



2021 ANNUAL REPORT TO THE SCHOOL COMMUNITY



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

SCHOOL REGISTRATION NUMBER: 1551

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision.....	3
College Overview.....	5
Principal's Report	6
Church Authority Report	8
Education in Faith	9
Learning & Teaching	11
Student Wellbeing	18
Child Safe Standards.....	23
Leadership & Management	25
College Community	31

Contact Details

ADDRESS	225 Church Street Herne Hill VIC 3218
PRINCIPAL	Luci-Anne Quinn
PARISH PRIEST	Fr Minh Tran
SCHOOL BOARD CHAIR	Lisa-Jane Moody
TELEPHONE	03 5278 2155
EMAIL	principal@clonard.catholic.edu.au
WEBSITE	Clonard.vic.edu.au
E NUMBER	E1193

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 2021 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.

20/05/2022

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 kindness'. 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

When I stopped to begin this reflection on the past year I wasn't really sure where to begin. It is hard to put 2021 into words. However, I found myself being drawn back to the image of bubbles. At our Opening School Mass I shared with our community how I have never grown up when it comes to bubbles. They fascinate me. Bubbles are something of mystery – so fragile, fleeting and yet so beautiful. 2021 had so many intervals that felt like bubbles. Good things emerging, routines and 'normality' taking shape and then in a moment, gone, as we were plunged into yet another lockdown.

2021 was different to our first year of COVID in that there was more uncertainty. There was a weariness, as the novelty wore off and the frustrations of lockdowns at short notice tested our patience. Yet we were resilient, we dug in, we stayed agile and we kept putting one foot in front of the other. Whilst there were many things that couldn't be, our success and celebration is that we made it through. Our theme was the Kildare Ministries value of 'Wonder' which finds its origins in the Brigidine tradition of celebrating all that is good with joy and gratitude.

There were moments throughout the year where we were able to embrace opportunities to experience the full wonder of our community in action: our Opening School Mass on Tullow lawn, our swimming and athletics carnivals, the Old Collegians Reunion, our International Women's Day Breakfast, Year 7 and 8 camps and our Year 12 Retreat. These experiences took on a new meaning after many were unable to go ahead in 2020.

In April, Kildare Ministries launched the Living Justice Living Peace Charter at their conference. This charter is core to our call to mission and action as a Kildare Ministries School and has been foundational to our thinking and the perspective we bring to our way of being at Clonard.

One of the questions in the charter is 'who needs to be clearly seen and listened to?' Our student leaders embraced this question by furthering our quest to be an inclusive environment. They have advocated for and promoted the dialogue and 'listening' to the voices of students who may, at times, feel on the margins, including those from different cultural groups and those identifying as LGBTQIA+.

Our students have given voice to our initiation of the New Pedagogies for Deep Learning initiative. After a number of key staff trained in the framework, they met with focus groups from Year 7 and 8 to support the development of trial units for Term 4. Student voice has also been important in the trial of the PIVOT student feedback survey for staff goal setting and development.

Considering we have spent a significant part of our time in remote learning this year we still progressed in a number of key improvement initiatives as outlined in our Annual Action Plan and school improvement plan. In many ways the year was about learning and setting up the longer term implementation plans for these goals.

The New Pedagogies for Deep Learning process will see us consider how we can more fully enact our Learning Charter. It connects us to a global network of educators who are committed to providing a learning experience that meets the needs of our current students in the world in which they find themselves. Complementing this has been our engagement as one of 37 schools in the New Metrics for Success project with the University of Melbourne. This research partnership is developing 'new metrics' for measuring and celebrating student success in a more holistic way for capabilities that are not currently captured in an ATAR or VCE/VCAL certificate system. We are privileged to be part of this national work and are currently trialing the materials in relation to the metrics around 'character'.

We conducted an initial review of our new Wellbeing curriculum which was launched in 2020. Whilst two years of interruptions with remote learning has not been the most conducive environment for introducing a new 7-12 curriculum there are many positives that we will build on as we review and look to 2022. Our review will continue to ensure that our units are aligned to the domains of the PERMAH model which is an evidenced based model for positive wellbeing. These domains are:

- Positive Emotion
- Engagement
- Relationships
- Meaning and Purpose
- Achievement and Accomplishment
- Health

The digital capabilities of the College have been integral in our capacity to maintain our delivery of our educational programs over the past two years. In 2021 we were selected to be a part of the Microsoft Transforming Schools Program which saw multiple staff engage in a suite of learning opportunities to improve and develop our IT capability. We were recently awarded membership into the Microsoft Surface Gold Schools for 2022 which is a cohort of Australian Schools that are using Surface technology in innovative ways and displaying a truly future-focused commitment to teaching and learning.

Our staff leaders have undertaken significant learning this year through a number of leadership development programs including the Leading from Within program, Thrive series, Introduction to Leadership Coaching and formal study. Many of these have led to improvements in processes and systems used across the College.

Last year we commenced the development of our new Master Plan which was ratified in 2021 by the Trustees of Kildare Ministries. We are delighted with the creativity of CHT Architects who are partnering with us to capture all that is good about Clonard and use this as inspiration for a vision for the future. The first stage of our new Master Plan will be the construction of a new Science and Technology building which will certainly embody our value of Wonder.

It was with sadness that we grieved the passing of longstanding staff member Trish Clark during 2021. Trish had been a member of our Administration Team for 27 years and was a much loved 'face of Clonard'.

In 2021 we were challenged to ensure that the opportunities the pandemic has presented are not missed. We have seen the greatest disruption to education in our lifetime. As we look beyond 2021 with wonder for what is possible I take the words of Pope Francis from his new writings 'Let us Dream'. He says 'From this crisis we can come out better or worse. We can slide backwards or create something new.' Building on the 65 years of educating young women at Clonard we are committed to ensuring we will not let this opportunity pass to create something new.

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 community explores and considers the value of 'Wonder'
- Teams of staff and leaders learn about and develop implementation plans for Pedagogy of Encounter.

Achievements

Wonder

Renee Oberin, Mission Leader Kildare Ministries presented a workshop to staff during the beginning of the year staff days breaking open the value of 'wonder', which was our theme for 2021.

Kristy Bolton a member of our Stewardship Council joined staff and spoke at the Opening Staff Liturgy to commence the year.

At the Opening of the Year Mass Luci Quinn, addressed the students around how Wonder is a moment to grasp and share in the mystery of our faith, to see beyond.

In classes, not only Religious Education we looked at **Wonder** from a very particular context. In the gospels we read repeatedly that the crowds who listened to and witnessed Jesus' healings were filled with 'wonder' and 'amazement'. At the heart of Wonder is the awareness that God's presence is being revealed in often surprising ways. Students and staff explored the College theme 'Wonder – seeing beyond' through aesthetic, cognitive and justice lenses where we encounter Wonder in moments of profound beauty; moments when we "let God be God"; we gain deep satisfaction as ideas converge, everything becomes crystal clear as Wonder leads us to search for knowing and we enter into solidarity with someone and walk in their shoes. The gospel is a series of such encounters with Jesus – a journey towards justice and integrity for everyone

For us, Wonder is a way: to see beyond, to look with a new lens for the soul

During classes postcards were written and shared with guests at our Mother's Day breakfast celebrating the Wonder of the women in our lives.

