

# 2023

## Annual Report to the School Community



### Clonard College

225 Church Street, HERNE HILL 3218

Principal: Luci-Anne Quinn

Web: [clonard.vic.edu.au](http://clonard.vic.edu.au)

Registration: 1551, E Number: E1193

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## Principal's Attestation

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I, Luci-Anne Quinn, attest that Clonard College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2024

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## About this report

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Clonard College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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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

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## Vision and Mission

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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

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## College Overview

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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.

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.

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 each other, with the Catholic faith tradition and other faith traditions. At Clonard we use the Pedagogy of Encounter model to promote rich engagement for our students in Religious Education. Students have opportunities to experience personal prayer and engage in community liturgy and ritual associated with the liturgical year and other celebratory events within the life of the school.

Clonard offers a learning and teaching program designed to challenge and be responsive to the emerging needs in education. Our learning is designed around the principles of our Learning Charter. We have introduced the New Pedagogies for Deep Learning model of learning design to promote deeper engagement in learning. 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, VCE-VM 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 from PERMAH 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 daily Wellbeing group time ensures ongoing connections are fostered and skills are practised to promote wellbeing, positive behaviours, peer connections and resilience.

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 aspirations are 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.



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## Principal's Report

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There are many heroes in our history, in our community, in our families who we would say are people of courage. Sometimes we revere these people to the extent that courage might seem beyond us or unattainable.

I could never do that!

I could never be that!

In 2023 we challenged that notion of courage. We were called to find courage in all of us. In Kildare Ministries we say courage is speaking and acting with integrity. This type of courage pulses with seeking life lived to the full for all. There is a deep rightness about courage that comes from a place of integrity or wholeheartedness. This type of courage can also have a gentleness, a sense of awakening us to things we cannot yet see.

Our theme 'Be not afraid. Take courage. Arise!' reminded us of the promise of a steadfast God who accompanies humanity. This year we were called to arise to transform our hearts, our friendships, our College, our community, our world into a place of peace and justice, one small courageous action at a time. This may have been in our studies, in taking on new challenges or being outward facing in our connection to community.

With much of the uncertainty and unpredictability of the past few years behind us, 2023 brought us a full year of College life, events and celebrations.

Inspired by the courage and leadership of our Trustees at Kildare Ministries we continued to journey with our First Nations peoples on a path to reconciliation, recognition and truth telling. Bri Apma Hayes, a College Alumni, led the conversation at our annual International Women's Day breakfast speaking about the importance of ongoing understanding and dialogue. Work continued on the development of our first Reconciliation Action Plan. We were grateful for the wisdom of Sue Collins our Koorie Education Worker for her ongoing support and guidance in this space.

We launched our New Narrative for Learning with our cohort of Year 7 students which is a courageous response to envisioning a new way of designing learning and measuring success. Inspired by our Living Justice Living Peace Charter and the New Pedagogies for Deep Learning design process, our Year 7 students engaged in numerous learning experiences that connected them to the real world and provided context for them to learn and demonstrate competencies from the New Metrics for Success framework. Every Year 7 student received a 'fan' report that captured their competency across agency, collaboration and critical thinking. This profile complements their academic report and is underpinned by the work of the New Metrics research partnership with the University of Melbourne. We have had much interest from other schools as we look to creating a system where we value the profiling of the whole person not just their academic abilities. With a commitment to

influencing the educational debate we have also joined a research project with VTAC titled 'Matching not Ranking' which will track the competencies of a group of our Year 11 students with their final course selection at the end of VCE. Exciting times!

Our student leaders took our College theme and provided greater voice and visibility to the endeavours of students through the introduction of student led assemblies. The format and content of these assemblies were designed and delivered by the students. We were moved by personal recounts and reflections based on our theme of Courage. Various initiatives of the students were promoted and celebrated and student performances provided an opportunity to showcase the performing arts. Our leaders also introduced a 'multicultural day' and created a welcome video in multiple languages which gave expression to the rich diversity of cultures that make up our Clonard community. Our Year 8 students have embraced the opportunity to bring their voice and leadership to analysing various data sets connected to our goal around 'connection and belonging' and determining actions they can put in place to continue improvement in this area of school life. We have noticed that their Pulse data shows an ongoing improvement across the four terms of the year. This process has formed a prototype of possible engagement with our students and their data sets.

With the pandemic behind us 2023 was the year to reconnect with our friends beyond our borders. We were able to reinstate our student experience to Santa Teresa (Ltyentye Apurte) south of Alice Springs and staff visited Viqueque in Timor Leste for the first time since the pandemic to prepare for students to travel there in 2024. Two students, one of our emerging staff leaders and a staff group leader travelled to World Youth Day with the pilgrims from the Archdiocese of Melbourne. This was a life changing experience for these members of our communities with Ms Taylor speaking to Pope Francis.

With a focus on courageously endeavouring to continuously improve our learning and teaching this year our staff have worked on implementing our instructional framework with a focus on high impact teaching strategies, literacy strategies in discipline areas and enhancing our teaching of Religious Education through the pedagogy of encounter methodology. Increasingly our students are able to recognise the processes that support learning and their role in the various phases of the learning cycle.

It was with great excitement and anticipation that we turned the sod on our new science and technology building which commenced in June this year. After a moving ceremony that acknowledged the story of the land, its first people and the history of our College, the builders moved in and commenced the project. We have proudly named our building 'The Oak Centre'. This name connects the building to our heritage whilst also presenting the symbolism of strength, growth, hospitality, renewal and wisdom. The build should be completed by October 2024 where students and staff will be able to enjoy state of the art facilities.

As I look back over the year, I thank the families who have supported us in many ways, through attendance at College events and activities. Your engagement in your daughter's education does make a difference. I also wish to thank and acknowledge our staff, College leaders and the Stewardship Council who collectively bring their talents, expertise, passion and commitment to the education of young people and the success of our College to all that they do.

In 2023 we were called to lead with courage if we are to be people of justice and people of peace. As world and national events of 2023 showed us – this is complex work and not for the faint hearted. If we take anything from this year let us simply remember the words Jesus spoke to his friends as they were being tossed about in the storm 'Take courage. It is I. Be not afraid'. If we work for peace and justice in Jesus' name, then we never do it alone.

Luci Quinn

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our 2021-2024 School Improvement Plan aspiration is to give expression to the Kildare Ministries Living Justice Living Peace 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.

Our goals for 2023 were to improve students:

- skills and engagement in dialogue with our faith tradition
- sense of the sacred in prayer and ritual

### Achievements

#### Pedagogy of Encounter Development

The College invested in a year long strategy of learning and collaboration to support our teachers of Religious Education in developing their capability in leading dialogue through the pedagogy of encounter model for Religious Education teaching.

