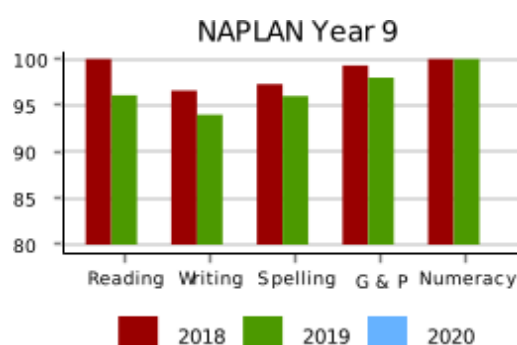
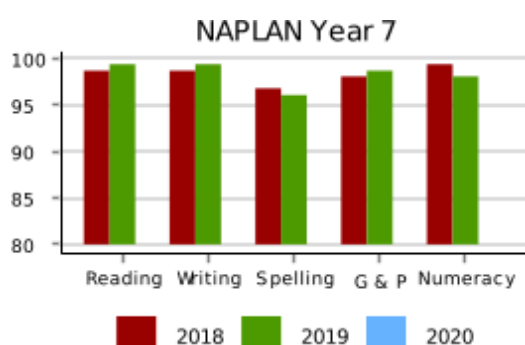
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	98.1	98.7	0.6		
YR 07 Numeracy	99.4	98.1	-1.3		
YR 07 Reading	98.7	99.4	0.7		
YR 07 Spelling	96.8	96.1	-0.7		
YR 07 Writing	98.7	99.4	0.7		
YR 09 Grammar & Punctuation	99.3	98.0	-1.3		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	100.0	96.1	-3.9		
YR 09 Spelling	97.3	96.0	-1.3		
YR 09 Writing	96.6	94.0	-2.6		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- Our students have the skills and strategies for positive wellbeing.

Achievements

Wellbeing 2020+

The introduction of the Wellbeing 2020+ framework commenced with various responses to the new timetable received. Students and staff settled into the new rhythm of the day. Review of the second break (traditional recess time) was undertaken as it impacted on staff gathering as a community as well as the canteen's provision of service. This break was extended by 5 mins. With the introduction of 4 x 25 min Wellbeing timeslots, whole school assemblies were catered for in this time so disruptions to classes has been minimised.

The new curriculum was implemented at Years 7-12 designed around 6 domains:

Respectful relationships

Emotional Intelligence

Engagement

Accomplishment

Purpose and Identity

Fitness and Stamina

The Wellbeing Curriculum continued to be developed with modifications and adjustments to the timing of units as a result of remote learning. Wellbeing check in data continued to be collected on a weekly basis to monitor the overall health and wellbeing of the students and triage and concerns. The trend data showed an improvement in students' responses from the beginning of the term. Teachers continued to follow up individual students of concern to retain connections especially during remote learning.

Key staff completed the 3 day Discovering Positive Education Course conducted by the Institute of Positive Education. This model has a number of implications for College staff and families as it reiterated the importance of the adults in the community understanding and practicing the skills of positive wellbeing before teaching to students.

Learning conversations aimed to provide connection and build relationships between staff, students and families were introduced at Years 7 and 9. Whilst the goal was to have these each term this was adjusted due to COVID 19. Over 150 families responded to these opportunities.

Day 8 briefings were initiated to provide bite sized PD for all teaching staff to complement the curriculum being delivered across the year levels.

All Wellbeing teachers took part in an online professional development session with Sapna Sachdeva and Kylie Power that specifically focussed on the Personal and Social Capabilities.

Sapna is a Health and Wellbeing educational consultant who previously worked at the VCAA and supports Clonard as a lead Respectful Relationships School.

PULSE App

2020 saw the introduction of PULSE, which is an online tool that collects weekly wellbeing data from all students across the College. This tool tracks and charts our changes in student wellbeing as a whole school, cohort, class or individual level. The process also enables students to identify when they need help with an automatic email being sent to a nominated teacher if they select this option. This live data will in time provide real time feedback on the impact of our wellbeing program and the overall sense of connectedness and positivity of the student community.