Throughout the year, staff prayer focused on Wonder and its place in our lives.

Teams of staff and leaders learn about and develop implementation plans for Pedagogy of Encounter

Partnering To Learn Project

This year we continued our relationship with the Geelong Catholic secondary schools through the MACS Partnering to Learn Project initiative. We focussed on collaboratively embedding the Pedagogy of Encounter into our Religious Education Curriculum based around the theme of interfaith studies. Pedagogy in a Catholic school engages with the deep questions of faith, life and culture, is student-centred, dialogic and encourages critical thinking. Through participating in the project we were able to benefit from the shared practices and experiences each school had of interfaith studies. It enabled our Religious Education teaching team time to focus on how we teach interfaith studies, particularly at Year 11. This led to our Year 11 Religious Education teaching team using student voice and feedback to inform the curriculum design on other faith traditions. One outcome from the process was a Q and A session with people of different faiths. Overall, by participating in the Partnering to Learn Project our Religious Education teaching team were able to gain an understanding of what the Pedagogy of Encounter is and start implementing into our curriculum in a meaningful way. The work of writing units for other year levels utilising the Pedagogy of Encounter protocol was commenced.

Kildare Ministries Conference Launch

Five members of staff participated in the Kildare Ministries Conference – ‘Go Out Joyfully’ held 28-30 April. The key work of the conference was to consider the implications and opportunities for the enacting of the Living Justice Living Peace (LJLP) charter. Key themes emerging from the conference include

- Our engagement with First Nations peoples
- Our commitment to ecological justice
- Our understanding and pastoral accompaniment of those in our community who are gender diverse

In response we joined the Laudato Si Action platform, have committed to developing a Reconciliation Plan for our community and developed our purple door as a symbol of welcome for those who might identify as LGBTQI.

In response to the Social Justice statement for 2021-2022, the Extended Leadership team of the College endorsed the decision to sign up for the Laudato Si Action Platform.

Luci Quinn took part in the KM Trustees forum on consent and gender diversity. We conducted our first listening encounter with students. Later in the year the trustees developed a statement for our communities. The Gender Diversity and Inclusion Group endorsed the creation of a ‘Purple Door’ to symbolise our journey towards inclusion, especially for gender and sexually diverse young people.

One of our actions in our LJLP implementation matrix was to gain a sense of our demographic profile of the College.

The following was a starting point however the members of the Extended Leadership team believed that there were other religions and cultural backgrounds that have not been included. The purpose of this data was to prompt conversation recognising the voices that may be in the minority or on the margins.

Social Justice in Action

All staff attended the annual staff spirituality day on Monday 2 August exploring Catholic Social Teaching. Presentations were given by Dr Anna Rowlands, a theologian from Durham University. Staff completed a workshop on CST and then concluded with the keynote presented by Bishop Long at the Kildare Ministries Conference earlier this year. All aspects for the day were helping staff to gain greater insights into the Living Justice Living Peace framework.

Rachael Hynds Year 12 and Lauren Dillon Year 11 were invited to attend a student panel at the Catholic Religious Conference speaking on the topic of Sustainability which was held in May.

Reconciliation Week was a positive and outward sign of our values of justice and inclusion in action. The profile of our FIRE Carriers in the College has grown over the past few years and they created the student lead whole school assembly. We collaborated with the other Geelong Catholic Secondary schools to create a video sharing our thoughts about the theme of NRW that was shared at assemblies and across social media platforms. Our students continued to build a commitment to action wall in the Brigidine Centre where they shared how they will take action to work towards reconciliation.

VALUE ADDED

College Celebrations

Early in Term 2 we gathered to celebrate Sr Geraldine's 80th birthday with a staff lunch and some informal speeches. She was presented with a gift on behalf of the College and we were able to celebrate her 20 years of service to Clonard. We were joined by Sr Ann Hill, Sr Margaret who also lived in Geelong and Sr Kathleen who has been a great support to Geraldine and Margaret as they transitioned to Melbourne. It was a wonderful celebration. During 2021 the last Brigidine Sisters left Geelong. Due to COVID restrictions we were unable to mark this occasion however plans are in place to celebrate in 2022.

This year we mourned the passing of long-time staff member Trish Clark. Staff gathered both as a community for a memorial prayer and then with family and friends for the live stream of Trish Clark's funeral. We were overwhelmed by the messages of support and condolence from the broader secondary Catholic education community. When we returned from lockdown, we gathered for some shared stories and a rose planting in the memorial garden beside the chapel.

Appointment of Archivist

The College appointment as Archivist to start the process of collecting, curating and preparing the archives for cataloguing. The importance of stewarding the story of the College and in particular the ministry of the Brigidine sisters is highly valued by the College and we believe this commitment and investment will be of service to the College and an important part of our identity.

Learning & Teaching

Goals & Intended Outcomes

- Students and teachers aim for success at surface to deep learning.
- Leaders and staff develop their understanding of and use of multiple sources of data to support learning and wellbeing improvement goals.
- Teams of staff and leaders learn about and develop implementation plans for Deep Learning.
- Teams of staff and leaders learn about and develop implementation plans for New Metrics for Success (University of Melbourne Partnership).

Achievements

Students and teachers aim for success at surface to deep learning.

Learning area PLCs initially co-constructed subject specific worked examples for active verbs which included success criteria and example questions and responses. A 'checking for understanding activity' showed that 95% of staff were able to correctly classify surface, deep and transfer success criteria and outcomes.

Staff completed a learning sprint and reported back to the PLCs on trialling the use of active verbs in the creation of surface to deep success criteria. The next phase of the implementation commenced with a workshop on co constructing success criteria with students. The research on the impact of this process on student achievement and a number of strategies for creating the co constructed criteria was outlined. During Term 2 every teacher participated in a targeted cycle of inquiry using a "learning sprint" process to model surface to deep learning in their classroom. Teachers used previously developed language and skills to create a set of surface, deep and transfer success criteria for a cycle of learning for their students and then intentionally implemented these in their classrooms through specific learning activities. Teachers gathered evidence of student learning and then undertook a review protocol to measure the impact of their teaching and identify further implications for their practice.

Feedback from the learning sprint indicated this was a powerful and eye-opening process to undertake with a range of teachers articulating it had transformed the way they plan, teach and assess learning. Throughout Term 3 staff were supported to trial some co-construction strategies in their classrooms. To complement the work in this area we aligned this school priority with the learning performance development framework and teacher goal setting process. A teacher/leader developmental continuum was created using the evidence base for surface to deep learning and AITSL teacher and leader standards. Staff identified a goal from the continuum based on their current level of practice and in the spirit of high structure and high support the continuum is accompanied by targeted professional learning, practical actions and suggested success indicators for teachers to use to advance their practice and reach their goal.