Day 1 was spent with Dr Rina Madden, building an understanding of the pedagogy of encounter and a dialogical approach to RE and prayer. Some of the key ideas reported from the team included:

- RE being intellectually challenging and prompting curiosity
- Prayer beginning as sacred and moving to learning
- Scripture and recontextualisation is vital in continuing to bring learning back to God

The RE teaching team engaged in a second day with Mark Shafton from MACS around improving their capacity to engage students in dialogue through the pedagogy of encounter. Mark led our teams through a focus on developing students' questioning and listening skills as well as how to be fully present during dialogue. Teachers planned the units consciously embedding the teaching of these skills in context with the focus of the unit. Anecdotal accounts suggested our students were becoming more comfortable with the differences of perspectives and beliefs in RE classes through a sustained experience of dialogue.

Day 3 of their learning was again with Dr Rina Madden. The aims of the day were:

- To reflect on the calling of teaching religion in a secular world
- To extend thinking around the place and role of religion in Australian society today
- To identify personal goals for engaging students in critical dialogue with the Christian tradition

Our Catholic Identity MACSIS data remained strong for staff this year with our overall domain score at 82% compared to the MACS average of 73%. We had 4 individual areas in the detailed results that showed greater than a 5% improvement.

Our analysis suggests that the introduction of the termly PLC for RE teachers has had a significant impact. These full days of learning and collaboration provide input into our pedagogy of encounter model, theological content and an opportunity to plan and consider the best implementation for various topics.

We believe that our staff spirituality workshops now have more of a continuum of opportunities reflective of people's faith journey and enabled a more nuanced approach. Further we have made a concerted effort to ensure we have modelled dialogue processes with the broader staff in staff spirituality days, staff prayer, and recontextualising of scripture. We note however that the strong staff result has not translated into an increase in the student perception data and yet we have seen an increase in students and staff engage in the development of prayers and liturgies this year. This is an ongoing challenge.

## **Experiencing the sacred**

### Year 7 Liturgies

As part of the reimagining of the Year 7 program, students created and celebrated liturgies across the year in St Brigid's Chapel. The liturgies were student led, using the gradual release of responsibility model where teachers initially modelled how to create a liturgy, with students gradually building their capacity and confidence in deciding themes and making choices around appropriate scripture readings, writing prayer of the faithful and selecting music. This collaboration drew on the strengths of the group. Students demonstrated a sense of respect for the sacred as presenters and guest participants. The Year 7 teaching team were rightly proud of their students for their commitment, ownership and efforts.

### Year Level Community Connection Days

Year level reflection days were reshaped to include components of Catholic Identity, careers planning and wellbeing, with an outwards and inwards facing foci. Situating wellbeing and pathways planning alongside a faith context helped to connect this work with human dignity and purpose. Years 7-11 engaged in liturgies, reflections and action around a given theme – including Connection to Country and First Nation's Spirituality, reconciliation, Seasons of Creation and gratitude.

Religious Education and wellbeing teachers, with the support of the liturgy team, collaborated to ensure the activities offered students the opportunity to encounter contemporary issues in a pluralistic society and respond through the lens of our Kildare Ministries Living Justice Living Peace charter. Our Year 7 community experienced a Community Connection Day by the Moorabool River that placed a lens of the sacred over the Deep Learning water unit they engaged in through their subjects in Term 1: Religious Education, English, Maths, Humanities and Science. Through Community Connection Days, all students experienced the opportunity to explore their potential and capacity to take action in our world.

### Holy Week Liturgy

On Holy Thursday the college gathered in Tullow to reflect on the Stations of the Cross. They experienced a combination of the traditional gospel story with a contemporary context, dramatized by students across year levels, led by the student liturgy team. At each station students heard the personal perspective of the Roman soldier, Jesus' experience through the Gospel and an invitation to reflect in a contemporary way on where they may have missed the mark that year. These were tied to the idea behind each station such as condemnation, judgement, support, and living a good life. At the end of the liturgy everyone was invited to leave behind something for which they were asking for forgiveness by placing a small slip of paper at the foot of the cross before leaving the space in silence.

### Other Liturgies

Liturgies were celebrated at every opportunity:

Turning the Soil for the new Oak Centre, where we held a Welcome to Country, a smoking ceremony to cleanse the land prior to the builders commencing the project.

Brigidine Day liturgy celebrated our charism through song, prayer and reflection. We looked at our story by drawing on a contemporary context of the show 'Goggle Box' with senior students, dramatizing a blending of scripture and dialogue around the interconnection of Jesus, Brigid, Nano Nagle, Daniel Delany and the Brigidine sisters in our story. We were delighted to welcome guest speaker Sr. Louise Cleary csb– the World Congregational Leader of the Sisters of St Brigid, who unpacked the Brigidine story for us.

### Staff Prayer

This year we had an intentional focus on engagement in dialogue with staff prayer each time we gathered. This gave staff the opportunity to engage with scripture, to find meaning in our contemporary world and their personal stories. Many prayers commenced with a provocation, followed by discussion and the opportunity to respond. This focus on prayerful dialogue was extended into our staff spirituality day where staff reconnected after workshops to share their experiences and identify where they had seen movement in their thinking. Feedback from staff created a pool of possibilities to explore spirituality further.

Staff briefing each week provided the opportunity for a cross section of staff to lead prayer, which lead to a rich exploration of different forms of prayer.

## **Value Added**

### **College Theme 2023**

This year we explored the value of 'courage'. Our theme for the year was 'Be not afraid! Take courage. Arise! This theme was inspired by our scriptural tradition and the invitation of Pope Francis to young people to have courage in their faith in the year of World Youth Day in Lisbon.

### **Santa Teresa Immersion**

Eight students and three staff journeyed to Santa Teresa to undertake a week long pilgrimage in August. This was the first time the College had been able to reconnect with this community since the COVID 19 outbreak. The group joined the community for the celebration of Confirmation and other Eucharistic celebrations throughout the week. They offered a ministry of service to the women's spirituality centre, the local school and the AAAC kitchen. Led by Br Mark Fordyce the group embraced the notion of pilgrimage by immersing themselves in both the beauty of the place and the people. Several incursions into the natural environment enabled the students and staff time and space for reflection.

### **World Youth Day 2023**

Two staff and two students were accepted into the Melbourne Archdiocese cohort of pilgrims attending the 2023 WYD event in Lisbon Portugal. Staff member Bridget Taylor participated in the Emerging Leaders program which included time in Italy prior to travelling to WYD where she was fortunate to attend an audience with Pope Francis. Student attendees shared their experiences with the College community upon their return expressing the power of being part of an international experience of faith.

### **Environmental Week**

Our Sustainability student leaders led Environmental Week connected to the Laudato Si action goals. A number of activities were held across the week with the students and staff team working towards our Level 2 accreditation as a Catholic Earthcare School.

