



Clonard College

Herne Hill

2022

Annual Report to the School Community



Registered School Number: 1551

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Vision and Mission	4
College Overview	6
Principal's Report	8
Catholic Identity and Mission	10
Learning and Teaching	13
Student Wellbeing	20
Child Safe Standards	27
Leadership	29
Community Engagement	38

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

29/03/2023

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

Governing 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.

Kildare Education Ministries Limited

Vision and Mission

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

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.

Our School Improvement Plan (SIP) is developed during the year of school review and an Annual Action Plan (AAP) each year. This current plan is for 2021-2024.

Key Initiatives for this improvement period include:

New Pedagogies for Deep Learning (NPDL)

Partnership with University of Melbourne in 'New Metrics for Success'

School Wide Positive behaviour (SWPBS)

Pedagogy of Encounter

In this school improvement cycle our aspiration is to:

Co-create with others and engage in a wide range of deep purposeful learning experiences that enable them to develop skills, competencies and attitudes for learning success and have an impact in the local and global community.

Have the knowledge and apply the skills for strong relationships, positive wellbeing and positive behaviour to promote human dignity, learning success for all and an inclusive connected community.

Give expression to the Kildare Ministries Living Justice Living Peace Charter by developing a 'contemporary' sense of the sacredness of self, others and our world by encountering our faith tradition in everyday experiences inspiring them to act as people of justice and peace.

Principal's Report

This year as we explored the Kildare Ministries value of Compassion we centred our journey on the parable of the Good Samaritan. Jesus came to teach us that we all have the capacity to be like the good Samaritan.

Many stories of compassion start with a smile. A human point of connection. Connection was the second element to our theme this year 'Connecting with Compassion' following the previous two years where we had spent so much time apart. This year moment by moment, smile by smile, connection by connection we have endeavoured to build a community of compassion.

We brought the Living Justice Living Peace Charter to life through our College theme. We intentionally expressed our connection with compassion through partnerships with a local aged care facility, First Nations People and their story, St Thomas' Primary School in Norlane and finally, and by partnering with Saltbush Balnarringa Kildare Ministry community work.

After the challenges of 2021 and limitations on our capacity to gather we were finally able to farewell the Brigidine Sisters from Geelong after the last Sisters left in early 2021. It was the most magnificent day of celebration and the coming together of the past and the future. It was with deep gratitude that we reflected on the selfless giving of the sisters who called Geelong home at some point in their vocation. Through their ministry the Sisters left strong communities of faith characterised by the Brigidine values that they lived by. Our responsibility is to continue to take the flames of the past, the essence of their legacy and continue to grow it with fidelity for the people we serve today and into the future.

We connected through celebrations in 2022. We welcomed local Geelong Cats AFLW footballers who shared their experiences at our International Women's Day breakfast. Our annual Mother's Day breakfast grew in numbers with over 120 in attendance. Then after 12 months of planning and collaboration with the combined Geelong Catholic Secondary Colleges and some last minute adjustments and changes of plans (yet again!) our TriUMPH team hosted a LITE music festival to raise awareness and funds to train teachers in Timor Leste.

Our student leaders this year, led by College Co Captains Isabella Napoli and Kaitlyn De Bono, and supported by Ms Sasha Semjonov led the College in a true spirit of servant leadership. Kaitlyn and Bella took the theme of connection and worked to build a collaborative team where all student leaders were able to shine and use their own talents and areas of passion to build community, engage the student body and improve aspects of College life. We were also extremely proud of Lauren Dillon who was one of eight state finalists in the VCE Leaders Award for 2022.

This year we implemented a new senior leadership structure with the appointment of our Assistant Principals in Student Learning and Wellbeing, Community and Culture and Performance and Impact. They have worked alongside Helen Wood our Business Manager, and myself, supported by other members of the Extended Leadership Team to continue to bring our School Improvement Plan to life. We also invested in the formation of our staff who lead an aspect of Catholic identity and mission through a four-part program with Dr Rin Madden focusing on how to become a recontextualising dialogue school.

We have given energy to key areas of focus that impact on our students' learning, engagement and wellbeing. Work has continued with the University of Melbourne New Metrics for Success national partnership to ensure we are positioned to work with our incoming Year 7 students for 2023. A team of staff have worked closely with Jo Ryan and focus groups of students to ensure we are ready to embrace a new way of thinking about learning design and assessment from

Year 7 in 2023. Many of our new families for Year 7 in 2023 have also engaged with us already on this journey.

We have also launched our Positive Behaviours 4 Learning Expectations and Skills Matrix and commenced Phase One of the implementation of this three phase initiative to build our students' skills and knowledge in expected behaviours.

We became an accredited Catholic Earthcare School with Level 1 Accreditation and are currently actioning Level 2, with the goal of ecological conversion and commitment to a whole-school, student-led ecological dialogue and associated change actions.

Our dreaming for Stage 1 of our Master Plan took shape this year as we received planning approval and finalised details on the STEM Building which we hope to commence building in 2023.

Whilst we have had a full year of face to face teaching, this year again presented its challenges that together with a strong team of staff we were able to navigate to ensure the learning of our students was always a priority. It is a privilege to lead our staff team at Clonard and I express my deepest gratitude for the professionalism, commitment and care they show each day. I also acknowledge the support of our Leadership Team and Stewardship Council who lead with me and so freely imparted their skills and expertise to ensure our College can be its best.

Daniel Delany is quoted saying 'Do everything in a spirit of holy love and you will not find your hands empty at journey's end'.

As we reflect on our year during the pages of this annual report we invite you to celebrate with us how we have been a community of learning, hope and purpose as we continue the joy of the unfolding work of Kildare Ministries in the spirit of holy love.

Catholic Identity and Mission

Goals & Intended Outcomes

- Explore how to lead our community to be a recontextualising dialogue school through the lens of spirituality, pedagogy, justice and mission in an action research approach.
- Implement Year 1 of our Laudato Si Action Platform commitment
- Co create and implement a Reconciliation Action Plan with our community and First Nations families

Achievements

Explore how to lead our community to be a recontextualising dialogue school through the lens of spirituality, pedagogy, justice and mission in an action research approach.

Throughout 2022 we worked with Dr Rina Madden to commence our Recontextualising Dialogue School (RDS) Project. The first phase of the project saw a core team of eight work through an understanding of the theory behind an RDS and an examination of our ECSI data in light of the various scales. Following this first workshop, implications for practice were considered by the various leaders attending the project, to be actioned over the course of the first term.

The team learned about dialogue and action research as theological concepts and we practiced conversation with 'dialogue moves'. Throughout the process, insights were collected around four lenses – spirituality, mission, justice and pedagogy.

During Day 2 of the project the focus shifted to recontextualisation, pedagogy of encounter and student agency in Religious Education. This work informed two sessions in the Staff Spirituality Day which focused on the five domains of the RE curriculum along with broadening staff understanding of the pedagogy of encounter.

The third day explored ten characteristics of prayer, the five domains of RE content that form the basis of our curriculum and then a framework for thinking about spirituality. It was a very content heavy day with the greatest provocation being in the area of thinking about prayer from a recontextualising dialogue perspective. Whilst our work with Rina is complete, we believe it is important to continue to learn and work together as a broader team to ensure we continue to develop our understanding of a shared approach to leadership in Catholic Identity.

Implement Year 1 of our Laudato Si Action Platform commitment

Our Sustainability Leader met with Catholic Earthcare Australia and we were awarded Level 1 accreditation after the first conversation. We commenced work with College student and staff leaders to develop the requirements for Level 2.