Leaders and staff develop their understanding of and use of multiple sources of data to support learning and wellbeing improvement goals.

Key staff undertook professional learning around using multiple measures of data to support continuous school improvement. This professional learning series provided the knowledge and application of using a range of data sets to support learning and wellbeing improvement goals. Using data for continuous school improvement involves looking beyond just using standardised testing measures, for example NAPLAN, and analysing multiple measures of school involvement including demographic, perception, student learning and school processes data sets. The group applied a range of data analysis strategies to inform school programs, use a data driven problem solving approach and develop a vision for data use. A shared aim was developed by the group to create a culture where systems of multiple measures of data are used to make evidence based strategic decisions, inform practice and support continuous school improvement. At the end of the year the Extended Leadership undertook a protocol to guide the analysis of data and inform the school's vision and Annual Action Plan for 2022. This process involved:

- Creating a data school profile for each of the demographic, perception, student learning and school processes data sets.
- Mapping strengths and challenges across these data profiles.
- Analysing celebrations and implications for the school improvement across these data sets.
- Creating the 2022 Annual Action Plan.
- Design a data analysis timeline for 2022 that will support target setting and analysis of impact across learning and wellbeing at Clonard.

Teams of staff and leaders learn about and develop implementation plans for:

- New Pedagogies for Deep Learning
- New Metrics for Success (University of Melbourne Partnership)

Significant learning took place in relation to the New Pedagogies for Deep Learning and the New Metrics project. The Learning Leadership Team spent 2 days completing the New Pedagogies for Deep Learning program. The next step was the commencement of trialling of the concepts and the further development of the Learning Leader capacity and then the introduction of the framework to all staff. Our Humanities, Science and RE teams are ready to implement some deep learning units at Years 7/8 in 2022.

Feedback from staff, student and family surveys suggested that there was agreement around a need to reconsider elements of education that connect to thriving. Interestingly the students' data showed that many still hold the belief that good grades are what constitute success at school. Following the New Metrics program workshops work commenced on the complex competency of 'character'. This work engaged staff with research partner schools and Melbourne University to develop a warrantable assessment framework in relation to character which was trialled in Term 4 by the research partner schools in our group. This work will be intentionally linked to the New Pedagogies competencies and our wellbeing skills and strategies currently in our curriculum.

Our team worked in partnership with other New Metrics schools to develop the resources around 'character'.

The leadership component of the New Metrics partnership explored a conversation about our shared values for New Metrics and new ways of recognising learner success with a focus on identifying and solutioning foreseeable issues of equity and opportunity.

Other

Transition to VCE Vocational Specialisation Pathway 2025

Information was received in relation to the process for transitioning VCAL students into a new pathway within the VCE. This will impact 2022 as the process of creating new curriculum to implement the changed course processes is commenced. The last year of the traditional VCAL model will be 2022.

PIVOT Student Survey Trial

Thirty-five staff elected to trial a new student survey tool developed by PIVOT to provide feedback based on teacher practice in 5 of the AITSL teacher standards. This survey was conducted early in Term 3 and then again in Term 4 and formed the basis of goal setting for teacher practice for the semester. Our initial data sets from the PIVOT tool for two nominated questions based on this improvement goal showed the average response in relation to success criteria was 4.1 out of 5 and for learning intentions 4.2.

2021 VCE and VCAL Results

The High Achievers Assembly took place on Thursday 10 February. This Assembly recognised the academic achievements of the highest scoring ATAR students and highest performing VCAL students from 2021. The 2021 College Dux was Charlotte Fogarty with an ATAR of 99.25. The VCAL High Achievers were Maeve Johnson and Paige O'Neill.

The following is a summary of the VCE results attained by our students in 2021:

VCE RESULTS 2021	
Number of Subject Scores	504
Number of Study Scores above 40	30
% Students Study Score above 40	5.9
Median Study Score	29
Number students Score 50	2

VCAL Results

	Foundation	Intermediate	Senior
2021	7	18	21

**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.

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

ACU	13	Swinburne University of tech	1
Deakin University	39	University of Melbourne	11
Federation University	2	Victoria University	9
La Trobe	8		
Monash	4	College of the Arts	2
RMIT	11		

On Track Data for 2020 School Leavers

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 2020, 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	66	73.3	868	71.6	20901	77.2
Bachelor degree	42	46.7	607	50.1	15190	56.1
Certificates/diplomas	14	15.6	139	11.5	3055	11.3
Certificate I-III	4	4.4	23	1.9	565	2.1
Certificate IV or higher	10	11.1	116	9.6	2490	9.2
Apprenticeship/traineeship	10	11.1	122	10.1	2656	9.8
Apprenticeship	7	7.8	90	7.4	1976	7.3
Traineeship	3	3.3	32	2.6	680	2.5
Not in Education or Training	24	26.7	344	28.4	6183	22.8
Employed	17	18.9	199	16.4	3149	11.6
Employed full-time	9	10.0	68	5.6	1041	3.8
Employed part-time	8	8.9	131	10.8	2108	7.8
Looking for work	1	1.1	43	3.5	841	3.1
Deferred	5	5.6	92	7.6	2023	7.5
NILFET	1	1.1	10	0.8	170	0.6
Unknown	-	-	-	-	1	-
Total respondents	90	100.0	1212	100.0	27085	100.0

