

Iona College Geelong Charlemont

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Damian McKew, attest that Iona College Geelong is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

09/06/2021

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

Our College Vision



Vision and Strategic Intent

Vision

Jesus Christ, our greatest teacher, call us to share and witness our Catholic Faith and Tradition by building an inclusive community at Iona College whilst delivering quality learning opportunities for each of our students.

Strategic Intent

To be a Faith filled Catholic Learning Community of compassion, leadership, excellence and courage where all are welcome and inspired to grow to their full potential.

Statement of Iona College Geelong's Philosophy

Iona College Geelong upholds the following philosophy:

- We are committed to offering our students the best education possible, and allowing each student to realise their full potential.
- We are committed to offering the best academic environment possible. To do this, we support each student's learning and ensure that each student can learn in an environment free from bullying, harassment, and undue distraction.
- We are committed to inclusiveness strive to be open and welcoming to all students, regardless of their background, and do everything reasonable to accommodate each student's individual needs. Iona College Geelong will extend particular assistance to children who are poor, disadvantaged or considered most at risk.
- We are committed to caring for each student's emotional and pastoral needs. To do this, we have a pastoral care framework and provide support such as counselling services and education on resilience and mental health.
- We are committed to a Partnership between parents and School- Parents are the first educators of their children. By enrolling their child at Iona College Geelong, parents enter into a partnership with the College to promote and support their child's education, in particular their education in faith.

- We are committed to allowing each student to achieve in areas of their own interest. To do this, we accommodate each student's interests, allowing them to balance curricular and co-curricular activities, and encourage them to pursue their interests.

College Overview

Iona College Geelong Overview

The name 'Iona' was chosen in recognition of the Isle of Iona off the west coast of Scotland. Irish Christian missionary St Columba, with a group of twelve followers, came to the island in the 6th Century and established a monastery. The Isle of Iona became a venerated seat of learning and prayer from which missionaries were sent out to spread the Good News to all parts of the known world.

On the 30th May 2018 the former Archbishop of Melbourne, Denis Hart visited the site to announce the name of Iona College Geelong.

"Like Iona College, the Monastery of Iona was a centre of learning by the sea. Just as Iona College will serve and underpin a growing community, Iona was literally a rock of faith, an island monastery rich in knowledge, a centre of tranquillity in turbulent times and a force for spreading the Gospel in parts then considered the edges of the world." (Archbishop Denis Hart 30/05/18)

Iona College Geelong is a Catholic faith community which will aspire to give students a passion for life, a love of learning and a determination to be of service to others. Our College motto "Learning to Change the World" is aspirational.

At Iona College, we acknowledge Australian democratic values. The school is committed to the principles of freedom of religion, freedom of speech and association, equal rights for all, the values of openness and tolerance, the rule of the law and elected government. We want each of our students to find their place in society with a willingness to use their gifts to make the world a better place for all.

Iona College Geelong is a Catholic co-educational College commencing with 150 students in 2020. We are located in Charlemont area of the Armstrong Creek growth precinct, which is within a 15-minute drive of the Geelong CBD and a ten-minute drive to Torquay on the Surf Coast.

A Catholic education at Iona College will reinforce family values in a dynamic, supportive and caring environment. Our goal is to incorporate the latest technology, delivered by teachers who truly care about student learning and an education that stimulates and actively encourages excellence.

Our College will place a strong, dual emphasis on personal wellbeing and physical activity which we believe will encourage the best possible educational outcomes for our students whilst at the same time supporting our young people as they navigate the many challenges that they are presented with.

Over the next six years, our aim is to fully complete the construction of the College with wonderful facilities that will support the learning of our young people. Key to the development of our College will be our teaching and support staff. This team is committed to working with each student throughout all stages of their learning journey as they work to discover new pathways and aspire to achieve excellence.

Iona is committed to providing our students with a strong, and broad curriculum, with the eventual capacity for students to complete Year 7 -12 schooling with opportunities to complete VCE or VCAL, VET and other vocational opportunities.

A thorough and robust Transition Program in 2020 for our new students will assist in ensuring that students feel confident and enthusiastic about commencing Secondary School and that they become willing participants and contributors to shaping the Iona culture.

Principal's Report

Principal's Report

As I reflect on the year that has been, I give thanks for the wonderful opportunities that we have been blessed with as we commence the Iona College Geelong journey. Whilst 2020 will be known in history as the year that the global pandemic struck, we must never forget that it has also been the year that we commenced operations with 153 Year 7 students and 23 teaching and support staff.