Environment Week was held on 25 - 29 July with a range of student led activities. Lisa Singline our Sustainability Leader presented to staff the 7 Laudato Si Action Platform goals and the work we have undertaken so far in each area. She also explained our next steps for achieving a 2 Star Certification as an Earthcare School.

The Staff Spirituality Day included a number of workshops that engaged staff in eco spirituality.

Our website has also been updated to reflect the work undertaken as part of this goal.

Co create and implement a Reconciliation Action Plan with our community and First Nations families

This process is underway lead by Michael McCallum working with a small staff subcommittee. Aunty Sue Collins our Koorie Education worker is a key mentor and guide for this group. We are working through the designated process using the RAP for schools, materials and exemplars from other Catholic schools.

Our First Nations student group proudly launched their new name Tjatjarrang. Wathaurong has approved its use. The word means 'elder sister'. Our two graduating students initiated a new tradition of adding their names to our possum skin cloak with a symbol that represented their journey at Clonard.

Farewell to the Brigidine Sisters

During 2022 we farewelled the Brigidine Sisters from Geelong after the last Sisters left in early 2021. It was the most magnificent day of celebration and the coming together of the past and the future. It was with deep gratitude that we reflected on the selfless giving of the sisters who called Geelong home at some point in their vocation. Through their ministry the Sisters left strong communities of faith characterised by the Brigidine values that they lived by. Our responsibility is to continue to take the flames of the past, the essence of their legacy and continue to grow it with fidelity for the people we serve today and into the future.

Accreditation

Eighteen staff gained accreditation during 2022.

The College offered 5 hours of accredited learning for staff as well as the Hope Module with Dr Anna Rowlands. A number of staff engaged with online workshops through Catholic Theological College.

National Catholic Education Commission Conference and PAVCSS Conference: Church Reform

This national gathering of Catholic educators was attended by Luci Quinn and Hugh Saunders. The opening keynote address by Fr Anthony Gittins and Madeleine Forde explored synodality and the difference between religion and revelation. It was challenging yet hope filled.

The PAVCSS conference attended by Luci Quinn also had a strong theme around synodality and the opportunity for the voice of PJPs such as Kildare Ministries to take their place at the table as we consider the Church in Australia.

Following the NCEC Conference a staff team considered the implications of the "Created and Loved" document to support gender diverse students.

VALUE ADDED

College Theme Connecting with Compassion

An introduction to the KM value for 2022 and College theme of Connecting with Compassion was presented to staff during the staff days using the exploration of compassion inspired by the materials presented by Renee Oberin based on considering what the God of abundance, God of relationship, God of the margins and God of humility can teach us about being people of compassion.

We brought the Living Justice Living Peace Charter to life through our College theme. We connected the generations with the Year 8 students undertaking an intergenerational project with a local aged care facility. We continued to connect with First Nations People and their story through a powerful liturgy during National Reconciliation Week and the creation of an artwork using the painted hands of students and staff, now hanging in the Brigidine Centre. We re-established our connection with St Thomas' Primary School in Norlane through reading with junior students. Our students show outreach and connection by reading to young students who may not have many opportunities to experience this joy. And finally, by partnering with Saltbush Balnarring we have ensured we extend our connecting with compassion to our own Kildare Ministries community works. Our VCAL class created projects to enhance the facilities and a staff group volunteered to form a working bee over a weekend prior to the busy summer period at Saltbush.

Staff Outreach

On the weekend of 5 November, 12 staff spent time at Saltbush Balnarring volunteering at a working bee to help prepare for the summer season. This also supported the work of our VCAL students who prepared items for their outdoor spaces.

Year 12 Retreat

This year due to various COVID impacts the Retreat changed format to include a one night away and a day onsite at school. The reports were most favourable from both staff and students as to the value of the opportunity for time away for reflection and renewal.

Liturgy and Ritual

Ash Wednesday rituals were prepared by student leaders and conducted in each classroom. The Year 11 VCAL class hosted Shrove Tuesday and raised \$600 for Caritas.

During our Brigidine Day Liturgy this year we unveiled a Peace Pole to signify our commitment to peace amongst people as a fruit of compassion.

Learning and Teaching

Goals & Intended Outcomes

- Implement New Pedagogies for Deep Learning at Years 7 and 8 animating our Learning Charter
- Continue the staged and ongoing development of high impact teaching strategies through cycles of inquiry including connecting surface to deep learning with assessment and feedback strategies.
- Develop data protocols and moderation practices to monitor growth and achievement in student learning targeting 12 months growth for 12 months learning
- Trial the assessment of capabilities through the New Metrics Research Partnership with University of Melbourne at Years 7 and 8.
- Implement the Literacy in Secondary Schools Project to build high levels of engagement and learning success across all curriculum areas 7-12.
- Investigate potential numeracy interventions to improve attitudes and outcomes to Mathematics in Years 7-10

Achievements

Implement New Pedagogies for Deep Learning at Years 7 and 8 animating our Learning Charter

Following the initial training of all staff in New Pedagogies for Deep Learning (NPDL) in December 2021, staff were invited to join a number of reference groups based around evaluation, learning timetable design, community communications and learning environments. A project plan was created for 2022 with key milestones for each reference group as we moved towards implementing a New Narrative for Learning at Year 7 in 2023.

A core group of staff were approached to be the key teaching team for Year 7 2023.

Teams at Year 7 and 8 commenced developing curriculum units using the NPDL framework and giving expression to our learning charter. These units were trialed and evaluated throughout the year. The units included[LQ1] :

- Science/Maths/Technology: Invasive Species and Space
- English/Humanities/Religion: Connection to Country
- English/Humanities/Religion/Science: Water in our World

Four Year 7 students and two key staff from the team leading this work presented at a staff meeting last term explaining the skills they had developed and the impact of this style of learning on students and teaching staff.

A team of staff worked with Woods Furniture to set up two prototype classrooms where teachers and students could explore the possibilities that different styles of furniture present for learning.

Jo Ryan Assistant Principal: Student Learning and Wellbeing hosted a parent evening around our New Narrative for Learning and facilitated a second parent night for incoming Year 7

families around our rethinking of learning for Year 7 and beyond. Supported by facilitator Bern Nichols they shared a case for change and the difference between education and schooling.

The team of teachers leading the Year 7 program in 2023 met regularly throughout the year to work through various elements of the redesigning of learning. This included how they might maximise the opportunity for team teaching and a review of the research in connection to supporting our highest needs students currently through the NLEP program.

The Learning Design team of 11 staff spent a number of days forming as a team and commenced the design of learning to honour deep learning principles to allow for the teaching and demonstration of complex competencies outlined in the New Metrics for Success work. They developed the structure of the timetable, growth days and team teaching partnerships.

Some of the features of the new structure include:

- Daily Languages/English and Mathematics with the majority of this instruction taking place before lunch
- Pairs of teachers team teaching for the majority of the lessons
- New furniture and double spaces to support flexible teaching
- Twice a term growth days that allow the students to engage in self directed learning either at school or home. On these days staff will work with small groups of students to design the next learning sequences
- Interdisciplinary units of work where appropriate
- A dedicated 2 week block of time for transition and culture setting during the first 2 weeks of Term 1.

Continue the staged and ongoing development of high impact teaching strategies through cycles of inquiry including connecting surface to deep learning with assessment and feedback strategies.

Hugh Saunders and Kristi Cromer introduced this process for 2022 collecting staff values and beliefs around assessment as a starting point for this work. The first learning sprint commenced in Term 2 after laying the foundations for this work during Term 1. Staff then developed a set of agreed principles in relation to assessment. Teaching staff developed agreed principles for our work around assessment and brainstormed general practices that align to these principles.