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

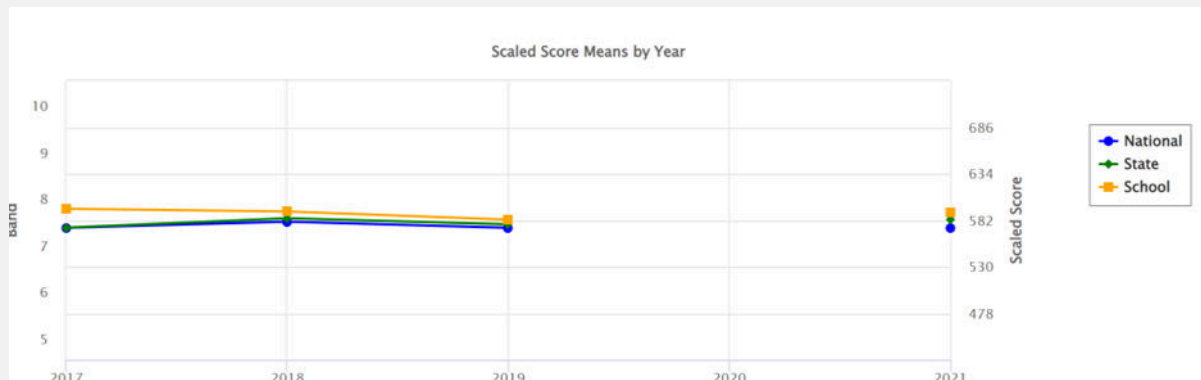
STUDENT LEARNING OUTCOMES

Year 9 medians

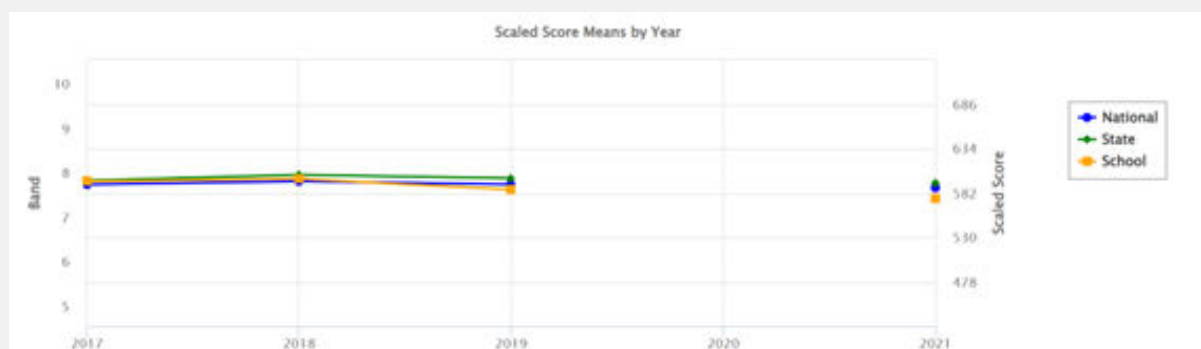
	Reading	Writing	Spelling	Punctuation and Grammar	Numeracy
National	580	556	583	577	585
State	588	560	592	583	587
Clonard College	580	560	573	583	574

MEDIAN NAPLAN RESULTS FOR YEAR 9

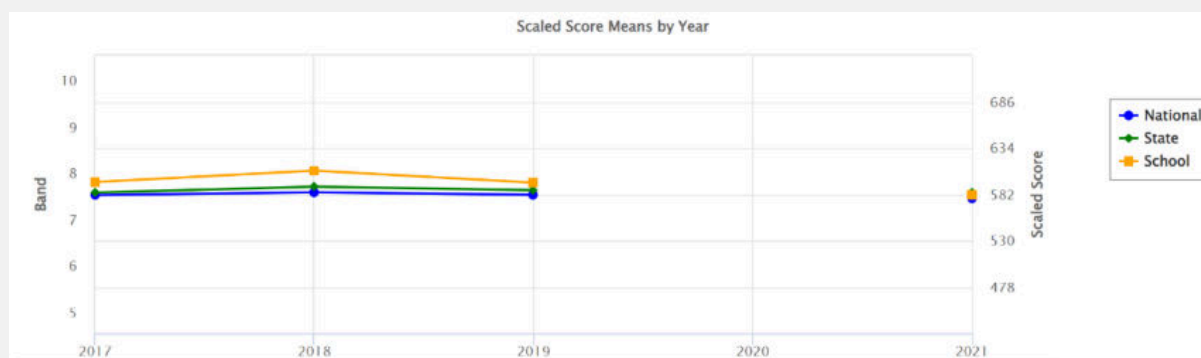
Year 9 Grammar & Punctuation



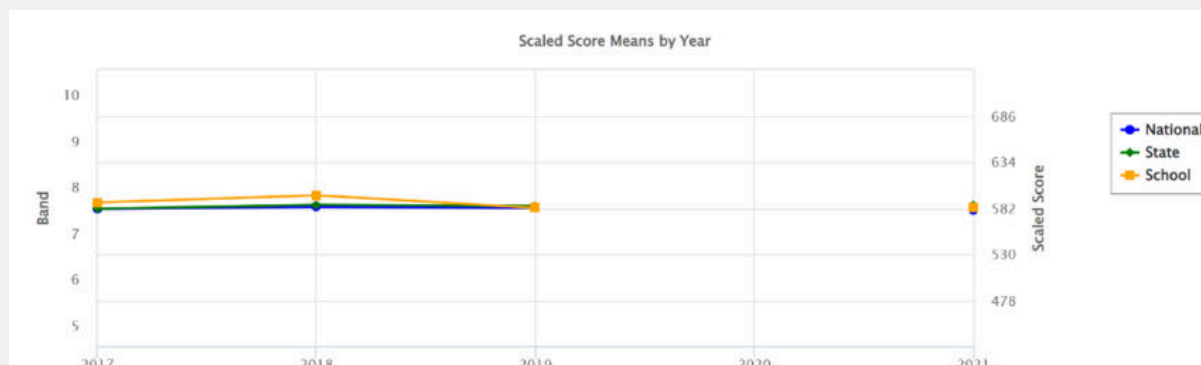
Year 9 Numeracy



Year 9 Reading



Year 9 Spelling



Year 9 Writing



Our NAPLAN data demonstrates a consistency of performance over the past five years and the vast majority of students are above the National Standard. In Year 7 over 84% of all students are above the National Standard in all NAPLAN dimensions however, this figure is lower at Year 9: 82% for Reading, 75% for Writing, 79% for Spelling, 89% and 86% for Grammar and Punctuation and Numeracy respectively. In the growth data from Year 7 – 9, 55% of students at Year 9 demonstrated a 'medium' growth (average), 16% were 'high' and a further 28% were 'low' growth. In Year 7 we performed consistently against similar schools with the exception of Grammar and Punctuation and Numeracy and, at Year 9, Numeracy and it is clear that Numeracy continues to be an area in need of specific strategies to assist students to make gains. Against all Australian schools we were at or above in all dimensions at both Year 7 and 9.

The impact of COVID on student outcomes is unknown but it would be a logical conclusion to draw that student learning has been impacted by being absent from school for almost a year out of the past two. This calls us to be very proactive in addressing the needs identified in this data. Therefore, in response to this data, the Learning Leadership team of the College have partnered with MACS in a two-year-long Literacy program (Secondary Discipline Literacy Project) which develops the work of 2021 in standardising the understanding of our key terms, using the Surface-to-Deep-to-Transfer program. It is our endeavour to develop a unified approach to reading and writing, identifying the literacy requirements of the disciplines and directly instructing students on them. In Term 3 of 2022, this work begins with the frontloading of the language of units in Maths, Science, English and Humanities as a pilot to establish how this might improve student outcomes. In addition, each Learning Area has developed their specific Learning Area Goal, in addition to the Literacy goal across all Disciplines, to identify areas for improvement. Moreover, we are focusing, as a school, on formative assessment and feedback to focus on the kind of feedback that would heighten student awareness and performance around literacy, specific language acquisition and grammar.

Student Wellbeing

Goals & Intended Outcomes

- Students use strategies for positive wellbeing and strong relationships.
- Staff continue to learn and live strategies for positive wellbeing to consolidate and embed our approach.
- Leaders and staff develop their understanding of an use of multiple sources of data to support learning and wellbeing improvement goals.
- Teams of staff and leaders learn about and develop implementation plans for school wide approach to positive behaviours (PBS).