Suicide Response

A number of strategies were initiated to respond to number of youth suicides in Geelong during the first 6 months of 2020. Headspace conducted a number of forums for local Colleges supported by both Catholic Education Melbourne and the Department of Education. Our student services team were proactive in identifying students at risk and implemented check in strategies and increased communications with families. Our period by period attendance checks during remote learning provided supported in keeping track of vulnerable students. Our Suicide Response and Postvention Procedures were revised and updated by our Wellbeing Team leader. Senior students were emailed the contact details for Headspace, Lifeline and Kids Help Line to put into their phones. These details were sent to all families as well.

A small group of staff, students and families trialled a workshop on Emotional CPR conducted by Matt Ball.

COVID19

The College experienced 3 periods of remote learning, including one in response to a case of COVID 19 within the College. During each period of remote learning the health, safety and wellbeing of students, staff and the broader community was paramount in our decision-making processes. Attendance and wellbeing checks were maintained on a daily/weekly basis to ensure connection and supports were maintained to the best of our ability.

On each return of staff and students to school from remote learning the staff responding well to the need to ensure social distancing where possible. Students also responded to our requests especially in terms of access to lockers, working 1:1 with staff and the need to keep corridors clear. This was a dynamic space that we continued to review and update on a regular basis. The OH & S committee for the College had the key responsibility for monitoring the adjustments required to provide a healthy and safe environment for staff and students.

VALUE ADDED

R U Ok Day

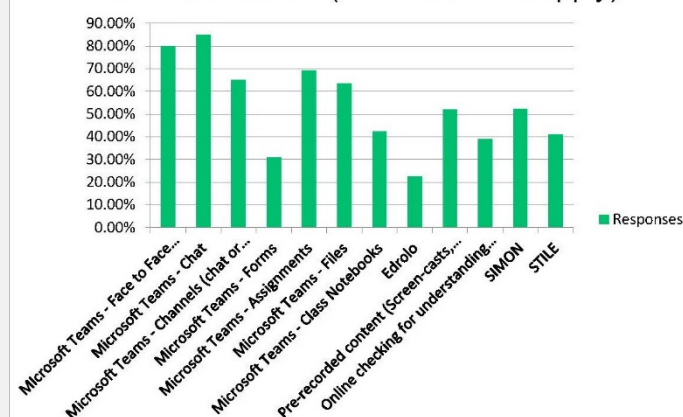
Our VCAL class lead the College community in marking R U Ok? Day whilst we were all in remote learning. Staff wore a touch of yellow to all online classes and the homes of students displayed yellow balloons with messages promoting the messages of the day. Our social media platforms hosted a video produced by the VCAL class.

Quarantine Cup and Clonard Chronicles

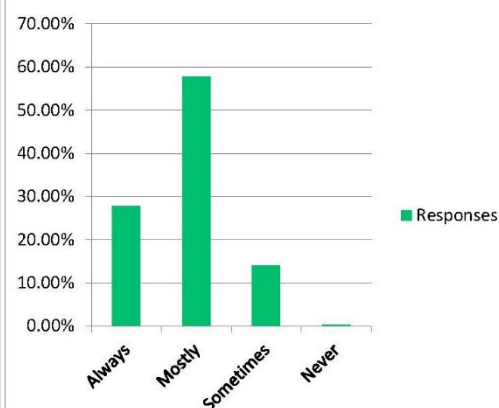
These student led initiatives were implemented to bring a sense of connection and school spirit to students in remote learning. Our College leaders produced a number of videos that contained wellbeing tips, messages, weekly recipes, workouts and ways to stay resilient during remote learning. The Quarantine Cup saw students competing in various events and weekly challenges whilst in remote learning. Leilia House were the winners of the cup.]