Firstly, I think it is important to revisit a little of the historical context of Iona College Geelong. In the years to come, people may read this report, and it is important that I provide some context on the evolution of our College thus far.

The establishment of Iona College Geelong was in response to the fact that demand for places in Catholic Secondary Colleges in Geelong has far outstripped supply. As population continues to grow in Geelong and the Surf Coast, Catholic Education Melbourne recognised the need to establish a second Co-educational College for the region. Subsequently, 16.33 ha of land was purchased on the corner of Boundary and Horseshoe Bend Road in Charlemont, a key part of the Armstrong Creek growth corridor.

At the end of May in 2018, the then Archbishop of Melbourne, Denis Hart DD officially announced that the new Coeducational school would be known as Iona College Geelong. Archbishop Hart stated that the name Iona was inspired by one of the most significant Catholic sites in the British Isles. "The Monastery of Iona was a centre of learning by the sea. Just as Iona College will serve and underpin a growing community", Archbishop Hart said at the time. In 2020 Iona College Geelong officially welcomed 153 Year 7 students along with 23 teaching and support staff as the foundation staff and students of the College.

In August 2018, I was fortunate to be appointed as the Foundation Principal of the College and I officially commenced this role in January 2019. My role over that next twelve months revolved around four main tasks namely to- Oversee the building of stage 1 of the building project in readiness for the 2020 school year, recruit families and students for 2020 and beyond, recruit and fulfil our staffing needs for 2020 and ensure that VRQA registration was achieved so that we could legally operate as a Secondary College. Whilst there were numerous other tasks to fulfil, I was delighted that by the end of last year all had been achieved as scheduled and we were ready to open in 2020.

Midway through 2019 the first appointment to the College staff was made, Mrs Cassie Healy who provided some invaluable administrative support and who was a vital liaison point with our new families. In October Mr Tom Harriott was appointed to the position of Business Manager. Tom and I had worked together for many years at Clonard College and this close working relationship was vital as we navigated the last few months in preparation for our opening.

As we commenced 2020, we were all very excited to welcome our Foundation students. In our first year we drew students from in excess of fifty Primary schools stretching as far as Little River in the East and Meredith to the North. As expected, a significant cohort of our first students arrived from Torquay and the surf coast. During term 1, our students settled into their new surrounds and it wasn't long before we felt that we had established a vibrant community. I am truly indebted to the College staff who went above and beyond to ensure our students transition to a new school was a successful one.

We then entered into a significant period of remote learning. Covid-19 brought about many stresses for our community in terms of health and uncertainty in relation to employment. What we had

taken for granted for many years was being challenged. Over a period of six months we would enter into two separate periods of remote learning. This not only required the students to learn from home via a computer screen, but it required the College teaching staff to adapt course content and delivery significantly to ensure that learning continued. Whilst we all know the challenges that this period presented, I am confident that our new students built on skills such as organisation and resilience that will hold them in good stead for the future.

Thankfully, we were able to transition back to on campus learning for the last term of 2020. We were able to pack in a number of experiences for our students including sporting and cultural days as well as the inaugural Iona College school camp held at Phillip Island. I was wonderful to give our students some semblance of what would ordinarily happen in any other school year.

As we draw to the conclusion of the year, I would like to acknowledge the Foundation Staff of Iona College:

Teaching Staff	Support Staff
Mrs Carmen Ahearn	Mr Craig Billows (until April)
Mr David Bourke	Mr Tom Harriott
Ms Jodie Carter Blackhall	Mr Craig Harry
Ms Micarle Callea	Mrs Cassie Healy
Miss Anna Haintz	Mr Michael Hughes (from July)
Mrs Paula Hardy	Mrs Cathy Jack
Ms Margaret McArthur	Mrs Ally Lofts
Mr Damian McKew	Miss Olivia McGrane
Ms Melissa Nantsou	Mr Nick Pratt
Mrs Gina Oliver	Ms Joanne Spence (from April)
Mr Nathan Pisani	Mrs Maddie Thompson
Ms Anthea Sholl	Mrs Tracy Wong (until September)
Ms Bernadette Stutterd Lane	
Mr Wayne Walsh	

It is important to acknowledge the tireless dedication and commitment of our staff to our students and families this year.

Joining a new school is difficult let alone having to deal with all the stresses and pressure that remote learning brought with it. Our staff both teaching and no teaching are exceptional people and professionals who place a very high value of the wellbeing of all. They are committed to building this community alongside of our students and families. Thank you to your Community Group Teachers for their care of our student's wellbeing. To our Learning Support Officers, Administration, IT and Grounds staff. It takes a team to make things work and we thank them for their contribution in 2020.