### **Reconciliation Week**

Our FIRE Carriers led us as a College community in our National Reconciliation Week assembly. They took the time to explain the importance of many of the symbols and rituals that we use in our College to connect with aboriginal people. Work continued in creating our Reconciliation Action Plan led by Michael McCallum with support from Aunty Sue Collins. We

considered what we already have in place and what else could be possible in light of the suggested actions in the Narragunnawali resource for schools.

### **Year 12 Retreat**

A successful retreat was held in May with students and staff expressing deep gratitude and joy from the experience.

### **Staff Spirituality and Faith Formation Workshops**

The intentions of our workshops with staff this year were:

- Exposing and deepening staff understandings and experiences of a journey of faith and/or belief
- Growing an understanding of the mission of Catholic education
- Providing space for reflection, stillness and a sense of the sacred inviting a personal response (Wonder and Awe)
- Growing theological knowledge and understanding
- Supporting staff to meet accreditation commitments
- Promoting understanding of our charism, values and the Living Justice Living Peace Charter and their connection to mission
- Revisiting implications for our practices and engagement with students

Workshops included:

- Indigenous Spirituality and Aboriginal Catholic Ministry
- An Introduction to AI and Transhumanism ... for Christians
- What does it mean to be a dialogue school?
- Courage: To Turn Up with All Your Heart
- Prayer in Practice
- Now you're working in a Catholic School

### **Accreditation**

Eleven staff have received their accreditation to teach in a Catholic school following 25 hours of accredited learning.

Three staff have received their accreditation to teach RE/lead in a Catholic school following 50 hours of accredited learning.

We are grateful for the work from Hugh Saunders supported by Ali van Uijtert who is supporting staff to meet the requirements.

### **Social Justice Actions for 2023**



Throughout the year the students and staff engaged in actions to raise awareness and funds/goods through a variety of actions

- Kildare Ministries Retreat at Amberley in March 2023 was attended by our Year 10 and 11 Leaders, providing an opportunity to learn more about contemporary issues of social justice, learning strategies for advocacy and activism and working for a more just world.
- Clonard Living Justly leaders again supported Project Compassion through an Easter Raffle, whilst also promoting awareness around slavery free chocolate.
- Our leaders attended the Palm Sunday ‘Freedom for Refugees’ rally in Melbourne.
- Throughout the year our students volunteered for the popular Reading Program (before school each Tuesday) at St. Thomas Aquinas in Norlane where they read to or listen to reading by primary school students.
- Community Cook-Ups involving 14 pairs of volunteer students for each cook-up, were held each term to make and store much needed meals for those in need in our Clonard community.
- Term 3 witnessed the successful Coat Drive, ably led by Sienna. Warmth and comfort were extended to those in need, reminding us of the power of collective kindness.
- In September, the re-launch of Justice Meal Day underscored the stark disparities in food distribution worldwide. Year 12 Leaders Mieka and Emma re-launched this renowned Clonard event, where each participant received a ticket symbolizing their meal. The majority received a plain roll, symbolizing the majority in our world who often go without a wholesome meal. A minor percentage received a salad roll, while a select group experienced a three-course meal, seated in the centre at the front of Clonard House, representing the privileged minority. This re-launch was preceded by some work with our Year 7 RE classes to provide an understanding of world poverty before Justice Meal Day.
- The year concluded with Clonard’s Brigidine Asylum Seeker Project Food Drive in November and December.

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## Learning and Teaching

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### Goals & Intended Outcomes

Our 2021-2024 School Improvement Plan 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.

Our goals for 2023 were to improve students:

- learning dispositions and agency for growth and success
- subject discipline literacy

### Achievements

#### **A New Narrative for Learning - Agency**

##### New Metrics Partnership – University of Melbourne

The College set the goal to provide ‘fan’ reports related to agency and other competencies for Year 7. These were produced at the end of Semester 1 and 2. The first learner profiles or ‘fans’ for Year 7 were launched at a family gathering on Thursday 3 August. This night was designed to bring in interested parents to learn more about the work we are doing with the University of Melbourne and help build the story around valuing learning beyond content knowledge.

Jo Ryan and Year 11 teaching staff worked with a group of Year 11 students to support a ‘Matching not Ranking’ research process. The focus of the evaluation is to test the feasibility of tertiary education providers using New Metrics measures to ‘match not rank’ in tertiary selection, perhaps complementing or providing an alternative to ATAR and the range of tertiary admissions and selections tools. The aim was to evaluate whether and how a Learner Profile based on New Metrics measures and produced by schools, might be used as a trusted, robust and attractive admissions tool usable at scale, and resulting in better decision-making and reduced workload for schools, students and tertiary providers.

A number of staff across the year participated in the New Metrics partnership seminars, workshops and conference to broaden our knowledge base of this exciting work.

##### Staff Professional Learning about the competency of agency

Staff engaged in a series of workshops throughout the year to engage with and understand the possibilities for the inclusion of competency learning, assessing and reporting across all year levels.

### A New Narrative for Learning – Encounters – Year 7

The Encounters program commenced at Year 7 in 2023 with a focus on a learning design based on the New Pedagogies of Deep Learning. This design incorporates the explicit teaching of the competencies of agency, collaboration and critical thinking. A specialised team of staff were formed to teach the majority of the core subject areas to the Year 7s to build strong connections and relationships. A customized 2 week program transitioned the students into the new program at the start of the year. Interdisciplinary units of work were created in STEM and English/RE/Humanities subjects. Growth Days were introduced to provide the students with an opportunity to apply the skills of the complex competencies being taught to a yearlong personal passion project. This culminated in a community exhibition where students were able to demonstrate their learning and share with members of their family and the broader College community. Growth days could be undertaken at school or home with parent permission. We trialled parents becoming raters in the RUBY system which helps us to formulate the reports in the competencies as a further way to build family engagement in their daughter's learning.

Student forums gave the students a chance to share what they understood about agency. Most of them referred to setting goals and targets and putting steps in place to achieve them. Interestingly our PULSE data showed that Year 7 were reporting the most positive learning experiences with 8.2 out of 10 responses positive. The whole school data for this domain of PULSE sat at 7.8.

Throughout the year the next team of staff were prepared to extend this learning design and the integration of complex competencies into Year 8.

### **Subject Discipline Literacy Project**

With the guidance of Melbourne Archdiocese of Catholic Schools and under the leadership of Liz Sullivan School Improvement Leader: Learning, the team firstly audited literacy practices in subjects across the college then created a vision and strategy for subject literacy at Clonard. This drew on a pedagogical framework with the initial focus on providing students access to reading more complex texts through broadening their subject vocabulary prior to and during learning. This involved the Science, Maths and Humanities departments determining the specific vocabulary required for the learning and the way in which it will be taught, moving beyond just definitions. This involved a variety of methods such as etymology and morphology – knowing the origins of words and the meaningful parts of words. This was to provoke students' curiosity about language and also provide them with tools to investigate language further; so they can build their own word knowledge and make distinctions between how words work in different subjects. Documentation also involved developing a vocabulary

template for identifying and sharing vocab with students at the start of a unit. There was also a revisiting of the focus on VCAA command terms at VCE level and a consistent display in every classroom of how these map to surface deep and transfer learning at Clonard.