The principles are:

- Assessment at Clonard will be informative for students, teachers and parents and provide clarity around learning success and how to move learning forward.
- Assessment at Clonard will be balanced by providing a variety of ways for a learner to demonstrate their achievement.
- Assessment at Clonard will be challenging through its design by providing students of all abilities a chance to show growth on a continuum of learning.
- Assessment at Clonard will be consistent by objectively evaluating student achievement against the relevant standards framework.

Staff engaged in Professional Learning (PL) to understand the impact of evidence-based formative feedback strategies and will now work in PLCs to implement a learning sprint across

Term 2. Each teacher nominated three marker students whose data they will collect to measure the impact on students learning in a tangible systematic way. In Term 2 the Learning Leadership team developed two instructional tools to help teachers implement the learning sprint around feedback. This included a feedback class observation tool and a formative assessment rubric that connected success criteria, checking for understanding and then providing constructive feedback based on the level of learning.

Staff completed the “prepare” phase of the learning sprint by preparing one of these tools to use with their classes to collect evidence. Staff used a Review Protocol to analyse and reflect on the evidence they collected in their sprint.

The School Improvement Leadership team collecting data to provide specific differentiated professional development in assessment and feedback to meet the needs of the broad range of teachers.

In Term 4 the Learning Leadership Team used multiple measures of data to make evidence-based decisions for our continuous school improvement focus for 2023 to improve student outcomes. This will include increased teacher agency, a distribution of leadership and empowerment of learning leaders to lead these initiatives.

Based on evidence collected throughout Term 4, each learning area PLC selected a High Impact Teaching Strategy (HITS) to develop a targeted professional learning program for their PLC that will be led by their learning leader. This decision was based on the triangulation of the following data sets:

- PIVOT student feedback survey data
- Qualitative data on what is currently working well at Clonard
- Teacher perception data on HITS current level of practice and motivation to develop this area in 2023
- Develop data protocols and moderation practices to monitor growth and achievement in student learning targeting 12 months growth for 12 months learning

The Extended Leadership Team of the College used a Multiple Measure of Data protocol to explore multiple data sets from Term 2 and Semester 1. The evidence from Semester 1 showed that we are mainly on target and slightly above for Year 10. The overall effect size for our growth from Semester 2 2021 to Semester 1 2022 is 0.57. The target is 0.4 effect size. Interestingly 0.57 is the effect size for using learning intentions and success criteria which has been a focus for our teachers in the last two years.

Hugh Saunders our Assistant Principal: Performance and Impact was instrumental in curating this data for us and now includes a section called ‘by the numbers’ in our Staff Briefing that help us keep abreast of the impact we are having with our school programs, improvement strategies etc.

As part of the VCE data analysis process staff undertook a session designed to inform their practice and support continuous school improvement in the area of assessment. Staff received professional learning around the VCE assessment principles and analysed their statistical moderation report to individually identify trends, interpret findings and design actions to improve assessment practices in the area of VCE.

In Term 4 the College invested in a data analytics program through SIMON.

Trial the assessment of capabilities through the New Metrics Research Partnership with University of Melbourne at Years 7 and 8.

The College engaged in its second year of partnership with the University of Melbourne New Metrics for Success project.

A group of student leaders met with students from around Australia and Professor Yong Zhao, providing feedback around assessment and students agency, which the partnership used in its research.

Years 7 and 8 teachers were introduced to the updated measurement tools for trialling. They acknowledge that the revised language is more user friendly. The validation trial of the assessment frameworks were undertaken in Semester 1 by our Humanities Team. Four staff will attend the next 2- day seminar at the end of May. Jayne Johnston (Enterprise Fellow, University of Melbourne) project presented to staff on Thursday 19 May and then to interested families commencing with Clonard in 2023.

Data around Student Agency and Student Engagement was collected as baseline data for our use with the introduction and development of our New Narrative for Learning. The survey tool was based on a survey instrument used by Sandra Milligan in the New Metrics partnership. In addition, our new Year 7 students (2023) will conduct another survey as a point of comparison both to former cohorts and to themselves as learners as they move through the College.

Teachers became familiar with the Ruby platform which is the portal used by the University of Melbourne to generate student reports against the competencies. For Year 7, 2023, all students will be assessed against the framework in Student Agency, Collaboration, Character and Quality Thinking. There are approximately 35 litmus questions for each competency so we gave feedback to the University of Melbourne team that these litmus questions can make the reporting too complex and comprehensive to be practical for teacher use. This is particularly so in comparison to the New Pedagogies for Deep Learning progressions however the benefit of using the University metrics is that they will be warranted and produce a Learner Profile. We believe that it is prudent to continue our partnership with the University if the opportunity exists as it is still very early in this space and early signs are that the University is reviewing the number of litmus questions required to look at paring them back.

Key leaders from the College attended the various online seminar days and in person workshops and conferences across the year. In November Rachael Congues (Deep Learning Leader) presented the Clonard story to the partner schools.

Implement the Literacy in Secondary Schools Project to build high levels of engagement and learning success across all curriculum areas 7-12.

Jo Ryan Assistant principal: Student Learning and Wellbeing and the Learning leaders from Maths, Science, English and Humanities attended a day of training in relation to this project. The teams chose to look at a learning sprint in Term 3 that explored the impact of front loading of subject specific language and vocabulary at the commencement of a unit. This project extended into 2023.

Investigate potential numeracy interventions to improve attitudes and outcomes to Mathematics in Years 7-10

Hugh Saunders led a data driven dialogue around our Year 7 Maths data which showed a significant number of students below the expected level. The following actions were established:

- Data was collated into class groups and sent to Year 7 teachers with follow up conversations with the Maths Learning Leader
- Investigation of Math tutors for Level 4-6 non-NLEP students.
- Explore Math Olympiad with the possibility of running lunchtime sessions etc
- Further investigation into interventions that might target literacy and problem solving in Maths

STUDENT LEARNING OUTCOMES

2022 showed that greater than 90% of students met the national minimum standards across all areas in Year 7 and 9 NAPLAN, with the highest growth of 2.9% in Year 7 in Grammar and Punctuation which had the lowest score for Year 7 in 2021. The highest rated areas in Year 7 were Reading and Writing both with 98.7% of students meeting the national minimum standards. The highest rated area in Year 9 was Reading with 96.7% of students meeting the national minimum standard.

Year 7 2022

The 2022 Year 7 cohort showed consistency in results which is demonstrated through showing a smaller spread throughout all areas, with a particular strength in Writing where the school median was higher than the state median. The Year 9 cohort also showed consistency through a lower spread than the state with a strength again in the area of Writing which exceeded the state's results.

The strength in Writing is again demonstrated with 58% of Year 7 students above the expected standard.

Year 9 2022

The strength in Year 9 Reading is demonstrated with 57% of Year 9 students above the expected standard. The mean scores in Reading remained competitive against similar MACS schools and students in the top 2 bands increased in Reading to 20%. The percentage of students in the bottom 2 bands reduced to 16%.

Clonard College has committed to a number of literacy strategies in the last two years including feedback protocols, breaking down learning to address specific surface, deep and transfer active verbs, the Secondary Disciplinary Literacy Project and specific goals in learning areas to meet the needs of students.

Clonard is also using standardised testing data to personalise learning for students through the use of SIMON Data Analytics provided by Intellischool.