I would particularly like to acknowledge the Heads of Year 7, Mrs Ahearn and Mr Pisani. They have both made an exceptional contribution to our school this year. No ask has ever been too much and their ability to work patiently with students and families has been very much appreciated. Thankyou also to our College Business Manager, Mr Tom Harriott whose expertise and guidance

has meant the realisation of this project. Mr Harriott will be instrumental in the continued development of our physical facilities in the years ahead and we are very fortunate to have him leading our physical development. I have also been very ably supported by our College Administration team, Mrs Cassie Healy and Mrs Cathy Jack whose dedication to a multitude of tasks has been greatly appreciated.

I would like to thank the Iona College Delegated Canonical Administrators (Fr Jim Clarke-Chair, Fr Linh Tran, Ms Lucy Carroll and Mr Rob Aron) who along with the College Board (Mr Paul Tobias-Chair, Mrs Julie Whelan, Ms Sarah Morgante, Ms Jo Hart, Ms Mari Portaro Mr Gerard McKenzie and Mr Stephen Elder) have volunteered their own time and expertise to ensure that we are a successful school. It is also important to acknowledge the work of Catholic Education Melbourne who have provided guidance and support throughout this project. I believe that Iona College is the biggest single build undertaken by CEM and I would like to particularly thank Mrs Megan Ioannou, the Director of Planning and Infrastructure and her team for their continued support.

I would like to acknowledge the Iona College Parents and Carers. Our Parents and Carers made a commitment to entrust the education of their daughters and sons to us. Even amongst so many unknowns associated with a new school it was our parents and carers who supported our commencement through the enrolment of their daughters and sons. Without this support, our school would not have been established or opened this year.

And We give thanks to The Iona College students of 2020. Without our students, we are nothing. Transitioning to secondary school is difficult. Transitioning to a brand-new school is even more challenging. Our students have embraced our school and they will forever more hold a very special place in the history of our community. We know that there were times this year that they felt disconnected from what a 'normal' school year should be. We thank them for their patience and resilience. In 2021 we welcome a brand-new cohort of students and we need our current students to lead and be positive role models for next year and beyond. It is through the actions of our students that our positive reputation as a school community will continue to be established and enhanced.

And it is with excitement and anticipation that we look toward 2021. At the start of 2021, work will commence on three major building projects in readiness for our students in 2022. A specialist facility is being constructed incorporating dynamic learning spaces and specialised equipment for science, visual and digital art, technology (wood, metal, plastics and electronics), STEM, digital technology, media and performing arts.

Work will also commence on the College gymnasium, food technology and music precinct and finally, a third build will take place that will incorporate a library, student services, learning centre and administration that will support the students and staff for many years to come. A great deal of planning has taken place to ensure that each facility built is agile enough to respond to changes in educational practice in future years. These facilities will accommodate the learning needs of students from Years 7 to 12 as well as enhance the future provision of VCE, VCAL and VET programs undertaken at Iona.

As the College adds additional year levels, we will continue to recruit high calibre staff who will promote a dynamic learning environment that will respond to the needs of each individual. The College will continue to develop learning facilities and programs for our students as they enter into their senior years and pursue various pathways leading to further study or employment.

As the new Catholic Co-educational College in Geelong, our goal is to also work with our students in practising their social and community responsibilities that lie at the heart of our faith in order to make a difference to those who are marginalised in our community.

The end of 2020 gives us the chance to look back and celebrate all that has been achieved in the establishment of Iona College Geelong. In the years to come, it is my hope that people will remember all of those in our community who have contributed their time, skill and expertise that will consolidate us as a coeducational Catholic secondary school choice for the Geelong region.

Education in Faith

Goals & Intended Outcomes

Goals and Intended Outcomes:

(1) Religious Leadership

In our Foundation year our objective was to ensure that all in our community would recognise us as an authentic Catholic Secondary College. As less than 60% of our student cohort are baptised Catholics, this was their first experience of a Catholic school and first time taking part in Catholic traditions and rituals. As such we have recruited staff who are preprepared to bare witness to their faith and nurture opportunities for our students accordingly.

(2) Praying and Celebrating

In our first year, our aim is to promote prayerful and reflective experiences where the sacred is acknowledged and consciousness is drawn back to why we exist as a Catholic Secondary School. At the beginning of 2020 we were able to hold our opening school Mass which was a key invitation for our students to be welcomed to our Catholic community.