Many of the learning areas have embraced the strategies that have been promoted through this project in particular the Science area. There is evidence of more key terms being displayed on classroom walls, plus sharing of the word of the week in Staff Briefing with an explanation of the technique used to help build student's understanding of the term. Learning walks into classrooms heard from students themselves about the role of vocabulary in their learning – they could make connections between understanding vocab and what their assessment was asking of them.

The Learning Leaders looked at implementing the TELL technique as a part of the pedagogical framework which frontloads students with visual and verbal information prior to engaging with text to support all students in accessing the literacy of particular texts. This reduces cognitive load and therefore supports students' ability to read the text and make sense of it. This involves shifting teacher practice from the notion of making texts more accessible by simplifying them, to 'teaching up', so that students can read like a scientist or a historian or a mathematician so that they eventually can write like a scientist historian or mathematician. These disciplines and English began focusing on selecting complex texts and teaching how language works in them – eg. For Maths could use a year 7 worded problem as a complex text or a far more contextual PISA worded problems. English combined this with their High Impact Teaching strategy focus on worked examples.

Learning areas recognized that the strategy and pedagogical framework involves a philosophical shift for teachers – not that we are 'all teachers of literacy' but that 'I am the keeper of literacy in my subject area'. Generic literacy approaches lead with 'a strategy and imposes it on a text'

Disciplinary literacy approaches start with 'the text and the disciplinary purpose for reading' (Hynd-Shanahan, 2013). Disciplinary literacy has been described as an 'inside out' approach 'because the text itself and the goals for reading the text dictate the reading processes' (Brozo et al., 2013).

### **High Impact Teaching Strategies**

In 2023 we differentiated the goal focus of our PLCs to align to the work of each team more closely. Each PLC selected a High Impact Teaching Strategy (HITS) and then worked with one of our School Improvement Leaders to develop a program logic for implementation. This received positive feedback from the Learning Leaders and the PLCs more broadly. Each of the HITS form part of our instructional framework that has been developed by teaching staff as an agreed way to approach the learning and teaching in every class. With the differentiation of PLC focus we have taken this approach into our teaching staff learning and development goal setting.

From the goal setting completed by teaching staff some PLCs provided bespoke targeted professional learning to support the identified goals of individual teachers. Learning Leaders were asked 'what was supporting the learning of your PLC?' The following responses demonstrated a growing culture and commitment to teacher learning: collaboration, feedback, sharing, posing ideas, modelling, taking risks, reflection, value adding, ownership, agency, being listened to, self awareness, questioning, goal setting.

### **VCE Arts Exhibition**

A VCE Arts Exhibition was initiated in 2023. The diversity of pieces from across the full range of visual and performing arts were a treat for all those who came along to enjoy the works. Our College band and trio of violinists added to the atmosphere and the spirit of celebration of the Arts at Clonard. This was a wonderful initiative of our Arts Staff Team to promote the Arts and celebrate the work they have done with students throughout the year.

## **Student Learning Outcomes**

### **VCE Results Snapshot:**

- In 2023 our median study score returned to 30 after sitting at 29 for the previous two years.
- 5.8% of study scores were above 40, an increase from 2022.
- 22.7% of students receive an Australian Tertiary Admissions Rank (ATAR) for 80 or above.
- The College Dux received an ATAR of 95.55.

### **NAPLAN Data Analysis**

In 2023 new NAPLAN testing was introduced with achievements levels reported in four bands: Needs additional support, Developing, Strong, Exceeding.

#### Overall Strengths

- The strongest areas of achievement were in Year 7 and 9 Writing.
  - Year 9 Writing - 2% higher than the state average in 'exceeding'.
- The largest number of 'strong' performers in Year 7 and Year 9 Reading with 13.2 % and 10.7% above the state average in this band.
- Lower levels of 'needs additional support' were reported in
  - Year 7 Numeracy - 2.1% lower than the state average.
  - Year 7 Grammar and Punctuation - 2.3% lower than the state average.
  - Year 7 Reading - 3.7% lower than the state average.
  - Year 9 Grammar and Punctuation - 4.1% lower than the state average.
  - Year 9 Reading - 5.9% lower than the state average.
  - Year 9 Writing - 6.1% lower than the state average.

### Areas for Growth

- The lowest achievement overall was reported in Year 7 and Year 9 Numeracy and Spelling.
- The lowest levels of 'exceeding' students and largest number of 'developing' students were in Year 7 and 9 Numeracy.
- The greatest number of students 'needing additional support' were in Year 7 and 9 spelling.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	533	59%
	Year 9	556	58%
Numeracy	Year 7	520	64%
	Year 9	549	63%
Reading	Year 7	546	79%
	Year 9	577	73%
Spelling	Year 7	527	73%
	Year 9	555	65%
Writing	Year 7	544	73%
	Year 9	593	77%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	98.20%
VCAL Completion Rate (VCAL Intermediate)	100.00%

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

\* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

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## Student Wellbeing

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### Goals & Intended Outcomes

Our 2021-2024 School Improvement Plan aspiration is to build 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.

Our goals for 2023 were to improve students:

- knowledge and practise of the expectations and skills of positive behaviour
- sense of belonging and connection

### Achievements

#### **PB4L Reflection: A Year of Positive Change**

Over the course of 2023, our school community has embraced the PB4L Framework which comprises Systems, Practices and Data working together to support academic and social outcomes.

One of the cornerstones of PB4L is the establishment of School Wide Expectations and Skills. We have been working on setting and teaching the expectations of Respect, Engagement, and Resilience. Our school leaders and student leaders have played a vital role in this process, setting expectations for community gatherings and events. Our staff have set goals to incorporate these expectations into their teaching, making it an integral part of our learning environment. While we still have work to do in this space it is becoming part of our culture to teach the skills required to meet the expectations of our community to help all of our students increase their academic outcomes and social competencies.

Our SIMON behavioural tracking data demonstrates the success of our Positive Reinforcement System. Staff members recognized and rewarded positive behaviour through awarding commendations along with specific positive praise. Commendation statistics increased by more than 500% on previous years. Our system resulted in 344 students being celebrated for their achievements in regularly going the extra mile to meet expectations.

Our Implementation Team worked on developing lessons to teach essential skills for positive behaviour. Lessons on Respect, Engagement and Resilience were regularly delivered by Wellbeing teachers. In response to one lesson on the Resilience skill, 'Persist despite setbacks and challenges', 53% of students who provided feedback noted that they had found themselves being more persistent post the lesson.



In addition to teaching our students the skills for academic and social success, our PB4L team provided professional learning for school staff on a regular basis as we strive to develop the capacity of all staff to be expert practitioners of PB4L. Staff also continued to contribute to the design and refinement of our PB4L systems to ensure these systems best suit our school context.