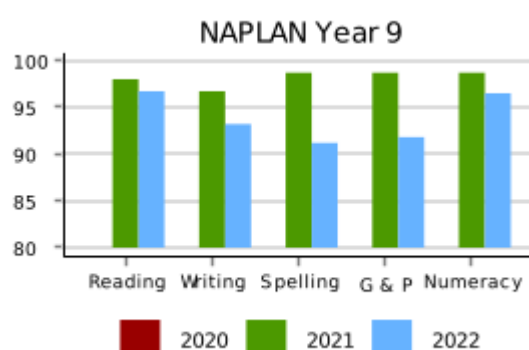
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	563.6
Year 9 Numeracy	561.7
Year 9 Reading	587.0
Year 9 Spelling	569.3
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	94.5	-	97.4	2.9
YR 07 Numeracy	-	98.2	-	96.0	-2.2
YR 07 Reading	-	98.8	-	98.7	-0.1
YR 07 Spelling	-	97.5	-	95.5	-2.0
YR 07 Writing	-	99.4	-	98.7	-0.7
YR 09 Grammar & Punctuation	-	98.7	-	91.8	-6.9
YR 09 Numeracy	-	98.7	-	96.5	-2.2
YR 09 Reading	-	98.0	-	96.7	-1.3
YR 09 Spelling	-	98.7	-	91.2	-7.5
YR 09 Writing	-	96.7	-	93.2	-3.5

* 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

- Implement Year 1 of Positive Behaviour for Learning (PB4L) with the introduction of school wide expectations.
- Promote and monitor high levels of attendance as a precondition for learning success.

Achievements

Implement Year 1 of Positive Behaviour for Learning (PB4L) with the introduction of school wide expectations.

During Term 1 (2022) staff participated in a full day introductory workshop facilitated by the College's PB4L Implementation Team supported by Jane Bennett MACS PB4L Coach. Data was collected from staff, students and families as to the core pillars of our Positive Expectations. The Implementation Team took the aggregate of the data and refined the expectations into: Respect – Live Well, Engagement – Learn Well, Resilience – Be Well.

An Expectations and Skills Matrix was launched in Term 3 (2022) following input from staff as to the skills they thought students needed to meet the school-wide positive expectations. Staff received professional learning on the Positive Acknowledgement System and its practices. As a result, the percentage of staff formally acknowledging positive behaviour and the number of students being awarded with associated Commendations increased dramatically.

Commencing in Term 3 (2022) Wellbeing teachers regularly taught specific skills from the expectations and skills matrix during Wellbeing lesson time. This practice is ongoing with the lessons being created by the Implementation team and taught in the morning Wellbeing times.

The MACS PB4L Coach Trevor Herny conducted an informal Tiered Fidelity Inventory in Term 4 2022 to assess the College's implementation progress. At this time, we scored 63%. This TFI was conducted prior to the launch of our Corrective Feedback System which capped the potential score.

A parent night was held in Term 4 to share with parents the background and implementation process of PB4L.

In Term 4 the Implementation Team finalised the first iteration of the Predictable Responses to Problem Behaviour Flowchart (Corrective Feedback System) and delivered professional learning for teaching staff as well as groups of support staff on how to practice this system. This system was launched at the commencement of the 2023 school year. Following the launch of the corrective feedback system staff undertook further Professional Learning on the principles of behaviour as well as follow up PL on practising the Corrective Feedback System.

The Implementation Team met monthly to review data resulting from practising both our Positive Acknowledgement and Corrective Feedback systems and to plan lessons to teach and develop the students' skills for Positive Behaviour. The fidelity of the College's implementation of Tier 1 of PB4L will be formally assessed by a MACS PB4L coach at the end of Semester 1 and Semester 2, 2023. Consecutive scores of 80% or above is required for the College to commence Tier 2 training.

Promote and monitor high levels of attendance as a precondition for learning success

Parent engagement included:

- Year 7 Welcome evening
- Parent workshops facilitated by Psychologist Joanne Garfi with 40 parents in attendance
- Student Learning Reviews were conducted in Term 1
- a series of articles were included in the College newsletter reminding families of the importance of attendance.

Policy and protocol development:

Following advice from MACS the Return to School – School Refusal Management Protocol was revised to include a further range of strategies especially to manage complex cases of extended absence. We registered a request at system level for consideration at census for students being supported by schools who are not attending and are therefore currently not being counted in the census.

Attendance Partnerships:

The College worked closely with the Navigator program to support a number of students through to a return to school or an alternative setting.

PULSE Data

The PULSE survey continued to provide feedback across a range of wellbeing indicators which informed College programs and initiatives throughout the year.

Student Forums

Principal Luci Quinn hosted student forums to meet with groups of students in a 'round table' format. The forums focused on:

- Child Safe Documents in child friendly language
- Understanding cultural diversity (connected to our AAP)
- Feedback on the Wellbeing program

Student Leadership Development

Our student leaders participated in a full day workshop on leadership development. Yellow Arrow facilitated the first session of the day and supported students to understand leadership and the gifts they each bring to the space. The second session included an opportunity to share with the leadership group some of the key initiatives and strategies of the College's improvement focus moving forward. During the afternoon session each portfolio group worked on their plans for the year. Some groups supported by various staff holding leadership roles that align to the students. The feedback from the students was extremely positive.

Our Student Voice leader hosted termly leaders celebrations that showcased the achievements and work of the student leadership group throughout the term. This in turn inspired other students to attend these sessions and express interest in the positions for 2023.

VALUE ADDED

Incursions to support student learning in Wellbeing included:

- Brainstorm productions –Bullying, resilience and wellbeing for Years 7, 8 and 9
- Robbie Noggler – Cyber safety and safety in the community – Years 7, 8, 9 and 12
- Life Changer – Resilience, leadership and mentoring – Years 10 and 11
- Project Rockit – Diversity and inclusion – Year 10
- Class Act – Respectful relationships – Year 12
- Smashed – Alcohol, harassment and safety – Year 8, 9 and 10
- Robbie Noggler also presented a parent information evening connected to cyber safety.

Camps

Year 9 camp was reimagined to consist of three single day trips to the beach, bush and city and this was very well received by staff and students and will now be the model we use for this year level.

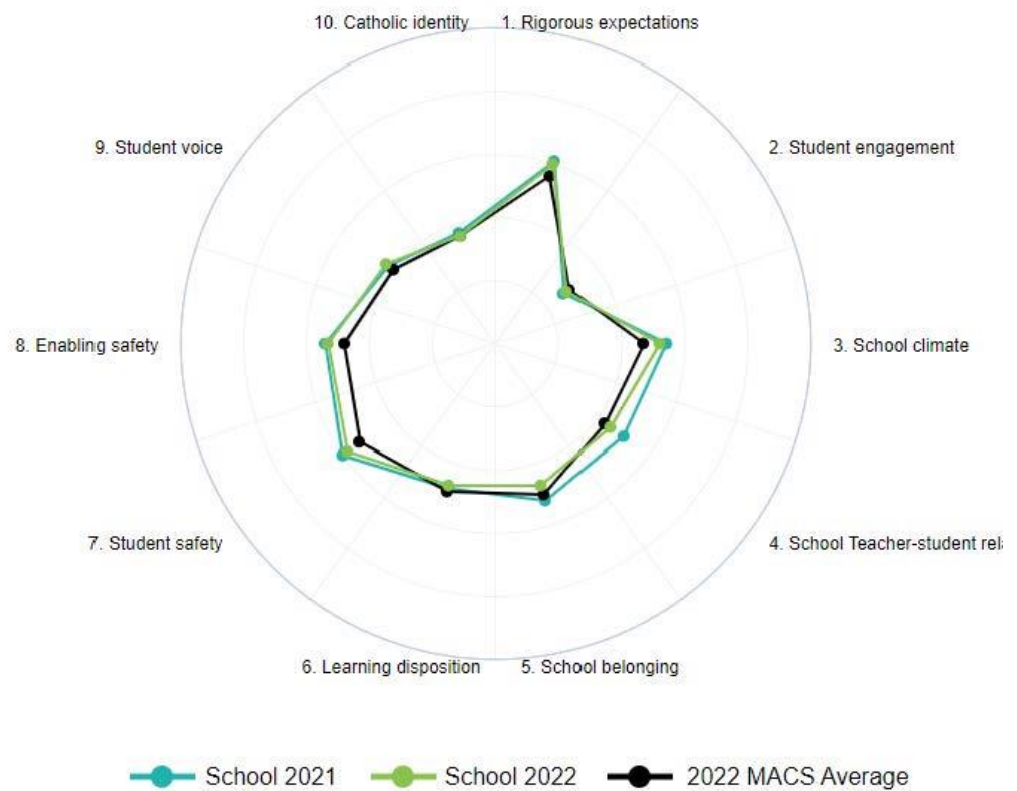
Year 10 students had an overnight camp to Anglesea as part of the State Governments grants to schools. Our PULSE data showed high levels of connection students felt around the time of these events.