(3) Witness for Mission

Our objective over 2020 is for our students and staff to participate in the learning community first and foremost as witnesses, sharing something of themselves in their participation in everyday rituals with others with our ultimate aim of students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of our Catholic school community. In 2020, we laid the foundations to what we hope will be an ongoing relationship with St Luke Mannya Catholic Parish in the Masaka Diocese in Uganda. In particular, it is our aim to support St Mary's school which is in the Parish and known to be one of the poorest schools in the Parish with a student population around 400 students.

Achievements

As this is our first year of operation, our achievements have been around developing a coherent, life-giving religious education curriculum which allows our Year 7 students and staff to enter into their new school community space feeling valued for what they bring.

VALUE ADDED

Activities undertaken in 2020 included:

- Prayer and Reflection opportunities
- Liturgical experiences
- Project Compassion effort
- Fundraising efforts for the marginalised
- Columba Day Celebrations

- Guest Speakers

Learning & Teaching

Goals & Intended Outcomes



Goals and Intended Outcomes:

(1) Teacher Professional Practice and Engagement

As a Foundation staff at Iona College, our chief responsibility in 2020 has been to transition our new Year 7 students to the College and concentrate on establishing a strong relationship that leads to learning possibilities. Crucial to engagement has been the establishment of a rigorous learning program that is accessible for all students regardless of academic ability.

(2) Powerful Teaching

As a College with one year level (Year 7) many weeks were spent on getting to know our students and their individual abilities. The disruptions caused by Covid-19 meant that it took a lot longer than would have ordinarily been expected as for a significant number of weeks our students were learning from home.

(3) Assessment and Monitoring of Performance

Over the course of 2020 we were able to collect data that informed us regarding student academic performance. This enables us to make precise decisions in relation to growth and progress. The data included on demand testing in mathematics, science and literacy.

Achievements

As this is the first year of operations at Iona College, the main achievements have been the construction and enactment of the learning and teaching framework, the establishment of a research partnership and the building of a coherent sequence of learning aligned with the Victorian curriculum.

Each student has access to their own College issued computer that has enhanced their ability to research and discover. All Domain areas have integrated ICT into their subjects and additionally, our students have completed a minimum of one semester of specific ICT classes.

Given the disruption to the 2020 school year due to the Covid-19 pandemic our other main achievement was to enact an ICT platform using TEAMS through which we delivered structured remote learning lessons to our students during the time that they were unable to be on campus. Our survey feedback from parents indicated that the College was successful in navigating the in chartered waters of remote learning and that they felt that there was great accessibility to support from the College teaching staff despite the fact that students were studying from home.

STUDENT LEARNING OUTCOMES

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.

MEDIAN NAPLAN RESULTS FOR YEAR 9	*
Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	***	***	***		
YR 07 Numeracy	***	***	***		
YR 07 Reading	***	***	***		
YR 07 Spelling	***	***	***		
YR 07 Writing	***	***	***		
YR 09 Grammar & Punctuation	***	***	***		
YR 09 Numeracy	***	***	***		
YR 09 Reading	***	***	***		
YR 09 Spelling	***	***	***		
YR 09 Writing	***	***	***		

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

** 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.

[Image.NaplanYear7]

[Image.NaplanYear9]