STUDENT SATISFACTION

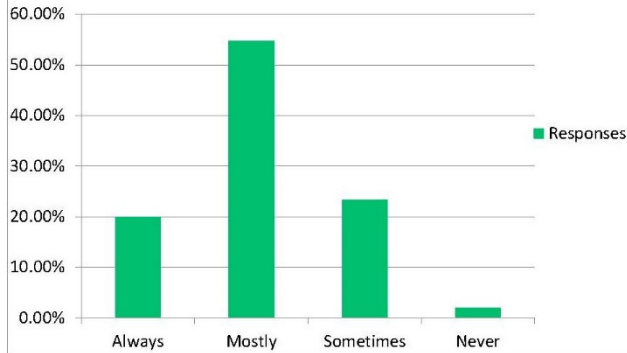
What technological tools helped me to learn from home? (Tick those that apply)



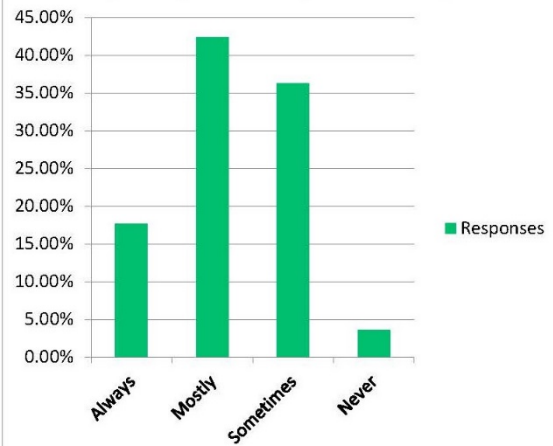
What I was learning from home was important work and essential for me to know and do.



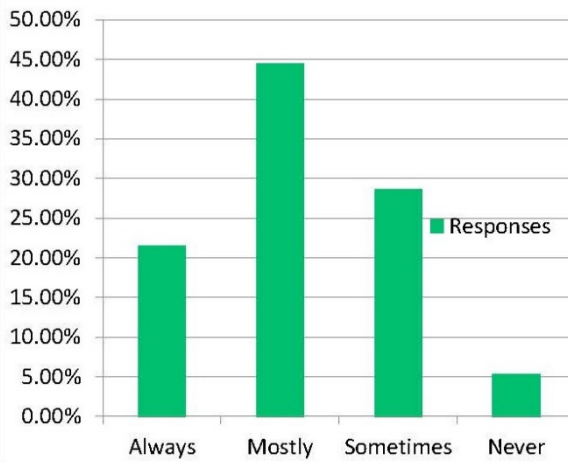
My teachers used clear learning intentions and success criteria so that I knew what I was learning and why I was learning it.



My teachers offered feedback on how I was going with my learning.



Learning from home helped me to develop important skills for life beyond school



STUDENT ATTENDANCE

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

- Parents are expected to SMS (0447 520 440) at the commencement of the day, or ring the College, if a student is absent
- Early notification of absence should be given to the attendance officer (General Office) who will update SIMON (parent notified absence)
- Attendance for each class will be recorded via SIMON for each period of the day
- Teachers organising excursions are required to send the student names to the whole staff and attendance officer who will input this information into SIMON as School Related Activity
- Year 12 classes not covered by supervision will not be marked
- An alert is generated for teachers who have unmarked rolls and a reminder email sent by Admin staff in relation to rolls not recorded
- Unmarked rolls are followed up by the School Improvement Leaders - Wellbeing and Assistant Principal - Wellbeing.

Following up Unexplained Student Absences

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

- When a student is marked as absent for any 2 out of 3 classes at the beginning of the day (P1, 2 or 3) an automatic prompt (SMS message) will be sent to parents/carers 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 Wellbeing and Community leader for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's interim report and statement of results.

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

During remote learning period attendance was marked with attendance summaries sent to Wellbeing Leaders each day for follow up.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

84.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	94.3%
Y08	92.8%
Y09	92.8%
Y10	93.5%
Overall average attendance	93.4%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

- Complete Child Safe Standards Review as part of VRQA review.

Achievements

The College achieved full compliance for all 5 areas of the Child Safe Compliance Tests.

Staff Training

All staff asked to acknowledge commitment to the Code of Conduct via new Complispace assurance system

Throughout the year staff engaged in briefings about Building a Child Safe Culture including Code of Conduct and Standards of Behaviour and revisited our Professional Boundaries Policy in Complispace. Staff were briefed on PROTECT 4 steps and completed the Mandatory Reporting eLearning modules as required.