Supporting gender diverse students

The College used IDAHOBIT Day and Wear it Purple Day to raise awareness around the bullying, discrimination and harassment experienced especially by young people who are same gender diverse or same sex attracted. Wear it Purple Day was marked by the unveiling of a second panel on our Purple Door which promotes inclusion of all.

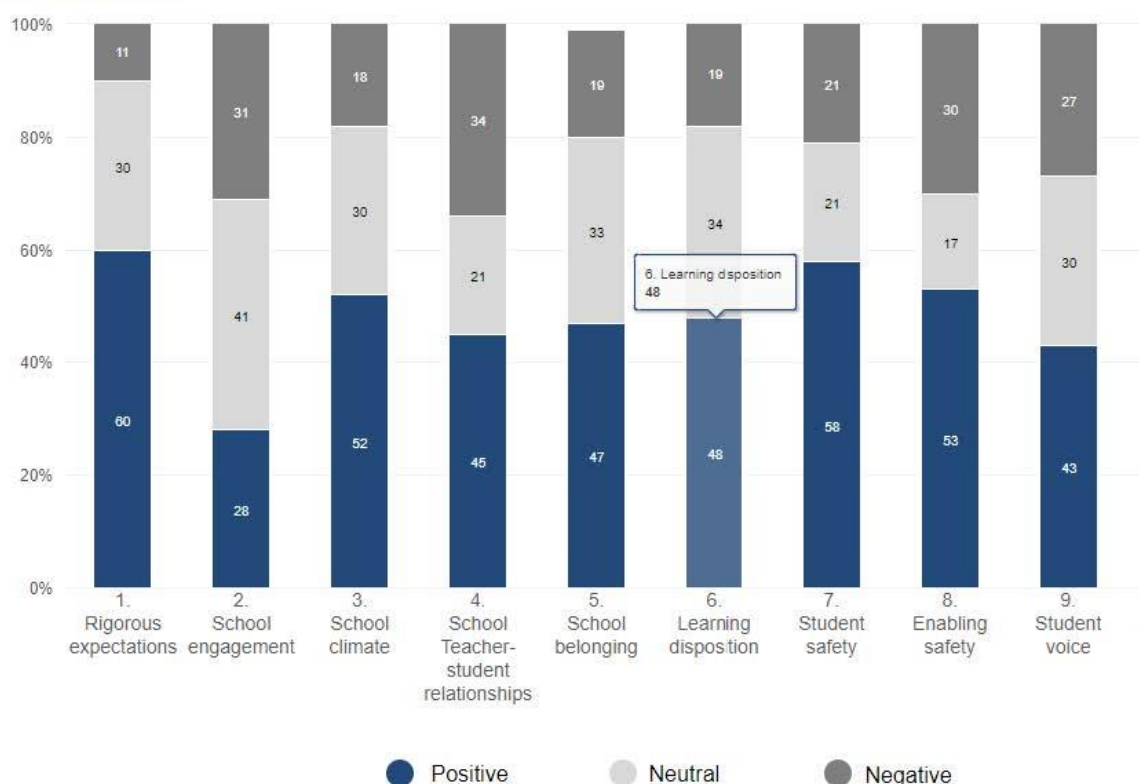
STUDENT SATISFACTION

2022 Comparative Domain Radar - Student 1st Level Comparison



2022 Student Responses Overview by Domain

2nd Level Comparison



The overall pattern of responses reflected the trend of MACS schools with most domains being at or above the MACS average. The most positive endorsement was expressed by Year 7 and 12 students, with strong responses in Year 11. There was some decline in teacher student relationships and school belonging which was mostly recorded at Year 10. With many of our usual whole school events cancelled or modified due to gathering limits this was a challenging space in 2022. The Student Leadership Group identified connection as a core theme for their work in 2022 rebuilding house and school spirit. The College's work with the New Metrics project and the renewed learning design at Year 7 are all aimed at improving student engagement and learning disposition. This was identified as a focus for the 2023 Annual Action Plan.

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 Leader: Wellbeing and Assistant Principal: Student Learning and 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	83.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.5%
Y08	88.9%
Y09	86.1%
Y10	85.8%
Overall average attendance	87.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	98.0%
VCAL Completion Rate	97.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	47.0%
TAFE / VET	16.0%
Apprenticeship / Traineeship	11.0%
Deferred	6.0%
Employment	19.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

- Implementation of new child safe standards aligned to Ministerial Order 1359

Achievements

The Child Safety Officers for 2022 are Tania Anticev and Therese Bourke.

Implementation of the new standards

The Principal, Risk and Compliance Officer and Child Safe Officer attended the MACS briefing in relation to the new standards connected to the Ministerial Order 1359.

KEM advised that through Policy Connect all Child Safe Policies would be updated to comply with new legislation.

The website was updated to reflect these changes.

Recruitment practices were reviewed and include a broader range of questions around diverse groups of students.

Kate Connor who case manages aboriginal and Torres Strait Islanders students was asked to join the Child Safe Team to reflect the new standards.

The Child Safeguarding Team has worked through an audit tool examining each of the 11 new standards recording what is already in place and where there are opportunities for further action or improvement to ensure full compliance. Most of the new areas are already being attended to however this formalized some of the structures and processes in place and added more rigour to our safeguarding culture.

Staff Training

Staff have engaged in the PROTECT briefing, recommitted to the Child Safe Code of Conduct and been reminded of KEM ethical standards and the reportable conduct scheme. All staff asked to indicate if they have community connections with students outside of school and register this on our community involvement register. This has now become a part of our employment induction processes along with declaring Conflicts of Interest.

Key leaders are undertaking further training in understanding the implementation of the Child Information Sharing Scheme after this was identified as a potential risk.

Student Voice and Empowerment

A small team of student representatives from across all year levels reviewed the PROTECT posters and the appropriate policies to create child friendly versions of the main child safe policy and complaints policy.

All students engaged with a briefing and presentation of child safety facilitated by our Child Protection Officers.

Students helped to mark National Child Protection Week in September.

Once again students engaged in the annual walkthrough with the Child Safe Officers and the Business Manager auditing the environment for child safety.

Attestation and Reporting to Kildare Ministries Trustees (TKM)

In Term 1 we submitted the annual report to TKM regarding a summary of our mandatory reports and child safety practices/training for 2022.