Student Wellbeing

Goals & Intended Outcomes

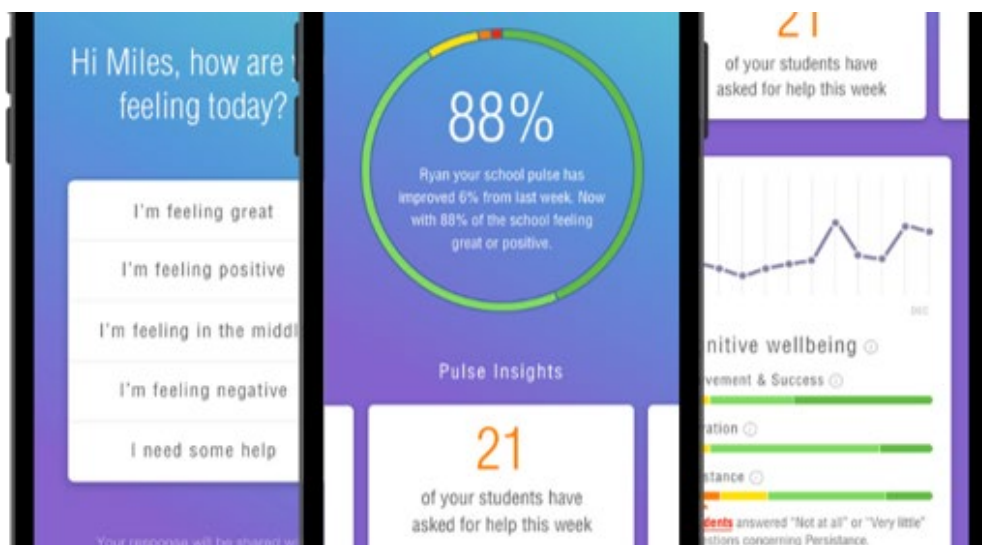


Goal and Intended Outcomes

- Begin to implement an explicit social emotional curriculum for Year 7 and map a plan for Year 8 2021
- Become a Respectful Relationships partner school and create an RR team
- Create and embed a Positive Behaviour Approach and develop policies and procedures to support this approach
- Focus on connection to College by community group structure.

Wellbeing: a whole school approach

- Community Group Leader Model (12-13 students)
- Every teacher is a teacher of Wellbeing
- Parent Education, Respectful Relationships, The Resilience Project
- Mobile Phones & Social Media



Achievements



Achievements

- Created small pastoral (homeroom) groupings called Community Groups with only 12 students per class - this is to encourage connectedness and assist with transition and parent partnerships
- Investment in The Resilience Project for student diary with access to explicit GEM curriculum for Community Group lessons
- Acceptance as a Partner school Barwon Respectful Relationships
- Development of an action plan - Respectful Relationships team including child safety and child protection officers
- Term 4 launch of Positive Behaviour Policy and procedure including flag system and SOS Respect for Self Others and School
- Plan for PD of staff for 2021 - Positive Teaching Strategies with Institute of Positive Education

VALUE ADDED



Value Added

- Due to COVID a number of face to face opportunities were lost however connection via Microsoft TEAMS was a success including PT interviews with families online
- RR PD attendance and support by Lead school and other Barwon networking opportunities
- Use of Resilience Project curriculum remotely

STUDENT SATISFACTION

During the course of the year, students were involved in the development of key Foundational words on which we hope to build our College. The students and wider community were also involved with the selection of our House Patrons:

Iona College Houses

CAROLINE CHISHOLM 1808-1877
COMPASSION
 Born Northampton, UK. Arrived Australia 1838; became known as 'The Emigrant's Friend'.
 "As a pioneer of thought and action she promoted the idea that the state would be concerned with the social needs of the people in a positive way."

MARY MACKILLOP 1842-1909
LEADERSHIP
 Born Fitzroy, Melbourne. Australia's first saint (2010).
 "A woman truly ahead of her time, always pragmatic and down to earth. She wasn't afraid to question authority when justice and charity required it."

MARY GLOWREY 1887-1957
EXCELLENCE
 Born Birregurra, Victoria. Servant of God 2013.
 "It was her work in global health which is perhaps most inspiring and is one of the key aspects of her life which is being explored as part of her cause for canonisation."

POPE FRANCIS 1936-present.
COURAGE
 Born Buenos Aires, Argentina. Pope (2013) - name chosen to reflect St Francis of Assisi and St Francis Xavier.
 "Pope Francis is not afraid to name the problems facing young people in our world, particularly exploitation in all its many forms, but he does not dwell on the negatives. He invites young people to take their place as the 'now of the Church', work in solidarity to fight evil and live the gift of the 'present.'"

IONA COLLEGE January 2020
 Foundation students and staff arrive
 'Learning to change the world'

Compassion Leadership Excellence Courage

STUDENT ATTENDANCE



Non-Attendance and Unexplained Absences

Parents can notify the College by phone or email when their son/daughter is absent from school. They also have the option to access the Parent Access Module (PAM) to notify of their child's absence.

If there is an unexplained absence, parents are contacted by recess to obtain a reason for this absence and the roll is marked accordingly.

Please see below the 2020 School Attendance:

Campus	Year Level	Student Count	School Attendance Percentage	Class Attendance Percentage	% Class Time Lost Due to School Activities
Secondary School	Year 7	155	92.70%	92.59%	7.56%
Totals and Averages		155	92.70%	92.59%	7.56%

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate null%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	94.7%
Y08	null%
Y09	null%
Y10	null%
Overall average attendance	94.7%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

- To establish documentation that outlines our strategies to embed a culture of safety at Iona College, including policies, related procedures for responding to and reporting allegations of suspected child abuse and key roles and responsibilities in child safety
- To ensure that Child Safety is part of our public and internal messaging.
- To promote child safety strategies to staff, students and the community and ensure our community are aware of staff who hold key roles in this area e.g. child protection officers

Achievements

Achievements

We have continued to embed our child safe policy and commitment into everyday practice such as staff meetings, newsletters and public and internal messaging.