During COVID 19 staff were updated in relation to the child safety considerations for online environments. Protocols for ensuring safety of students and staff were produced and distributed to families, students and staff.

Child Safe Culture, Policy and Risk

Following our review the College established an expanded Child Safe Team to oversee the promotion and embedding of a child safe culture in the College. This team will meet once a term and will include student and parent representation.

CECV Child Safety Commitments PDFs were uploaded to our website in Arabic to complement the English version.

With the reintroduction of junior sport after lockdown, staff were reminded to disclose any community contacts with students through the Community Engagement Register.

The College introduced a Child Safe Team which met in Term 4 to discuss Terms of Reference.

Child Protection Officers completed webinar training in Term 2. Kylie Power and Therese Bourke maintained this role in 2020.

HR practices

Engagement of Volunteers practices have now been implemented with all canteen volunteers having undertaken the process. Paula Muir in her new role as HR Manager has commenced a new process for the engagement of volunteers connected with the canteen that ensures we meet the standards of compliance in the Guidelines for the Engagement of Volunteers documentation (CECV).

All staff provided copies of VIT and WWCC cards as part of our assurance processes.

A WWCC component was instituted to our visitor sign in processes.

All position descriptions were reviewed to ensure the inclusion of a commitment to child safety statement.

Empowerment of Children and Young People

Three students conducted a risk assessment walkthrough with the Business Manager and Child Safety Officer identifying potential risks from their perspective. These were actioned and followed up as part of our risk management approach.

Therese Bourke worked with students to create a child friendly version of our child safe policy.

PSG meeting templates for students with Learning Difficulties and for Aboriginal and Torres Strait Islander students included a question in relation to child safety to ensure we catered to these potentially vulnerable groups in our community.

The PROTECT poster was updated to reflect our new Clonard College branding.

As a Lead school in the Barwon Respectful Relationships team, our Assistant Principal - Wellbeing presented (remotely) to 20 other partner schools on the importance of resilience in the RRRR (Respectful Relationships Resilience and Rights) curriculum that is embedded in our Wellbeing 2020+ initiative.

Leadership & Management

Goals & Intended Outcomes

- Our College leaders engage in comprehensive formation and development to optimise their leadership.
- Our College has a master plan that outlines the vision for the development of facilities and grounds over the next 10-12 years.
- Our College has a culture of compliance supported by CompliLearn staff learning system.

Achievements

Leadership Formation

The first in house leadership workshop for all leaders was introduced in Term 1. The content covered leadership successes, faith leadership inspired by Pope Francis and exploring practices that build trust in teams. The response was positive and the plan is to host these twice a term in 2020.

Our new Extended Leadership Team met fortnightly focusing on culture, building capacity and improvement. Time was spent focussing on professional readings on building culture and examined different data sets at each meeting connected to our AAP goals.

The College commenced a partnership with The Brown Collective to deliver the 'Leading from Within' program for middle leaders. The program commenced in Term 2. Leaders involved in the Brown Collective 'Leading from Within' program engaged in the 360 degree feedback process with an executive coach from The Brown Collective. Part of the preparation included reading a series of articles and completing a self-reflection. Due to the border closures and remote learning the face to face component of the program was delayed until 2021. Staff involved will be able to use the course for course credit through ACU Masters programs.

Professional Supervision was initiated for our Wellbeing Leaders and School Improvement Leaders. The Assistant Principals were also offered professional supports with an external mentor to accompany them as we journey towards a review and restructure of the College's senior leadership.

VRQA/ Child Safe Review

Clonard undertook a VRQA and Child Safe Review in 2020. We were compliant in all but two areas relating to Standard 1 - Governance. This related to the requirement to have all Fit and Proper persons statutory declarations up to date for Stewardship Council members and KEM Board members. In relation to Probity, the reviewers advised that we should have a conflict of interest register for Stewardship Council members and a register of Stewardship Council members background and qualifications. Whilst Stewardship Council members are not the governing authority, in relation to the standards for registration they are considered 'responsible persons' because they have influence over the direction and decision making for the school. VRQA rectification requirements were completed by 30 October and sent to the CEM School Effectiveness Team and the Western Region Leadership Consultant Mark Sheehan.