The Assurance and Attestation visit from Jeff Burn Acting ED TKM was held on 11 August. The College received affirmation for our efforts in particular our register that follows up on students after mandatory reports are made. This follow up took place at two, four and six week intervals.

We received a letter from TKM/KEM confirming our completion of the Child Safety Attestation and Assurance process. As a result of the process we have added Child Safety as a standing item on our Leadership Team agenda.

Leadership

Goals & Intended Outcomes

- Develop leaders' capacity to form and lead teams with high collective efficacy
- Foster a culture of professional growth and development for all staff through the Learning and Development Programs and coaching approaches
- Initiate the development of a whole school instructional model.

Achievements

Develop leaders' capacity to form and lead teams with high collective efficacy

The Leadership Team formation day was facilitated by Wendy Graham. A version of the model used for this day was repeated with the Extended Leadership Team. Both formation days articulated the common shared values of the teams, the purpose, challenges and measures of success and sources of feedback. The meeting structures and other expected behaviours were also developed.

Foster a culture of professional growth and development for all staff through the Learning and Development Programs LDP

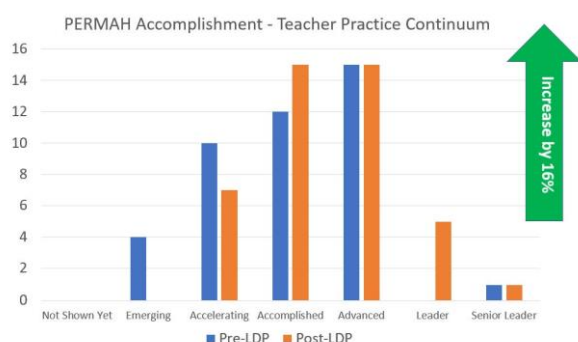
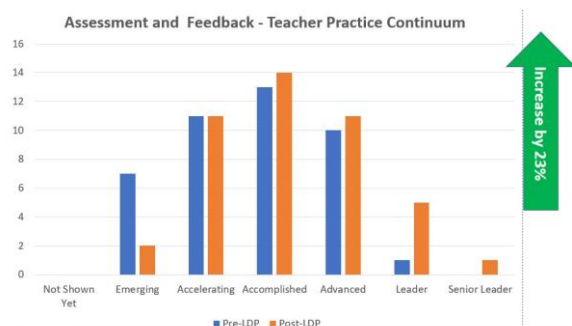
Teaching Staff LDP

All teaching staff engaged with the PIVOT student feedback survey as part of our LDP for 2022 conducting surveys in Term 1 and 3. The focus of the goal setting for staff connected to the continuum of practice based on assessment and feedback along with applying knowledge and skills about the Accomplishment and Achievement aspect of the PERMAH wellbeing model.

Teachers articulated that the learning and development program enhanced their practice in the following ways:

- Use of feedback
- Use of High Impact Teaching Strategies (HITS)
- Developing student agency
- Using a Data Driven Approach
- Student voice enhanced engagement.

Teacher practice as recorded on the AITSL classroom practice continuums increased by 23% whilst teacher capability in the implementation of the Accomplishment and Achievement domain of PERMAH increased by 16%.



Support Staff LDP Trial

A volunteer group of Support Staff trialed a Learning and Development program that was prototyped by a reference group during 2021. These staff worked through 4 phases. An initial self reflection based on four domains of competency, a goal setting conversation, actioning the goal and sharing successes and then a final reflection and shared celebration. The feedback was overwhelmingly positive about the impact of the process and the structure of the process. It was decided that this should now progress to include all Support Staff from 2023.

Development of Coaching

Thirteen staff participated in the Fundamentals of Coaching program facilitated by Growth Coaching International. This included two leaders from our non teaching staff. 75% rated they would be confident to apply the skills from the course. This group of staff will now practice their skills with each other for the remainder of the term before extending to other interested staff. We will look to training some of these staff in the two day course to further enhance skills.

Six staff engaged with Growth Coaching International coaches to support their growth and development at College leaders.

Initiate the development of a whole school instructional model

The Extended Leadership Team worked with a reference group to develop a draft Instructional Model that captures our agreed approaches to learning and teaching at Clonard. This is currently being trialled in classroom observations with members of the ELT.

VCE Leadership Award

Lauren Dillon was shortlisted as one of eight VCE Leadership Award nominees. Lauren has been recognised for her leadership in environmental justice and sustainability.

Professional Learning for Leaders

All new leaders and new fulltime ongoing staff attended the KM formation.

Leadership Professional learning opportunities have been offered to 4 staff across the College who are either new to POL roles or have expressed interested in further learning as aspiring leaders.

Aspiring Leaders Dinner

This event was hosted by Clonard College in May with representation from staff across the five Geelong Catholic Colleges with approximately two to three staff from each school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Three staff are engaged in Masters level study during 2022 – two with sponsored study support.

Other professional learning included:

Art Education Victoria 7-10

2022 VCE Chemistry Conference

A New Narrative for Learning - Team Formation

Accomplishment & PB4L (PERMAH)

ACED PD for new study design

ACHPER Conference

Acting Chief Assessor duties - Theatre Studies

ADHD and Autistic minds

Adrenaline verifier course

AEV conference

Anapen workshop

Art Exam revision - AEV

Assessor Training Day (Drama)

Asthma Risks and Emergencies in Schools

ATOM state conference 2022

Autistic Girls - Webcast

Barwon Region VCAA Workshop

Bike Ed

Bronze Medallion Requalification

Building Social and Emotional

CDES Psychology Conference

Child Information Sharing Capacity

Coaching Workshop

Community Surf Requalification

Deepening NPDL Workshop

Design for Humanity PD

Developing Effective Differentiation

Dive into Deep Learning

Effective Professional Learning

Emerging Leaders program
Faith and Mission Leaders Network
Faith Leaders Network: KEM
First Aid
Fundamentals of Coaching
Future of Travel Youth Design
Geelong Secondary REL Network
Geelong Youth Engagement
Geography: Rising to the Challenge
Graduate Certificate in Instructional Leadership
Headspace Suicide Risk Continuum
HTAV VCE History Conference 2022
Improving Access to VDSS - Place
Justice and Sustainability Network
Laudato Si Integral ecology
MACS STEM Aviation Project
MARAM Collaborative Practice
MAV conference 2022
MAV Study Design Virtual
Medical Management Policy
Mountain Bike Riding Instructor
Multiple Measures of Data School PL