- PD of staff has been successful with all teaching staff and LSOs attending a Child safety PD, and completion of mandatory reporting modules.
- Launch and implementation of PROTECT via our 2 Child Protection officers
- Accepted as a partner school for Respectful Relationships (Barwon) region - PD, Support and networking with other Colleges.
- Child safety risk management procedures and adoption of Complispace platform has been established.

Leadership & Management

Goals & Intended Outcomes



(1) Formation of self and others

In 2020 the College staff worked together with regard to professional learning. Key to this learning has been the establishment of the College learning and management program. Together the staff developed a Positive Behaviour Support approach to student management. Professional learning was undertaken with staff from Catholic Education Melbourne so that an effective system of student management. Professional Development opportunities were also pursued that specifically focused on individual Domains and the construction of an appropriate, rigorous learning program at Year 7.

(2) Leading, Learning, Innovation and Improvement

The College has developed both an Annual Action Plan and Strategic Plan that is an explicit plan for whole-school improvement and that also identifies measurable and targeted improvement goals.

(3) Strategic Planning, Leadership and Management

The College staff has met on a regular basis to ensure that there is alignment with individual and group efforts to attain the goals of the Annual Action Plan and Strategic Plan. Efforts have been made to involve all key stakeholders in these plans and have them play an active part in working towards successful achievements.

Achievements

- Positive Behaviour Support system established
- Domains established and rigorous and engaging courses planned
- Professional Development opportunities taken by individual staff members

- Annual Action Plan established
- Strategic Plan established
- Professional Development undertaken with College Board
- Planning undertaken for the establishment of Year 8 and beyond.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Microsoft Teams Professional Development for all staff for remote learning
- Cross-curricular PD
- PD relating to SIMON as our intranet for all staff
- Mandatory reporting
- Child Protection PD (PROTECT)
- Student Medical training (Anaphylaxis and Asthma)
- Positive Behaviour Management Training

Number of teachers who participated in PL in 2020	13
Average expenditure per teacher for PL	\$395

TEACHER SATISFACTION

Each staff member has completed the Annual Review process where they have been able to reflect on the current year and indicate where improvements can be sought professionally and as a College.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	100.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	null%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	23.5%
Graduate Certificate	11.8%
Bachelor Degree	35.3%
Advanced Diploma	0.0%
No Qualifications Listed	64.7%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	12.4
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.8
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

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Our Commitment is to:

- Provide the best educational opportunities possible-both academic and vocational.
- Promote inclusiveness- educational support and enhancement.
- Focus on Wellbeing.
- Partnership with families.
- Support and nourish individual passions.
- Foster leadership.
- Encourage a healthy and active lifestyle.

Achievements

Consistent interactions have taken place with parents and carers that have been overwhelmingly supportive of the College's first year of operations. Due to the pandemic no formal surveying of parents/carers was completed in 2020.

VALUE ADDED

- Sport
- Music
- Performing Arts
- Music/Choir
- Visual Art
- Leadership
- Environment Club

PARENT SATISFACTION

As noted, no formal survey of parents has taken place in 2020.

A regular weekly written communiqué was distributed to parents throughout the year that generated many positive comments.

The College social media platforms were another avenue of parent/carer feedback supportive of the College activities throughout an interrupted 2020.

Future Directions

In 2021 the College is currently undertaking two major building projects that are scheduled to be completed at the commencement of the 2022 school year:

Our Specialist Centre incorporating science, art, technology (wood, plastics, metal), information technology, media and STEM, that will provide a unique opportunity for students to follow their passion for learning in a modern state-of-the-art facility and;

Our Gymnasium, Food Technology and Music Centre that will allow for physical activity and creativity in a modern educational setting.

Works will commence at the end of 2021 on the next building project that will encompass administration, student services and library in readiness for the 2023 school year. Further, building projects have been planned in the years to come.

Our staff will continue to form a relevant and dynamic learning program for existing and future Year levels as we grow our student cohort. At the core of learning is the wellbeing of each individual in our care that we will continue to support in the years to come.