In addition to the above professional learning the PB4L Core Team attended a Tier 2 Training Day facilitated by Shiralee Poed.

In 2023 we conducted our second externally facilitated Tiered Fidelity Inventory to assess our progress with the implementation of PB4L's Tier 1 systems and practices. The TFI was facilitated by our MACS coaches, Trevor Hery and Jack Mather on the 11/08/2023. Our overall score was 73.33% which indicates that at that point in time we were effectively implementing Tier 1 of PB4L and qualified for Tier 2 Training. The TFI indicated some clear areas for improvement – 1.3 and 1.4 showed that our students and staff can continue to improve their ability to recollect the School Wide Expectations – which along with student feedback from student focus groups indicated that teachers can be more consistent with their delivery of PB4L lessons and the setting of expectations prior to learning.

## **Wellbeing: Building Connection and Belonging**

### New Timetable

Following extensive consultation and feedback in 2022 a new timetable and approach to the delivery of our Wellbeing curriculum was launched in 2023. Days commence with an 18 minute Wellbeing period to build connection with teacher and peers and provide an opportunity for the delivery of short lessons in wellbeing or PB4L along with year level or House assemblies and PULSE check ins. This is followed by a 6-period day whilst maintaining the short break between each period.

### Wellbeing Curriculum

Clonard continued to embed social emotional learning across all year levels, taking a proactive and preventative approach to student wellbeing by teaching the skills and strategies of wellbeing and positive mental health through the morning wellbeing session and in dedicated lessons in Years 7-11.

Educator Impact PULSE played an important role whereby students complete a 2 minute survey each week to indicate their wellbeing levels across a range of domains, allowing us to cater specific learning needs to particular year level groups and contextualise our approach based on the needs of our students.

Our programs included The Resilience Project curriculum and resources as well as our continued focus on Respectful Relationships as a whole school approach in addition to the RRRR curriculum from Years 7-12.

### Year 8 Data Project

Hugh Saunders, Therese Bourke (Year 8 WELCOM) and the Year 8 Student leaders engaged in a number of processes to analyse data sets including:

- Pulse wellbeing data
- Attendance and achievement data
- Belonging and connection data
- Parent data

From this data strategies were initiated, and personal goals identified to develop their sense of connection and belonging.

Key Takeaways around what worked well included:

- 96% of students had experienced an act of kindness
- Positive experiences in the connection days
- Students reported a lack of bullying and tools to deal with this

Students' reported improvements in:

- Connection
  - Knowing each other better
  - Staff and students being more inclusive
  - Students having increased trust in each other
- Confidence
  - Feeling very supported
  - Growth in confidence
  - Feeling less judgemental and less judged

### Student Led Assemblies

The 2023 cohort contributed by continuing to build a collaborative leadership culture amongst the student body as well as initiating:

- Student led assemblies - 'for students by students' to build the sense of belonging and empowerment
- Multicultural Day - to embrace and celebrate diversity of cultures at Clonard

- Voices of Clonard Podcast

## Value Added

### Wellbeing Initiatives

To complement our curriculum focus areas, wellbeing teams invited guest speakers to work with students to expand their awareness of key issues including:

- Smashed – Alcohol education to empower a generation.
- LifeChanger - LifeChanger Foundation empowers young people to live thriving, resilient lives by developing their social, emotional and resilience skills, and by building connections in their community.
- Project Rokit – a youth driven program educating students about cyber bullying, and Brainstorm Productions presenting anti bullying and safety workshops.
- Year 11 students participated in a seminar conducted by Drug Ed Australia. The objective was to teach young people about the harmful effects of alcohol and other drug use. These sessions are interactive and assist young people to develop skills and strategies to stay safe while socialising with friends. A key component of the course is to develop strategies to avoid harm and to react when things go wrong.
- Victoria Police - presented seminars to Year 7-9 on cyber safety.

### Hospitality – Welcoming all – I Can Network

Chris Varney from the I Can Network addressed staff around creating understanding and inclusive practices for people, especially students on the autism spectrum. All staff and the Year 7 and 8 cohort attended a one hour session helping us to understand the challenges of neurodiversity. The I Can network is a strategy to promote inclusion and empowerment of neuro diverse students. Chris also met with parents of students with autism who were invited to participate in our first I Can programs. Two 8 week programs were conducted across 2023.

### House Cup

2023 marked the introduction of an overall winner for various House activities, encompassing Swimming, Athletics, Cross Country, Open Mic, poetry, art and other House related pursuits. Finian emerged as the inaugural champion, showcasing excellence across diverse disciplines, and contributing to the House's success in a range of activities.

### Child Safeguarding Strategies

#### Staff Training

- Staff Meeting 27/1/23: Reportable Conduct, KEM Ethical Standards Policy, Code of Conduct, Social Media
- Assurance task: all staff signed off on the Code of Conduct and knowledge of policies stated above.

- MARAM eLearning Module in relation to Child Safeguarding
- Student Duty of Care Complilearn module
- Child Protection Officers presented a workshop at Staff Meeting July 11 (for all staff covering the following topics:

What is child abuse and mandatory reporting

Who to turn to at Clonard referencing College PROTECT poster

4 Critical Actions from PROTECT process

Function of Child Safeguarding Team

Where to find resources

Case study activity responding to a disclosure

### Standards of behaviour

New Stewardship Council members were asked to read and acknowledge Child Safety Code of Conduct

PB4L (Positive Behaviour for Learning) lessons included using toilets safely and antibullying. These are delivered in homeroom classes and align with our positive behaviour expectations and skills matrix.

Year Level presentations delivered across the school with a focus on anti-bullying and data specific to each year level.

### Healthy and respectful relationships (including sexuality)

The College marked IDAHOBIT day and Wear it Purple Day to continue to build understanding and around gender and sexual diversity. Statistics were shared with staff around the experience of LGBTQIA+ students in relation to bullying, anxiety and depression. We also shared the link to the 'Created and Loved' document for staff reference. Students were invited to write a pledge on our path around Clonard House that captured how we could be courageous as listeners, allies or upstanders.

The College marked National Day of Action against bullying and violence with a whole school education focus and promotion.

Respectful Relationships Curriculum was delivered across the school with a focus on Topic 7 and 8 (Positive Gender Relationships and Gender Identity). In Year 11 and 12 Respect, Self-care and Stress Management is delivered under the Respectful Relationship Curriculum Framework.

## Child abuse awareness and prevention

Revised PROTECT posters were designed based on student feedback. These were added to website and displayed around College grounds.

The students have engaged in a number of educational programs to support their knowledge of bullying and harassment and cybersafety. This has included Project Rokit and a workshop with Robbie Nogger our Victoria Police School Liaison Officer

Our Child Safety Officers delivered year level presentations focusing on building awareness and the processes for reporting child safety concerns.