School Improvement Framework (SIF) Review

The Extended Leadership Team participated in a workshop facilitated by Louisa Rennie CEM Leadership Consultant to position us to undertake the SIF component of our review. The shift in practice from previous reviews was to start with the key data sets of the College and then map these to the spheres of the School Improvement Framework.

Two workshops for staff to understand and evaluate the SIF rubrics were facilitated. Staff were assigned to teams which were led by members of the Extended Leadership Team. Evidence and data sets to support the judgements were assigned to each sphere. Members of the Extended Leadership finalised this information and ensured we had appropriate data/evidence in place.

The lead reviewer was Fran Redden supported by Malcolm Joseph. Tony O'Byrne was an observer for part of the process as part of the quality assurance processes. The reviewers engaged 'virtually' with the College over a 4 day period which included the compliance checks for VRQA and Child Safety, 2 days of interviews with staff, students and parents to validate evidence provided with rubric assessments and then a day engaging with the Extended Leadership Team in relation to the findings.

The final review report was received by the College and provided the foundation for the basis of the development of the next iteration of the School Improvement Plan.

School Improvement Plan Development

Members of the Extended Leadership Team met with Mark Sheehan, Janene Basseggio, and Liz Hockey from the CEM School Effectiveness Team to discuss our next steps in our SIP development. The draft plan was presented to the Stewardship Council and staff worked with the key themes as part of the end of year staff week workshops.

Student Leadership

College leaders participated in an online forum with past collegians who had reconnected back with the College through the career profiles featured on social media. A panel of 7 past collegians from 1999-2017 spoke about how they had developed leadership skills and qualities and where they were applied in their daily lives and careers.

The current College Co Captains then met with a group of Year 11 students who were considering applying for College Captains for 2021. This was an engaging conversation and evidence of the shift in the understanding of students in relation to the importance of student voice and agency.

Master Plan Development

Following a tender process in the first half of 2020, the College appointed CHT architects to develop an overall concept Master Plan for the College. This plan was presented to our board in the second half of 2020. Following this concept approval, time has been spent refining the plan, priorities and developing a 10-year financial plan to inform staging and timeframes.

Whilst the initial Master Plan presented a 5-stage plan for the College, it was agreed a more realistic plan would be a 3-stage plan over 10 years.

The proposed Master Plan is based on contemporary and state of the art learning environments embracing our pedagogy and ensuring the built form meets the College's needs, now and into the future. We focussed on flexible learning spaces that can be adapted to different modes of learning to suit our student's needs, as well as planning for future growth and revitalisation of our existing building stock. The Master Plan incorporates aesthetic, sustainable design without being unnecessarily extravagant and ensures careful stewardship of the College's resources.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**Description of Professional Learning undertaken in 2020****Our Learning and Teaching focus**

- Microsoft Teams
- VCE Unit 4 Adjustment Webinars
- CEM ROSAE
- VCAA Assessor and Chief Examiner Workshops
-

Our Wellbeing focus

- Discovery Positive Education Course
- Anaphylaxis and Asthma training
- CPR and First Aid updates
- Berry St Training
-

Our Catholic Identity Focus

- Faith Leadership Workshops
- KEM New Leaders Induction and new staff day
- Staff Spirituality Day - Inclusion and Diversity