Achievements

Students use strategies for positive wellbeing and strong relationships.

Review of Curriculum 7-9 – Feedback from the Wellbeing and Community Leaders at 7-9 indicated that apart from some fine tuning this curriculum is well delivered, well supported and meeting the needs of the students. Our Wellbeing and Community Leaders at Years 7 and 8 worked with staff and families evaluating aspects of the Wellbeing program at their year levels. They explored how to improve our transition processes including the Connection Conversations at Year 7 and the goal setting processes used at Year 8 and followed up in Connection Conversations. The feedback from Year 7 families was very positive, insightful, and affirming thus far.

Review of Curriculum 10-12

The curriculum at these areas required some review. We targetted Year 10 and trialled the PEEC curriculum as opposed to a College constructed curriculum from multiple sources. The focus of the Year 10 curriculum was driven by the Pulse data feedback. We debated the advantages/disadvantages of using one or two published curriculums as our preferred program or continue to stay with and review/refine our current units that were written from multiple sources. This conversation revisited how we name and define the domains we use around which to construct our wellbeing curriculum. As a Respectful Relationships school there have been some units that were not being taught due to the nature of the units and the challenges with delivering this material whilst in remote learning.

An audit of our teaching of consent across the Curriculum through our implementation of Respectful Relationships was held. Whilst Respectful Relationships is taught from Year 7, a KEM Principals conversation, agreed that consideration to be given to teaching this at earlier year levels.

Staff continue to learn and live strategies for positive wellbeing to consolidate and embed our approach.

Springfox Resilient Educator Program

Staff were introduced to the Springfox Resilience Program for Educators. All staff were enrolled in the Springfox Resilience App which enables staff to engage with a diagnostic tool that in turns provides educational information on ways to improve wellbeing. Clonard committed to training 8 staff annually in this program for the next 2-3 years. Paul Salmon from Springfox facilitated a whole staff workshop on using the App.

Four staff enrolled in **Resilient Educators Program** with another four taking part in Semester 2. All staff were provided access to the portal which supported the development of individual staff wellbeing.

eXcel Framework and PERMAH Professional Learning

All staff participated in the professional learning workshop around the MACS eXcel Wellbeing Framework and PERMAH model lead by our School Improvement Leader: Wellbeing. This helped to build staff knowledge of the Catholic context that underpins our work and how it relates to the PERMAH model. At Clonard we have slightly tweaked the acronym of PERMAH to connect more closely to the expression of these domains in our curriculum. The area of Relationships was the focus for staff engagement in 2021 with staff identifying strategies and goals for their practice in connection to this area.

Leaders and staff develop their understanding of an use of multiple sources of data to support learning and wellbeing improvement goals.

Pulse data was collected weekly to monitor and track aspects of wellbeing across the College. Wellbeing leaders continued to work with year level teams to understand the usage of PULSE data especially for short term interventions and tracking and conversations with individual students.

Sacha Saker, Student Services Team Leader curated data based on students accessing the Student Services area. Investigations followed as to what other schools were doing in this space to inform some guidelines for our practice in this area. Our operating procedures were reviewed in light of these findings. The Student Services Team has implemented a model called SEDEC which streamlines the referral process and enables a more targeted approach to student support. Some roles within our Student Services team were restructured to present a more multidisciplinary model. Sacha Saker has taken the lead for this team.

Teams of staff and leaders learn about and develop implementation plans for school wide approach to positive behaviours (PBS).

Following a series of investigative conversations with PBS schools and MACS. The College secured a three year partnership with MACS to implement Positive Behaviour for Learning (PBL). We are the first secondary college in the Western Region to embark on this journey. We met with our PBL coach. The College formed a core team and implementation team based on their criteria. We believe this will ensure our implementation is undertaken with fidelity and congruence with the philosophy and evidence base connected with the approach.

During Term 3, the College Core team worked with our MACS facilitator and introduced this approach and had a full staff learning day at the end of the year. We commenced the process of drafting school wide expectations.

VALUE ADDED

Student seminars in 2021 connected to Wellbeing focus areas included:

Year 7 – Project Rokit – promoting anti bullying and upstander behaviour

Year 7 - Headspace transition to secondary school workshop

Year 8, 9, 10, 11 – Drug Education with Sharon Torpey

Year 9 – Darren Peirera - Success Integrated

Year 10, 11, 12 – Headspace – Coping with stress related to Covid19

Navigator Program Partnership

Support for students and families experiencing school refusal was sought via referral and a wraparound coordinated approach of case management with the Victorian Government initiative Navigator program. Key wellbeing staff worked closely with a range of Navigator support workers to reengage students in education to ensure all strategies and supports were made available to students in need.

A range of strategies to monitor and address attendance were introduced, including additional reporting and data collection options, and professional development for staff to broaden knowledge and skills in regard to managing and improving student attendance.

HEADSPACE – Parent and carer workshop - **Supporting young people: Notice, Ask, Connect, focused on:**

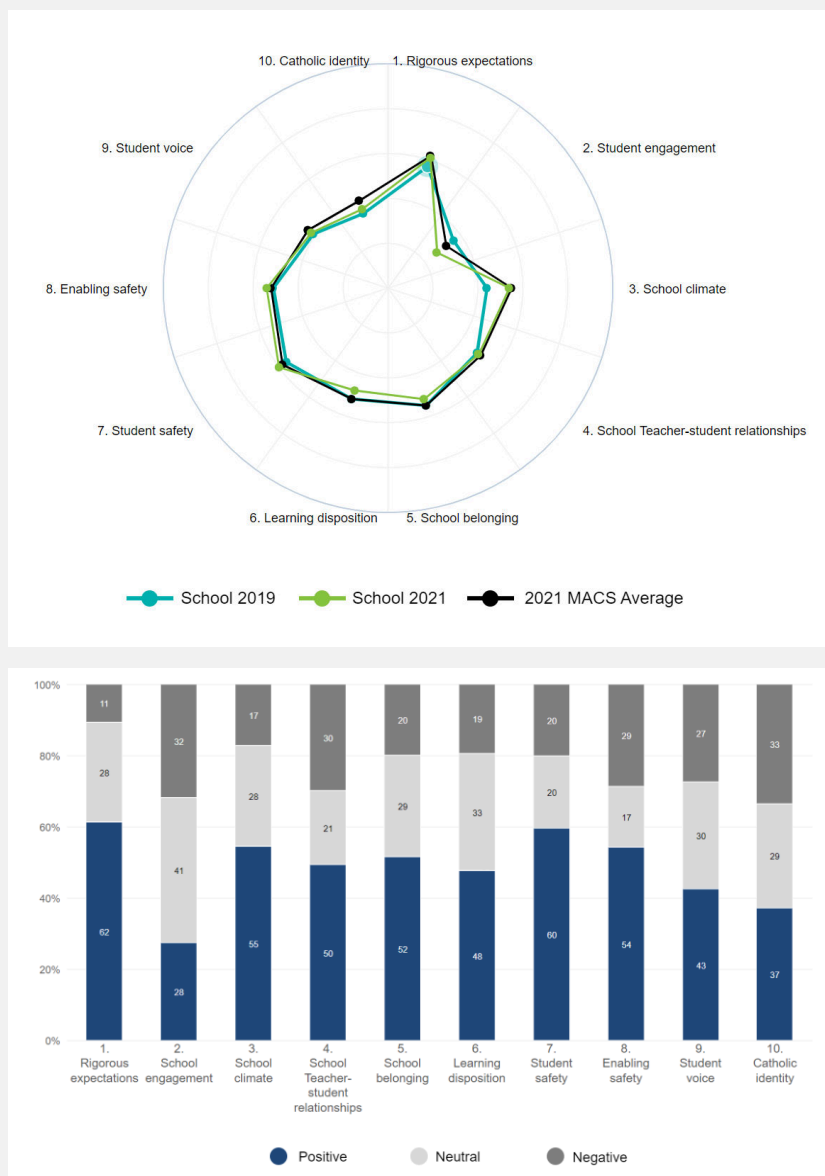
- Understand mental health and wellbeing in young people
- Notice changes that a young person might be going through a tough time
- Identify strategies to connect and communicate with young people
- Increase knowledge about how to support a young person and where to access professional support