Principal Luci Quinn conducted year level focus group conversations where students were asked if they were aware of the PROTECT posters and who they could go to if they needed to report a concern.

Staff/Student physical school audit completed.

The recent Child Safeguarding Team identified the need to review and consolidate information around child safety on our website. It was noted that with some changes to the website some child safety requirements have been changed/adjusted and needed addressing as a matter of priority.

## **Student Satisfaction**

### **Student Feedback on Annual Action Plan Goals**

Student feedback from multiple data sources demonstrated the following strengths in 2023 in connection to our annual action plan goals:

#### Skills of Positive Behaviour

- Improved Student Resilience - MACSSIS Data (+6%) and Pulse Data (+5%)
- All year levels had an increase in commendations recorded.
- About PB4L Expectations and Acknowledgements the students said
  - *If the students are engaged and participating the teachers will reward them to make sure they feel good about their participation. (Year 8 Student)*
  - *In nearly in every single one of my classes a teacher talks about PB4L using the language of respect, engagement. (Year 9 Student)*

- *I feel certain teachers have definitely been clearer on expectations and that has carried out throughout the year. The demeanour of the classroom is a bit different in a good way. (Junior Student)*
- *Yes I think I have seen more positive feedback lately. It builds confidence. (Senior Student)*

### Improved Student Belonging and Connection

- The 'Student belonging' and 'Student voice' domains showed the largest increase in our MACSSIS student data.
- MACSSIS student data showed that students experienced a 7% improvement in feeling that they belong at school.
- This contrasts with the -2% decrease across all MACS schools.
- This was reinforced by Pulse Data with a 3% increase in School Belonging and 8% increase in Organised Activities
- Student focus groups said the following contributed to their sense of belonging and connection in 2023
  - *Encouragement and recognition from teachers*
  - *Being included in class and decision-making processes*
  - *Being supported by others at school who care about you*
  - *Whole school and year level connection activities*

### Catholic Identity

- Student MACSSIS Data showed that there was a +6% increase in perception of Catholic celebrations and traditions.
- Student focus groups said about engaging in dialogue
  - *Older students were much more likely to be comfortable sharing compared to younger students.*
  - *Student in groups were more comfortable doing this then a whole class discussion.*
  - *Very often – my teacher makes it clear what we are doing and it is always connected to our lives. Eg human dignity or fast fashion.*

### **Overall MACSSIS Student Data Trends**

- Perception data in 8 out of 10 domains was higher than the MACS average.
- In 9 out of 10 domains our Year 12 cohort reported a 5-10% increase in satisfaction compared with the previous year.
- Our overall satisfaction level remained the same as 2022 and above the MACS average.
- The largest number of students contributed to the survey since we commenced engagement with this annual process.

## Student Attendance

Following on from our focus on attendance in 2022 and some significant work with families of long-term school refusers, we continue to see varied levels of attendance students.

Knowing that attendance levels directly affect achievement levels we continued to focus on this as a matter of priority. Our new data analytics system through SIMON enables teachers and leaders to see data in real time in a more user friendly manner.

Jo Ryan AP: Student Learning and Wellbeing developed a more detailed response plan in conjunction with Tania Anticev School Improvement Leader: Wellbeing and the Student Services Team. This plan was enacted to provide more targeted responses to students with declining or low attendance rates. Our Wellbeing Leaders have reported back from a recent network meeting that attendance is proving a challenge across many schools.

The attendance rate is the percentage of student days attended by Year 7-10 students out of the total student days at the school. Whilst our goal is 90% attendance in Years 7-10 the overall attendance rate was reported at 88%.

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 notify the College at the commencement of the day 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
- An alert is generated for teachers who have unmarked rolls and a reminder email sent by Administration 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

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	81.4%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	89.3%
Y08	88.1%
Y09	88.3%
Y10	86.6%
Overall average attendance	88.0%



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## Leadership

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### Goals & Intended Outcomes

To support our 2021-2024 School Improvement Plan aspirations for our students in 2024 we worked towards the following leadership goals and actions:

- implementing our instructional framework
- enhancing high performing team practices
- constructing our STEM building

### Achievements

#### Instructional Framework

The College's Instructional Framework was launched in 2023. This framework was a direct response to our review feedback in 2020 which recommended an instructional framework be developed and implemented. The framework aims to promote consistency in teacher practice and outlines for students the behaviours that promote agency and responsibility for learning. The model captures the integration of a number of key improvement actions over the past three years in connection to learning design and high impact teaching practices. Hugh Saunders our AP: Performance and Impact has played key role in the development and the implementation of this framework. It is now used to support teaching staff in their induction, goal setting processes, framing coaching conversations and aligning the work of PLCs. Staff are able to identify practices that work and align them to the components of the model to build shared practice.

Throughout 2023 Hugh Saunders and Kristi Cromer commenced peer observations of practice based on our instructional framework. Affirmation and celebrations were shared at briefings to highlight exemplary practice across the College.

#### Quality Teaching Rounds

Luci Quinn attended a presentation on Quality Teaching Rounds (QTR) which is an Australian evidence based system of teacher observation researched by the University of Newcastle. Quality Teaching Rounds (QTR) is high-impact, evidence-backed professional development that makes a significant difference for teachers and students. QTR empowers teachers to enrich student learning through collaborative, teacher-driven analysis and refinement of practice. The impact of this approach has been proven to add up to three months growth on student learning and significantly improve teacher agency, wellbeing and

self concept. Two staff were trained in the approach. Four staff then trialed the QTR process in Term 4. Following feedback on the process to staff, 17 staff indicated interest in being a part of QTRs in 2024.

### **Leading Teams Partnership**

All our team leaders worked with Leading Teams across a 12 month program to build a shared understanding of the behaviours and agreed commitments about our work with teams. This commitment followed an extensive process of discerning the best professional learning to support the emerging needs of the College at this time. Following the first session, there were some robust conversations about behaviours that can challenge us being our best when leading teams. A 'trademark' for leadership at Clonard was developed which states our agreement about desired leadership behaviours.

Day 2 centred around cultivating a high-performing team culture. Leaders were exposed to essential tools and strategies to create an environment that fosters collaboration, trust, and synergy. Through this program, leaders gained insights into effective communication for strong professional relationships, culture building through agreed behaviours, and the importance of shared purpose.

Day 3 looked at team purpose and the alignment of team talk, team behaviours and perceived team image. A team relationships feedback tool was modelled, providing feedback to the Leadership Team of the College to improve their performance.