Number of teachers who participated in PL in 2020

80

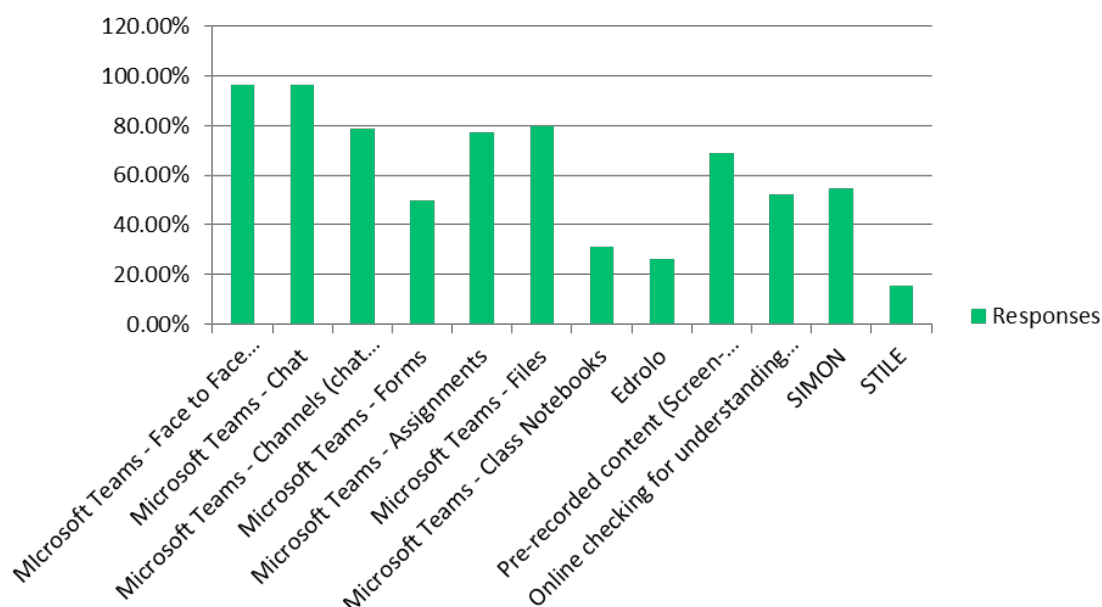
Average expenditure per teacher for PL

\$875

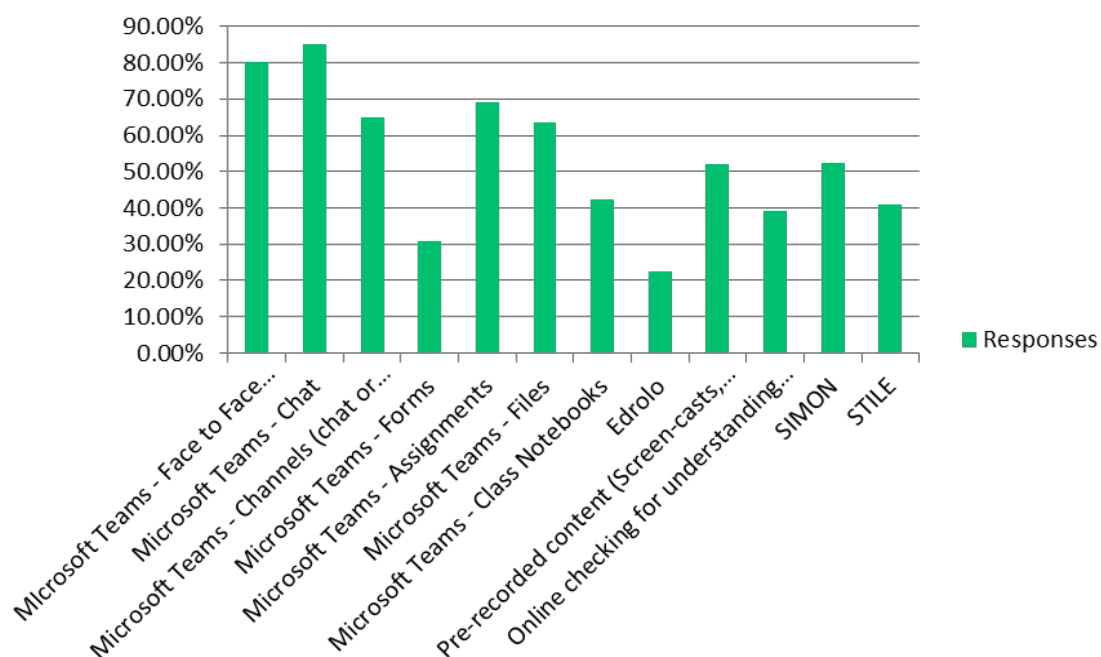
TEACHER SATISFACTION

Whilst there were no formal perception surveys conducted during 2020 the following feedback was received from staff around remote learning which helped provide information for adjustments made during the process. A collection of gratitude quotes from staff have also been included. These quotes were gathered upon our return to onsite learning in Term 4.