DRUG EDUCATION – Sharon Torpey parent and carer presentation - parent session explores the skills, knowledge and strategies that help parents to communicate with their teenager about alcohol, other drugs and harm minimisation

THRIVE Leadership Program for Wellbeing Leaders

Seven leaders from the College engaged in a four part leadership development program for leaders of Wellbeing facilitated by Maggie Farrar. Each of the four workshops connected to an aspect of the eXcel Wellbeing Framework and provided valuable skills and practices for leaders to implement into their daily work.

STUDENT SATISFACTION



Student safety remains a positive feature of our student's experience of school. Despite the interruptions of the year with ongoing periods of remote learning most of the surveyed areas remained close to previous scores with School Climate (Perceptions of the social and learning climate of the school) showing the greatest improvement. It was pleasing to see the 62% positive responses to rigorous expectations in light of the COVID disruptions to learning. The 2022 Year 12 Student Leadership Team worked through these results and determined that a focus on creating connection between year levels would be a key intention for their work in 2022.

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.

Child Safe Standards

Goals & Intended Outcomes

- Continue to build and embed a culture of child safety across the College

Achievements

Our Child Protection Officers for 2021 were Tania Anticev and Justine Fitzpatrick supported by Therese Bourke.

Work of the College Child Safe Team

The Child Safe Team met each term to monitor the implementation of the Child Safe Standards especially in relation to building a child safe culture, monitoring risks, processes of responding to and reporting disclosures and the empowerment and engagement of young people. Carmel Thomas, one of our parents joined the team in Term 2.

Meetings across the year covered the following:

- Consideration of the research report 'Taking us seriously: children and young people talk about safety and institutional responses to their safety concerns.' There were many areas that resonated with the work undertaken in this space.
- The Child Safe Team reported back on data from a brief staff survey that showed not all staff were aware of how to access the PROTECT document or who the Child Protections Officers were. It was determined that this brief survey be conducted twice yearly to ensure we are keeping across staff knowledge of basic procedures.
- An updated flowchart for reporting concerns was sourced for the website and published in the newsletter.
- Updated PROTECT posters with the new Child Protection Officers were posted around the College.
- Regular risk reviews were undertaken at each meeting with changes made to our engagement with Structured Workplace Learning providers around child safe responsibilities

Policy review and development

The Child Safety Team worked on a review of the Code of Conduct for staff. This was in place for the start of 2022. The Child Safety Policy documents were reviewed by the team.

Preparation for the new standards July 2022

The Child Safe Team have also commenced the process of understanding the implications of the new 11 Child Safe Standards that will come into effect from July 2022. As part of supporting gender and sexually diverse young people we created a purple door, inspired by the theme for Wear it Purple Day 2021, that acted as a symbol to open the door to dialogue, understanding and safety for these young people in our community. Unfortunately this initiative was postponed due to the move to remote learning however the committed team of students and staff were ready to see this project through.

Student Engagement and Empowerment

Presentations to year levels around child safety and our reporting processes were undertaken. Year Level Workshops on Child Safety and reporting processes were completed for Years 10 to 12.

Three student representatives, our Child Protection Officers and Business Manager completed a safety walk through of the College before the end of Term 2. Improvements were noted from previous walk throughs and new risks identified:

The College promoted Child Protection Week through social media and newsletter forums as well as the Child Safe Team completing the Run Against Violence. A number of online events and promotion and information were shared with our community throughout the week. Tania Anticev promoted this across our community.

Staff Training

- Mandated staff are completed the Mandatory Reporting eLearning Module.
- All staff re-signed the Code of Conduct and KEM Ethical Standards Policy.
- The Code of Conduct, Ethical Standards Policy and Reportable Conduct were addressed in the General Staff Meeting on Day 1 of the school year.
- Our new Child Protection Officers completed the Bravehearts advanced training.
- Regular briefings across the year by Child Protection Officers
- A workshop on three new areas of the VIT Teaching Code of Conduct was presented to staff.

Leadership & Management

Goals & Intended Outcomes

- Leaders engage in leadership learning and projects that support our improvement initiatives
- Key leaders develop and apply coaching skills to support the growth and development of staff.

Achievements

Leadership Development

Leading from within Program for Middle Leaders - The Brown Collective

Hosted at Clonard, this program consisted of 360 feedback for all College middle leaders, coaching sessions, 2 day workshop, leadership challenge and presentation session. The program gave us a shared language and shared platform for understanding leadership beyond co ordination and organizational aspects.

The feedback from the two workshop days was very positive with an overall rating of 4.2 out of 5. Leaders nominated a Leadership challenge that they will work on as part of their everyday work

Projects included:

- Reviewing the Year 7 Transition Program
- Building teacher capacity in creating strong relationships with students
- Developing quality goal setting with students and developing teacher capacity as coaches for goal attainment
- Reviewing the subject selection process

Middle leaders who completed the program received a certificate and were eligible to apply for credit in the Masters of Educational Leadership at ACU.

Aspiring Leaders

Clonard hosted an aspiring leaders networking dinner for staff from the 5 Geelong Catholic Secondary Colleges to attend and share their insights, questions and experiences of leadership. This provided an opportunity to foster and encourage leadership aspiration and a commitment to further learning along with networking opportunities between schools.

Growth Coaching International (GCI)

In 2021 6 staff completed coaching training with GCI. Courses included the Introduction to Leadership Coaching Program and one undertook the Coaching Accreditation Course.

An introductory conversation with leaders was commenced at a Leaders Workshop to determine perspectives around implementing a coaching culture/approach at the College. The feedback was taken to a meeting with Sue Richards from GCI. Questions were raised for the Leadership Team to consider in terms of developing an implementation strategy that would be supportive of our other improvement initiatives in 2022.