NAPLAN Online Training

NAPLAN PD

NCEC Conference

New Metrics Partnership Seminars/Conference

NPDL: Max Drummy

NPDL: Year 7 STEM Planning

PB4L Professional Learning

PD VET MUSIC TRAINING

RASNET Conference Yr 12 UNIT 2

Resilient Educators Program

Secondary Discipline Literacy Project

Secondary RE Leaders' Network

SEV Conference

Specialist Maths Moderation

Springfox Resilient Educator PD

STAV VCE Biology and Environmental Science

Steps to Sustainability

Student Health Support Plan Online

VATE Meet the Assessors - English

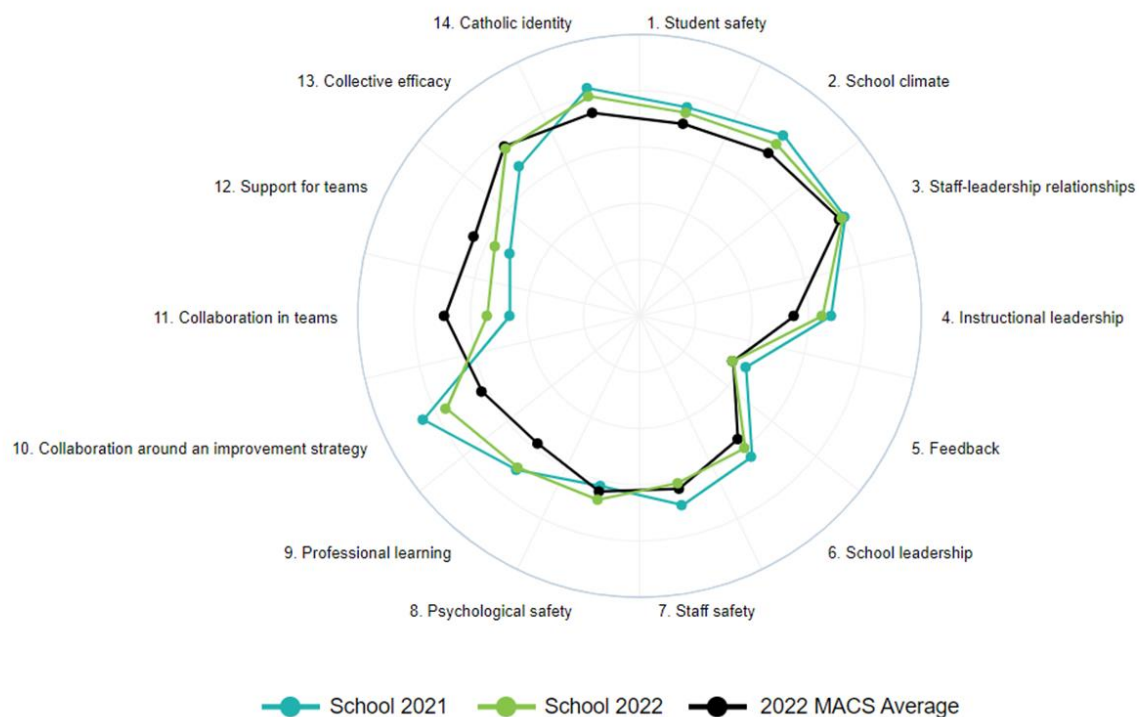
VATE State Conference

VCE Subject PL and Assessor Training

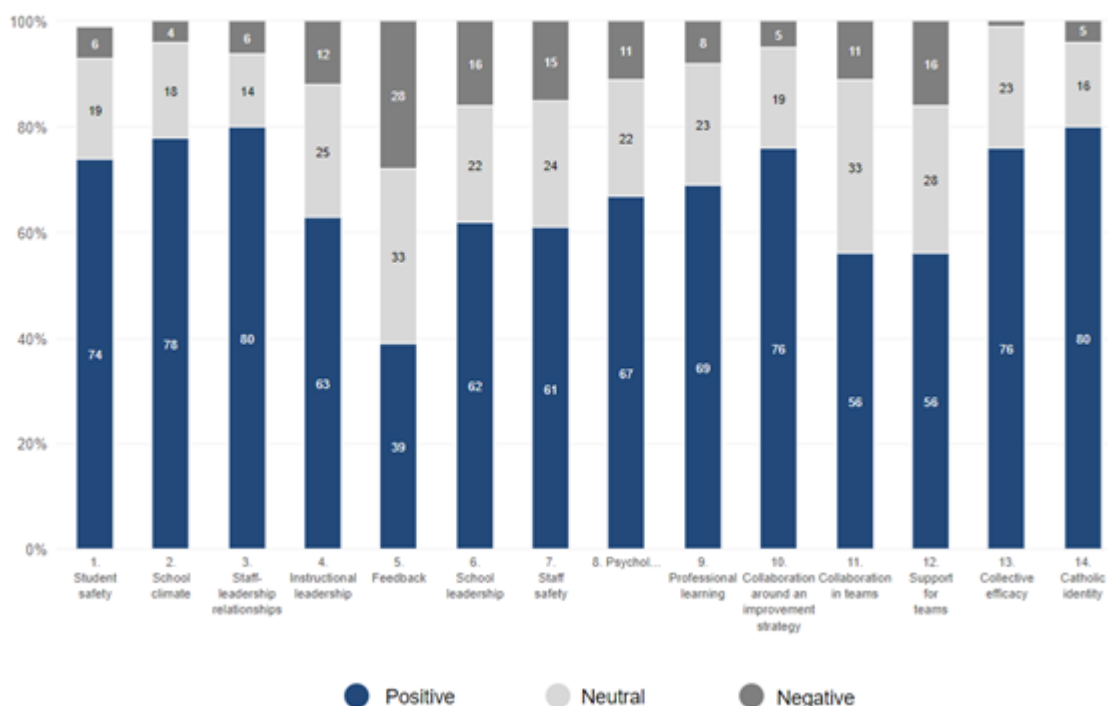
Number of teachers who participated in PL in 2022	80
Average expenditure per teacher for PL	\$1395

TEACHER SATISFACTION

E1193 Clonard College 2022 Comparative Domain Radar - Staff 1st Level Comparison



E1193 Clonard College
2022 Staff Responses Overview by Domain
2nd Level Comparison



Domains where the staff results showed we were performing above the MACS average and had improved since 2022 included Psychological Safety, School Leadership and Collective Efficacy and Collaboration in Teams.

Some of the strategies that were identified as contributing to this shift included:

Shifts in office spaces

Improved meeting structures

More structured subject level team meetings including moderation

Increased access to student data

Strong leadership of learning

Focus on instructional practices and the language of high impact teaching strategies (HITS)

Visibility and communication of leadership

Greater role clarity with Assistant Principals

Growth mindset and openness of staff to embrace new ideas

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	25.6%
Graduate	38.5%
Graduate Certificate	17.9%
Bachelor Degree	76.9%
Advanced Diploma	15.4%
No Qualifications Listed	11.5%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	90.0
Teaching Staff (FTE)	80.1
Non-Teaching Staff (Headcount)	57.0
Non-Teaching Staff (FTE)	48.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Actively engage in a variety of events and strategies to rebuild and reinvigorate community connections with students, staff and families

Achievements

TriUMPH Music Festival

Unfortunately due to the predicted increased risk of COVID-19 in Term 3 we made the difficult decision to cancel the combined music festival TriUMPH. This was communicated to the families of all five Colleges. A TriUMPH Lite was held on 9 September, the original date, which included a casual clothes day in the colours of Timor Leste, selling TriUMPH merchandise, BBQ and small scale in house music performed on Tullow lawn.

International Women's Day Breakfast

In 2022 year we welcomed local Geelong Cats AFLW footballers who shared their experiences and challenges of being elite female athletes in a traditionally male dominated sport.

Family Connections

The annual Mother's Day breakfast was a huge success with over 120 people attending. The event was supported by our musicians.

Our Father's Day breakfast for 2022 was cancelled due to the increased cases of COVID in the community.

Recladding of the Brigidine Center

Cladding rectification works on the Brigidine Centre were completed by the end of February 2022. Our community was advised of the works before commencement of the cladding replacement. There was minimal disruption to staff and students as the area to be completed is away from the main centre of the campus and on the north side of the library, alongside Church Street.

Stage 1 Master Plan - STEM Building

A significant part of 2022 was spent refining design and cost plans for this building. In conjunction with CHT, our architects, we refined the plan and slightly reduced the footprint of the building, as well as reducing the screening and other outside aesthetics. These would not change the overall functionality or design of the building.

Planning approval was sought and received.