Staff provided the following feedback:

*Leading Teams has provided the opportunity for the larger group of leaders at Clonard to come together to share our skills, our knowledge and our ideas, in creating a cohesive commitment to how we will work with each other and others in ensuring the vision and goals of the College are achieved. The time together has been incredibly worthwhile to connect as a Leadership group, in particular with others that are not in our "usual" teams, to focus on our purpose, and develop skills in regard to genuine conversations and feedback and ensure the strong and compassionate culture of our community continues to grow and thrive.*

*I found yesterday meaningful, and it was great to have the chance to work with the greater Middle Leadership team. It is very rare that we get the opportunity to work closely with staff from all areas of the college and I found the time was well spent, hearing different perspectives on leadership, and sharing our own experiences with our table groups. I know that I am early in my leadership journey, but my experience has shown me that with every leadership PD, or book, I gain a new perspective, or pick up something valuable around leadership, and yesterday was no exception.*

### **Building a Culture of Coaching**

All staff engaged in a two-hour workshop facilitated by Growth Coaching International, introducing them to the concept and purpose of coaching as defined by GCI.

Our School Improvement Leaders completed the four-day coaching training with GCI. One Learning Leader completed the two-day training.

All Assistant Principals were coached by GCI this year.

### **Australian Council of Educational Leadership Fellowship Award (Victoria)**

Luci Quinn was acknowledged for her contribution to educational leadership at the ACEL Victorian Awards ceremony on Monday 20 March receiving a Victorian ACEL Fellow.

### **Master Plan Stage 1 - Construction of The Oak Centre**

During 2023 we commenced the \$8 million construction of our STEM building which is Stage One of our current Master Plan. Rendine Constructions are undertaking the works for the College. Kildare Education Ministries Board approved the name of our new building which is to be known as the 'Oak Centre'.

The symbol of the oak tree represents the themes of our master plan:

- Welcome
- Empowerment
- Community
- Inclusion
- Compassion

Through the symbolism of the oak we touch back to Celtic tradition and spirituality and the Brigidine tradition. We also believe that as a natural form, it ties into the purpose of a building that has a key focus around science. The oak tree is a feature of the founding place of the Brigidines in Tullow. This new building is 'growing out' of Tullow lawn and will remain a permanent symbolic connection to our own roots.

### **Purchase of 221 Church Street**

During 2023 the College purchased the property at 221 Church Street. We were delighted to secure this property for the future provision of education at the College. The footprint of the parcel of land of 223 and 221 Church Street combined is approximately the equivalent of the Brigidine Centre which will provide great scope for future master planning. We thank the Trustees of Kildare Ministries, Stewardship Council, Kildare Education Ministries Board and Helen Wood our Business Manager for their support and stewardship.

### **Digital Improvements**

Systems:

Server and storage hardware replaced mid 2023. This upgrade ensures the schools core ICT infrastructure is performing well with warranty and support coverage in place to reduce downtime in the event of failure. The local backup storage hardware was upgraded. In addition, the hardware ensures critical backups are immutable offering increased data protection in the event of a ransomware attack. The end-of-life Dell switching was replaced with Cambium switching.

Clonard completed a Cyber Security audit to the KEM Board.

The College moved to a digital platform for managing and collecting enrolment enquiries, Open Day attendance and enrolment applications.

Capabilities:

Administration staff attended a full day of SIMON professional developed at the start of the school year. Topics included: Attendance, Sick Bay, Medical, School Activities & Student Notes.

Two members of the ICT Team attended a 2-day intensive SIMON professional learning conference. The conference ensured the ICT team were fully briefed on upcoming features and best practices around the use of the core SIMON modules.

Teachers were offered several training options during the school year, including use of new CommBox Touch TVs, SIMON, Teams, OneNote training and Generative AI.

**Expenditure And Teacher Participation in Professional Learning**

## List Professional Learning undertaken in 2023

Professional Learning undertaken by teachers in 2023:

2023 Meet the Assessors - Maths  
2023 NDSS Diabetes in Schools - Level 2  
Accidental Counsellor Training  
ACHPER OES Implementation workshop  
AEV  
AEV Exam Revision Seminar

AI in Catholic Education Forum  
AI: teaching, learning, libraries  
Amplifying Student Voice  
Annual VILTA Conference  
Assessor Training Day (Theatre Studies)  
Bicycle Education Training  
Career Development Compulsory Workshop  
CDES Psychology teachers conference  
CECV Pathways and Transition Workshop  
Cert IV Upgrade  
Coaching in Leadership  
Collective Efficacy Symposium  
Combined School Music Leaders Network  
Community Bronze Requalification  
Dan Petro - Introduction to Student Behaviours  
Demystifying Artificial Intelligence: unlocking

Diabetes in schools and early childhood  
DIGICON 2023  
Distress Tolerance Techniques for Young  
Drama Victoria State Conference  
EduTECH Conference 2023  
Faith and Mission Leaders Network Meeting:  
First Aid Training Update  
Geelong Career Teachers Association  
Geelong Secondary REL Network  
HTAV VCE History Conference 2023  
Identity and growth MACS PD  
Implementation and Interpretation of PAT &  
KM New Staff Induction  
Leading Teams Middle Leaders Development

## **Expenditure And Teacher Participation in Professional Learning**

Microsoft School Transformation Program:  
Music Ed Net Online Conference  
NAPLAN Reporting and Data Service PD  
Navigating Difficult Conversations -  
New Metrics Partnership  
Online meet the assessors - Year 12 English  
Professional Learning: PB4L: Behaviour  
Professional Learning: Student Agency  
Psyched PD EXAM PREP  
QT Academy - Quality Teaching Rounds  
RASNET Annual Conference 2023  
RE Leaders Network Day  
RE PLC Formation Days  
Resilient Educators Program (Springfox)  
Respectful Relationships forum  
Schools in Philanthropy  
Secondary Discipline Literacy Project  
SEV Global Politics Conference  
SIMON Conference 2023  
Staff Meeting: HR, Policies and Procedures  
Staff Meeting: KM Presentation  
Staff Spirituality Day: All Staff  
STAV Chemistry Conference  
Structured Workplace Learning Recognition  
Student Wellbeing Leaders Conference  
Suicide Awareness Training  
Sustainability and Wellbeing for Students  
TAE for Teachers Program  
Teaching Excellence Program Information  
Tier 2 PB4L Conference  
Top Design panel selection day  
TRP Webinar  
VALA VCE-VM Induction Day  
VATE English Day  
VATE Literature Day  
VATE VCE Professional Learning  
VCAA F-10 Geography Curriculum Panel  
VCAA NAPLAN PD  
VCAA Training Assessor-Written (Chemistry)  
VCAA VCE VM & VPC: Planning for 2024  
VCE English Improvement Network 2024

<b>Expenditure And Teacher Participation in Professional Learning</b>	
VCE Exam Preparation - Bahasa Indonesia	
VCE Music Teachers Conference	
VET Network Meeting	
VFA - VET Networking Meeting / Presentation	
VicPhysics Units 3 and 4 Course Planning	
VICSTORM Headspace Skills-based Training	
Victorian Indonesian Language Teachers'	
Western Region Learning Diversity Leaders Network	
Women in Leadership Signpost Symposium	
WRAW Conference 2023: Safe Respected	
Writing About Protest: Geelong Year 12	
WYD Emerging Leaders Program	
Yellow Arrow Mentoring (Student Leadership)	
Number of teachers who participated in PL in 2023	88
Average expenditure per teacher for PL	\$1100.00

## Teacher Satisfaction

### Overall 2023 MACSSIS Staff Data Snapshot

83 staff participated in the survey.