NESLI

Jo Ryan Assistant Principal: Learning and Teaching completed the NESLI Women in Leadership program.

Emerging Leaders Program MACS

Three aspiring leaders successfully completed the Emerging Leaders Program with MACS. Two were successful in receiving POL appointments for 2022 - 2024.

Assistant Principal Review and Restructure

In setting out to review the current structure the process aimed to

- Provide an evidence base for decision making regarding the senior leadership structure including reference to Leadership in KEM Schools and the AITSL Principal Standards
- Align senior leadership positions and POL structure
- Balance the notion of individual positions and membership of a high performing leadership team
- Ensure senior leadership positions enhance the capacity of the College to enliven vision, graduate outcomes and school improvement agenda
- Ensure the process provides a learning opportunity for broader community understanding about effective leadership in schools
- Validate, affirm and provide growth opportunities for current Assistant Principals

The process included

1. Consideration of the SIF Review recommendations and draft SIP 2021-2024 – Term 4
2. Research/exploration of high impact models of leadership – from recommendations and research – including input from Staff Term 1 2021
3. External review of AP structure and roles conducted by Trish Cowling
4. Design of senior leadership structure

The final structure commissioned a Leadership Team consisting of the Principal, 3 Assistant Principals and the Business Manager. This team would be further supported by an Extended Leadership Team/School Improvement Team including the School Improvement Leader POLs.

Positions of Leadership Formative Feedback Process and Review

Trish Cowling completed the process of providing feedback to all POL 2-4s as part of our POL cycles. She reported very positive and constructive conversations.

Following a small scale review of the positions, given the current structure has only been in place for 18 months, the Consultative Committee has recommended that positions for the next 3 years which were advertised to staff and external applicants.

Support Staff – Performance and Development framework

This piece of work was in response to the recognition of the importance of our support staff and valuing their growth and development in a similar way to teaching staff. A reference group reviewed a number of models shared by Brigidine College Indorooilly, Kildare College and Marian West Sunshine and drafted a model to prototype at Clonard in 2022.

The process mirrors the teaching staff Learning and Development Program but in a simpler format. Four domains of competency were developed that were customized for various departments across the support staff. Templates, conversation protocols and evidence checklists were gathered to support the implementation. This will be trialled in 2022 with volunteer support staff before introduction to all support staff in 2023. The staff on the reference group led the conversation with the broader staff group.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**Description of Professional Learning undertaken in 2021****Name of PD**

KEM New Staff Induction
 Masters of Theology Capstone Unit
 Scaffolding Course, External
 NESLI: Adaptive Leadership
 WRO Dyslexia and Significant Reading Challenges (session 2)
 Partnering to Learn: Collectives in RE 2021
 New Pedagogies of Deep Learning
 Geelong VCAL Cluster Meetings
 New Metrics for Success Partnership Seminars
 Resilient Educators (Springfox)
 Information Sharing and Family Violence Reforms: Workshop
 School Refusal PD
 Senior Secondary Reform Consultation
 LawSense Law for School Counsellors
 Critical & Creative Thinking
 WRO YARC training
 WRO - Secondary Targeted Assessment Analysis for Effective Reading Intervention
 Multiple Measure of Data & Evidence Course
 Emerging Leader's Program
 Design Summit 2: Professional Learning Program for VCAL Teachers
 Annual VILTA Conference
 KEM New Leaders Formation
 Catholic Social Teaching – Dr Anna Rowlands
 Catholic Accreditation Series – CTC
 PAVCSS Conference
 Positive Behaviors for Learning Workshops
 Microsoft Schools Program Workshops and Training

Compliance Training**Course Name**

Mandatory Reporting eModule
 Recommitment to Child Safety Code of Conduct and KEM Ethical Standards Policy
 Privacy
 Bullying, Prevention & Management
 Manual Handling
 Slips, trips & Falls
 Ergonomics
 Student Duty of Care
 ASCIA Anaphylaxis Online Training
 Asthma - briefing/video version
 Anaphylaxis - briefing/video version
 Asthma Australia: 2021- Asthma First Aid for School

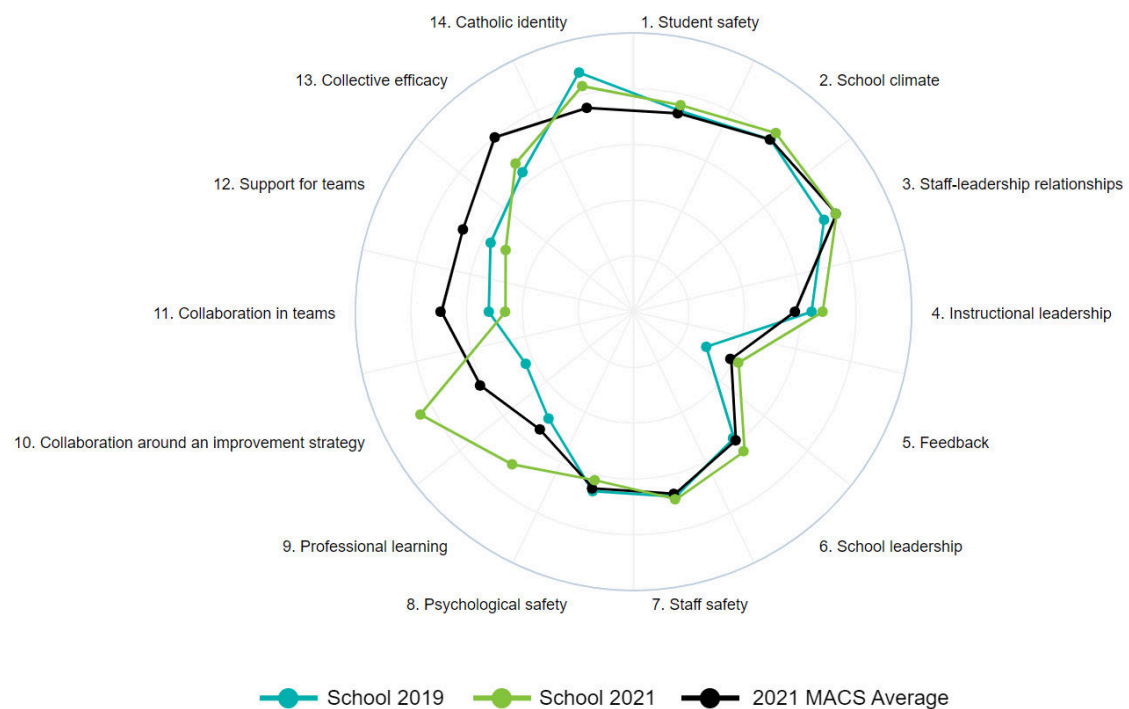
Number of teachers who participated in PL in 2021