What technological tools did I use to help students learn from home? (Tick those that apply)



What technological tools helped me to learn from home? (Tick those that apply)



'The engagement and passion of my students, and especially the care they have shown each other and me'

'The engagement and passion of my students, and especially the care they have shown each other and me'

'For the generosity of colleagues and students, as we pivoted into a new learning and teaching paradigm. I'm particularly grateful for the capacity we had to continue to work with the aid of good technology and excellent help from the ICT team.'

'Having the opportunity of discovering strengths in my students that I wouldn't have had the opportunity of discovering in face to face teaching'

'The most collaborative and cooperative spirit I've encountered in all these years within an organisation already punching above its weight in terms of collaboration and cooperation'

'The support of the learning teams in planning and modifying what we are undertaking together. Listening to each other and taking action'

'For our students to be so understanding and helpful as we moved through online learning together'

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.5%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	19.5%
Graduate	37.7%
Graduate Certificate	14.3%
Bachelor Degree	77.9%
Advanced Diploma	18.2%
No Qualifications Listed	13.0%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	89.0
Teaching Staff (FTE)	80.7
Non-Teaching Staff (Headcount)	48.0
Non-Teaching Staff (FTE)	41.6
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- Student Leaders collaborate with Staff Leaders to optimise student voice and agency

Achievements

Open Day Friday 13 March

Open Afternoon/Evening took place on Friday 13 March. This is an important day for the College as it is the chance to showcase the school and the community that we are blessed with. A new Prospectus was produced incorporating our new branding. As this was the beginning of the COVID19 pandemic the regular program was adapted on the day to avoid large crowds gathering.

Website development

A new website incorporating our new branding was built and went live mid year. Andrea Power worked closely with the developer to ensure a quality outcome.

Community Events

Our first International Women's Day event for past students and the broader community was held on Friday 6 March. Julie Whelan and Laura Thistlethwaite shared their experiences of their work and time in Timor.

A number of families and staff joined with the other Geelong Catholic Secondary Schools to view the film 'Angst'. The film also hosted a panel who fielded questions from the online audience in relation to anxiety and depression in young people.

Student Community Achievements

Zonta Club of Geelong Young Women in Public Affairs Award Winner 2020 - Saskia Frake

Saskia Frake was chosen as the recipient of this important award based on her active commitment to volunteerism and women in leadership, displaying outstanding achievement in the following areas: Service and dedication in the Justice and Democracy group, including dedication to the refugee tutoring and school holiday program, St Thomas breakfast program and Christmas luncheon, Justice meal day, and Brigidine Asylum Seeker Project. Her positivity and determination had a noticeable impact on those around her, she was truly a role model for her peers and for younger girls.

Saskia devoted her time and energy in the service of others, took initiative and is a natural leader. She continually challenged herself and had a great quest for knowledge and self-development.

Geelong Youth Awards - Diverse Cultural Contribution Award 2020 - Bri Apma Hayes

Bri is a proud Arrente woman, a true leader and champion for change. Bri makes herself vulnerable to others by sharing her story and telling historical truths so that we can all walk the journey of reconciliation together. As a FIRE Carrier she was a mentor and advocate for her fellow ATSI students and an influence upon teachers. Bri is destined to make a difference in this world and we couldn't be prouder.