Clonard staff data in 12 out of 14 domains was above the MACS average for secondary schools.

Four domains were greater than 10% higher than the MACS average for secondary schools:

- Student Safety
- Instructional Leadership
- Professional Learning
- Collaboration around an improvement strategy

### Areas for Celebration from the 2023 MACSSIS Staff Data

#### Collaboration and Support for Teams

Six of the indicators in these domains showed significant improvement from 2022 and were above or well above the MACS average for secondary schools.

Staff reported the improvements in collaboration and support for teams were due to regular and purposeful meeting times, accessible data supported by targeted professional learning, learning area offices and leadership support.

### Catholic Identity

Four of the indicators in this domain showed improvement from 2022 and were above or well above the MACS average for secondary schools.

Staff reported the improvements in Catholic Identity were due to staff spirituality days, leaders authentic sharing of experience, multiple opportunities for prayer and dialogue and the implementation of the RE PLC.

### Instructional Leadership

Six of the indicators in this domain showed improvement from 2022 and were above or well above the MACS average for secondary schools.

Staff reported the improvements in instructional leadership were due to high quality professional learning aligned with AAP and staff goals and feedback processes from leaders in the classroom.

### Professional Learning

Three of the indicators in this domain showed significant improvement from 2022 and were above or well above the MACS average for secondary schools.

Staff reported the improvements in professional learning were due to the alignment with the AAP, goal setting and targeted professional learning.

## **Opportunities for growth or improvement from the 2023 MACSSIS Staff Data**

### Student Safety and School Climate

Whilst most of these indicators remained above the MACS average for secondary schools there was a slight decrease in our data as compared with 2022.

Staff identified the opportunities for growth or improvement in student safety and school climate as more logical consequences for behaviour, continued consistent explicit teaching of PB4L and continued strategies to foster student connections.

### Feedback

These indicators were at or slightly below the MACS average for secondary schools and slightly below the reported 2022 data.



Staff identified the opportunities for growth or improvement in staff feedback as more individual feedback from leadership and ARMs meetings, staff feedback on processes and more classroom observations.

### Psychological Safety

Three indicators in this domain indicated a decrease from 2022 and were mixed in relation to the MACS averages.

Staff identified the opportunities for growth or improvement in psychological safety are more opportunities as to speak with leadership, focus on staff wellbeing and embracing change.

<b>Teacher Qualifications</b>	
Doctorate	0.7%
Masters	15.4%
Graduate	20.3%
Graduate Certificate	9.1%
Bachelor Degree	41.3%
Advanced Diploma	6.3%
No Qualifications Listed	7.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	93
Teaching Staff (FTE)	83.4
Non-Teaching Staff (Headcount)	62
Non-Teaching Staff (FTE)	49.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

To support our 2021-2024 School Improvement Plan aspirations for our students in 2024 we worked towards the following community goals and actions:

- promoting family engagement
- stewarding our history
- connecting our work around New Metrics for Success with the broader community

### Achievements

#### International Women's Day

On 8 March we hosted our annual IWD Breakfast where we were joined by Bri Pengarte Apma Hayes from the class of 2020. Bri spoke passionately about her pride in her cultural heritage and her new role with the First People's Assembly of Victoria. Bri is also an artist and shared that her art is being used on the Auskick bags this year. When we asked Bri about some of the challenges especially for First Nations women, she reminded us about the intergenerational trauma that is still experienced today following the impact of colonisation and the Stolen Generation. Despite this, Bri spoke about the hope she draws from her people for a positive future and reminded those of us in the room who support young people to give them the space to make mistakes. In a year where we are thinking about courage, Bri was the embodiment of a young person who is leading with courage. We were grateful for the support of many from our own community and the other Geelong Catholic secondary schools in sending along student leaders and staff to this event. We received positive feedback and affirmation from many attendees.

#### Mother's Day Breakfast

In the last two years our Mothers' Day breakfast has grown significantly and this year we had almost 170 in attendance. Angela Battaglia has done an extraordinary job in co ordinating this community event.

#### Father's Day Breakfast

Despite the bleak morning around 70 dads were able to come along with their daughters to enjoy a bacon and egg roll breakfast and take in the static display of hot rods and motorcycles whilst hearing from a female mechanic about her experiences in the automotive industry.

#### Clonard Reunion

Classes from 1963, 1973, 1983, 1993, 2003 and 2013 gathered for the annual reunion in March. An enjoyable afternoon as had by all and contributions to the Crosslinks Alumni magazine were collected to publish.

### **Past Staff Luncheon**

On Monday 27 November Clonard hosted the annual Past Staff Luncheon. The event was held in the Nagle Room, with past staff enjoying a meal together and a school tour. Many memories were shared, as a slideshow played in the background with some classic photos of staff throughout the years. The Clonard spirit was alive and the atmosphere was warm.

### **Stewarding our History - Archives**

Clonard College has been undertaking a process of archiving collecting, organizing, preserving and providing access to the history of the College. The school's history is rich with artefacts and memories that trace the history of the school from when it opened in 1956. The collection now includes unique and unpublished records, mainly primary sources, in a variety of formats. Digitising, cataloguing, and storing the collection commenced in 2021 and is ongoing. In 2023 we commenced the process of establishing a Heritage Room in Clonard House to display artifacts and tell the story of Clonard.

### **Vic/Tas EducatePlus Summit 2023**

Four staff attended this conference which focused on alumni, enrolments/marketing, fundraising and demographics. It provided some rich learning and potential opportunities for us to develop. Following the conference the Stewardship Council supported the proposal to employ an Alumni Officer to broaden our development of this area of community life.

### **New Narrative for Learning**

Local community members in the educational, training and business arenas joined us for an educational dialogue luncheon where we gained insights into their thinking and wisdom around the work we are doing about learning and our partnership with the University of Melbourne New Metrics for Success research.

### **Parent Satisfaction**

#### **MACSSIS Family Data Snapshot**

53 families contributed to the 2023 data set with a range of respondents with students across all year levels.

In all seven domains the Clonard data was higher than the MACS average for secondary schools.

Family engagement was up 6% from 2022 and was 13% higher than the MACS average for secondary schools.

Catholic identity was up 7% from 2022 and was 7% higher than the MACS average for secondary schools.

In 2023 there was a slight decrease in the domains of School Fit, Communication and Student Safety from the 2023 data.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [clonard.vic.edu.au](http://clonard.vic.edu.au)