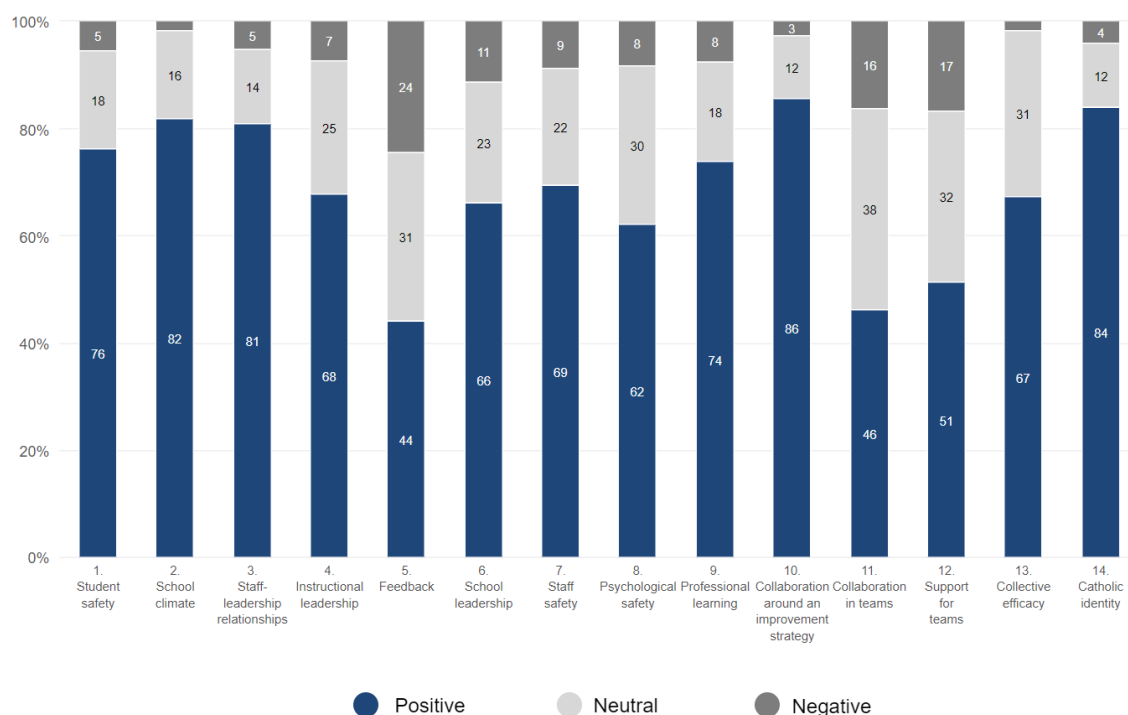
80

Average expenditure per teacher for PL

\$875

TEACHER SATISFACTION





The highest scoring domains for 2021 in staff MACSIS data included:

- Collaboration around an improvement strategy
- Catholic identity
- School Climate
- Staff-Leadership relationships

Our commitment to a clear known school improvement plan with annual goals that staff have engaged with is evident in these results. It speaks of shared ownership and clarity of direction. Staff also recognised the leadership during the pandemic where the best interests of staff and students were always considered when decision had to be made. The area of professional learning also showed an improvement which we believe is connected to clarity of our improvement agenda. Whilst still at 44% positive, the area of feedback had improved and is something that has been included on our 2022 AAP. The work of teams was impacted by the pandemic. In our new round of POL/POR positions there is the allowance for subject level team leaders that we hope will also support the work and development of teams.

College Community

Goals & Intended Outcomes

- Our community continues to provide insights and ideas into the development of the College's Master Plan and Stage 1 designs.

Achievements

International Women's Day Breakfast

Seventy guests including members of local Colleges, past staff and students as well as current members of the College community gathered to listen to Dr Bree Gorman address the question of gender and inclusion. Bree related her experiences of coming to identify as non-binary and shared how this impacted on her time at school. She challenged us to become more mindful of the bias and stereotypes we consciously or unconsciously promote in our everyday responses and language. We received many positive comments about the morning and were thrilled to have our Trustee Rosemary Copeland in attendance.

Open Day Sessions

Eight Open Day sessions were held over 2 weeks with a full house in attendance at each session. Over 700 people toured through the College with inquiries for more tours still being received. Positive feedback to the changed format was received which avoided interruption to learning and a calmer approach to the school tours.

College Interhouse Sports Events – Swimming and Athletics

Both of these events have been held in Term 1. Whilst attendance at the swimming event was significantly reduced the final results had only 0.3 points between 1st and 2nd place. There were significantly high levels of participation in the athletics day which meant over 10,000 data entries were made on the day.

Strengthening and Increasing Support to Vulnerable Students: Parents and Staff Perspectives: an exploratory study

Clonard College was a member of the Western Region Youth Mental Health Collective that consisted of four Secondary Catholic Colleges who worked with researcher Dr Doris Testa to create this research study. Dr Testa interviewed staff and parents from all four College's in relation to the strengths and struggles that staff and parents observed in young people who are navigating mental health. Additionally, the project sought to understand the impact of current practices and how they enable or hinder young people. This study, launched at the end of 2021, presented valuable recommendations for consideration by our community as we move forward in this space.

Parent Workshops

In April, Headspace conducted a parent evening for families on 'how to support young people'. Over 100 parents were in attendance.

Sharon Torpey Drug Ed parent night was held later in Term 2 where a large number of parents were in attendance.

Police Liaison Officers

Tim Meadows and Brock Matthews, both current Clonard parents, were assigned as our Police Liaison Officers. This partnership was designed to provide a consistent point of contact for any police related matters or inquiries. Both officers visited the College and met with key leadership staff to discuss the possibilities for this role. It aimed to build stronger links and relationships between VICPOL and schools.

R U Ok Day

Our VCAL class lead the way in creating a sea of yellow for RU OK Day on Thursday 9 September in promoting this important day. They met the challenges of remote learning to create as much engagement and energy as possible.

Rerum Novarum Awards

The VCAL class were successful in receiving 3rd place in the Rerum Novarum Awards. This is a tribute to the great work of our VCAL team in supporting the students to bring their learning to life inspired by the Living Justice Living Peace charter. The team hopes to create an interactive art installation depicting and celebrating the Brigidine charism and social justice.

Student Leaders Workshop with College Alumni

Sixty-five students attended an online workshop titled the 'Love of Learning' where alumni shared their various pathways to their current places in life with our current students. Students elected which area they were most interested in which worked very successfully. The Alumni involved were:

Samantha Taylor - Graduation Clonard 2015 Profession: Artist / Arts Worker

Brooke Williams - Graduated Clonard 2007 Athlete + Women's Group Fitness Studio Owner

Kat Baulch – Graduated Clonard 1999 Social Worker.

Georgina Pennefather - Graduated Clonard 2013 Monash University Medical Student

Michelle Freeman – Graduated Clonard 2002 Forrester / Consultant

Maggie Williams - Graduate Clonard 2018 RMIT – Bachelor of Science

Belinda East (Shaw) – Graduated Clonard 1990 Self-made businesswoman in hospitality/childcare.

PARENT SATISFACTION