Year 11 student Alisha Nurnaitis, won the Geelong Final of the Lions Youth of the Year Speaking Competition in 2019 and attended the regional finals on Sunday 23 February 2020. Alisha is a self-motivated powerhouse and always on the lookout for innovative and interesting opportunities within the school to become part of. Her family has been super supportive in all her endeavours, encouraging her to go further. We are all inspired and proud of Alisha's efforts at the regional finals and despite presenting and interviewing with a head cold she only missed winning by a whisker! Well done

COVID-19 Confirmed Case

A confirmed student case saw the College close for 10 days in early Term 2. Contact tracing was undertaken and a deep clean completed. This was an extremely difficult time for the College due to challenges in communications with DHHS and dynamic and everchanging environment of COVID-19. The CEM COVID-19 Response Team and KEM provided great support during this time. The College followed all processes and procedures as outlined by the DHHS and Catholic Education Office in responding to a confirmed case whilst supporting the pastoral needs of the student and family involved. We were able to contain the situation to the one single case. We were also extremely grateful for the support of leaders from Barwon Health who provided advice and support throughout the contact tracing period.

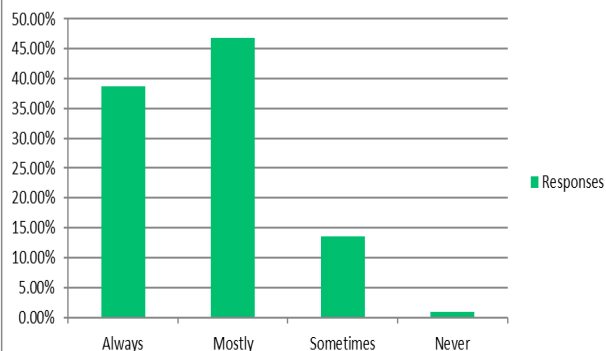
Staff were to be commended for their ability to have remote learning provision in place with only one day's notice. Worksafe conducted a follow up enquiry via phone with only minor recommendations arising.

Year 12 Graduation

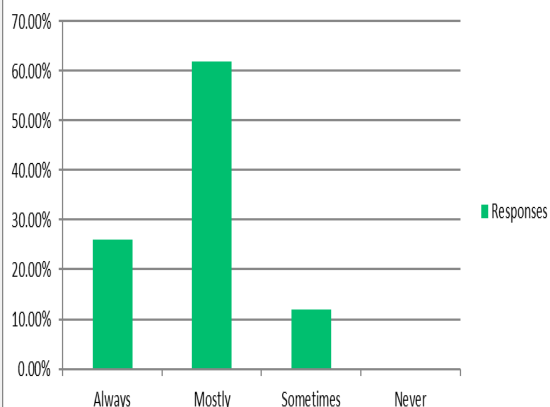
Following a change in restrictions we were able to gather our Year 12 students as a cohort in Kildare Theatre for their Graduation Ceremony and the presentation of the Sr Geraldine Sheedy Award. With aspects of the celebration pre-recorded and then the addition of the filming of the presentation of the students, we were able to host a live event on the Wednesday evening where the celebration was streamed to all families. Students received gifts from the College to mark the occasion and recognise the challenges of 2020. Gifts included a personalised engraved pendant, photo memory book, a graduation cake for families and our iconic Clonard cookies to share. The girls returned on Thursday for a celebration morning which was engaged in respectfully and with the spirit of celebrating all that is good with joy and gratitude.

PARENT SATISFACTION

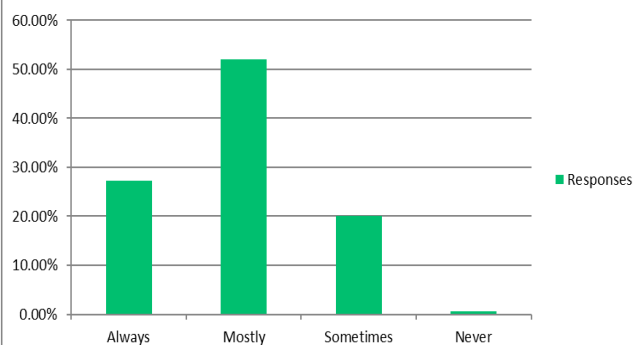
What my daughter was learning from home was important work and essential for her to know and do.



My daughter had clarity on what she was learning so that she knew what she was learning and why she was learning it



My daughter received feedback on how she was going with her learning



Learning from home helped my daughter to develop important skills for life beyond school