The College presented the plans, costings and 10 year financials to TKM and the KEM Board. Contract documentation was refined and expressions of interest were sought from potential builders ready to tender early in 2023.

Beautification of Tressider Hallway

Works were completed in 2022 including the rendering of the pale brick walls in a white finish and the installation of charcoal carpet squares over the old lino.

VALUE ADDED

Connection Conversations – Year 7 and 8

Termly conversations were held with Year 7 and 8 students, families and their Wellbeing teachers. These conversations had a holistic focus on student engagement, connection and wellbeing for learning.

Brigidine Day Celebrations

For our final day of the year we gathered at Eucharist to celebrate our year, followed by House choir, the running of the Tullow gift and then a festival afternoon for staff and students to enjoy.

Music Performances

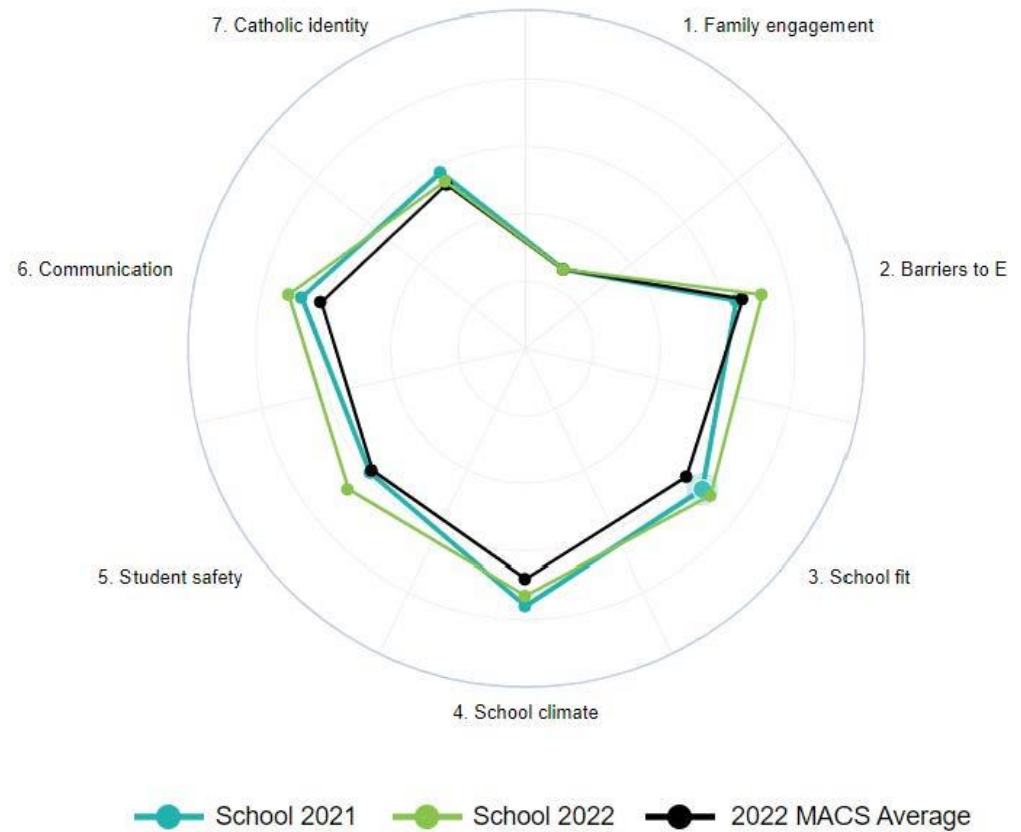
Term 4 saw the reinstatement of our musical showcase evenings for Year 7 students, the instrumental program and College ensembles/bands.

AFL Victory

With the AFL back in full swing after two years of COVID restrictions, our Intermediate Girls Football Team defied the odds to bring home the Herald Sun Shield, playing with grit, determination and huge hearts to defeat Ballarat Clarendon College in the grand final.

PARENT SATISFACTION

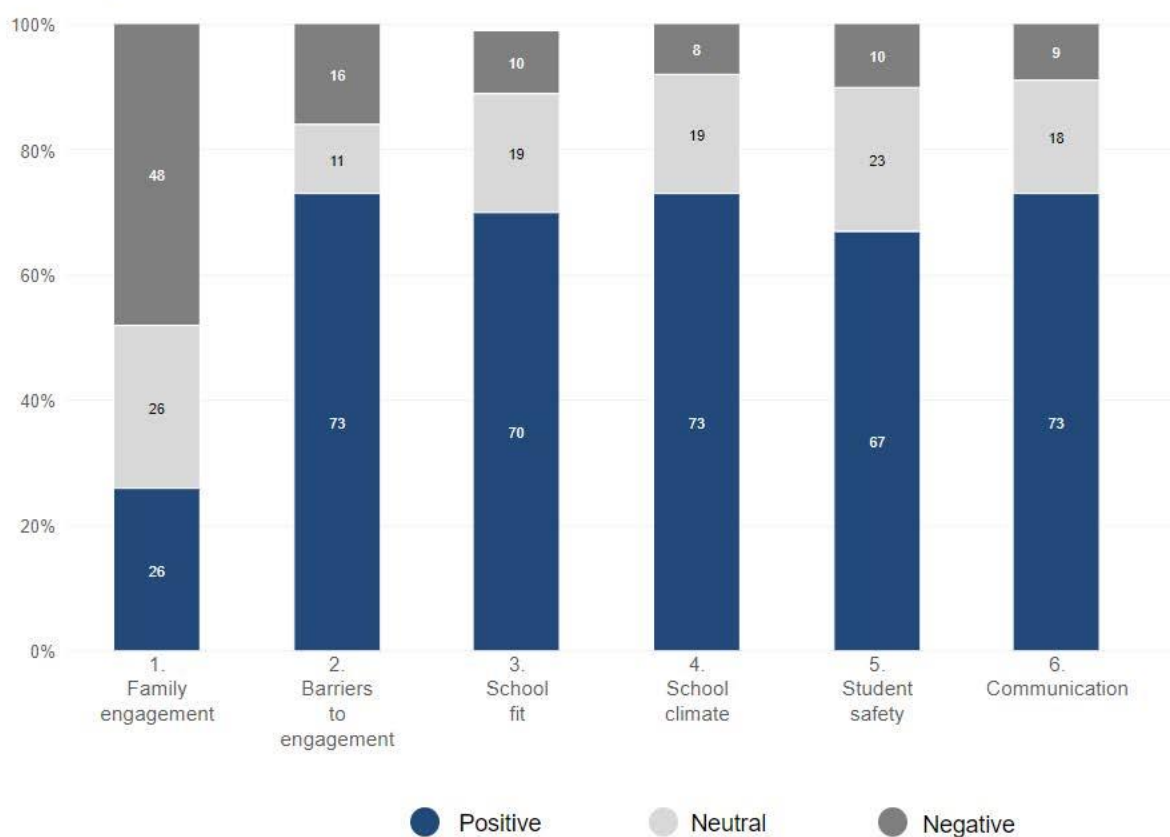
E1193 Clonard College Secondary 2022 Comparative Domain Radar - Family 1st Level Comparison



E1193 Clonard College Secondary

2022 Family Responses Overview by Domain

2nd Level Comparison



There was a significant increase in the numbers of families that contributed to our survey. Overall, the school's positive endorsement was 6% above the MACS average. The school showed improvement and results above the MACS average in the domains of Barriers to Engagement, Student Safety and Communication. This was a positive outcome given the challenges that COVID presented again in 2022. Despite these challenges the College has worked to maintain connection with families, especially through termly connection conversations with Year 7 and 8 families.