

# Thomas Carr College Tarneit

## 2020 Annual Report to the School Community



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## Minimum Standards Attestation

I, Craig Holmes, attest that Thomas Carr College is compliant with:

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

20/05/2021

**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](http://www.acnc.gov.au)

## Our College Vision

Thomas Carr College is a dynamic Catholic learning community, guided by the Gospel. Excellence and opportunities to develop are pursued. Through our hope and service to others we shine our light into the world.

### Our College Mission

We are committed to:

- Nurturing faith and fostering positive, life giving relationships with others
- Providing an engaging and innovative learning environment
- Developing the capacity for independent thought and informed decision-making
- Recognising the goodness of all members of the Thomas Carr College community and treating all with respect
- Equipping all students with knowledge, skills, and attributes to take their place optimistically in a globalised world.





## College Overview

Thomas Carr College, co-educational Catholic Secondary School, was established in the Western Suburbs of Melbourne in 1996 and commenced its first year of operation with 72 Year 7 students in 1997. Since this time our enrolments have grown to 1101. Students who attend Thomas Carr College live in the areas of Tarneit, Hoppers Crossing, Truganina, Werribee, Laverton, and Point Cook.

Thomas Carr College aims to create a supportive, inclusive and faith driven College community that is comprised of students, staff, parents, and the wider community working together to improve student outcomes.

The College also aims to foster continuity of faith development with the local parishes of Tarneit, Truganina, and Hoppers Crossing. The priests and parish associates maintain a constant connection with the College for staff, parent, and student faith development.

The College opened a Country Campus in 2014 called the Good Samaritan Campus, it is located at Coragulac and is part of the Parish of Cororooke, 11 kilometres from Colac. It is approximately 1 hour and 45 minutes, 141 kilometres, from Thomas Carr College. This is the location where our Year 9 students participate in a Country Experience as part of the iD9 program.

At Thomas Carr College, we want our classrooms to be positive, enthusiastic, productive, and innovative learning environments. We aim for our students to become life-long and self-disciplined learners who are empowered and active within a globalised world.

At Thomas Carr College we aim to be active and explicit in promoting Student Wellbeing. Thomas Carr College sees it a part of our core business to provide opportunities for student participation, communication and engagement which can increase students' self-esteem and build school connectedness. Essentially, we aim to create a school environment where our young people feel safe, valued, engaged and purposeful.



## Principal's Report

I have the pleasure of presenting below the Principal's report for 2020. It is an attempt at reporting on all aspects of school life throughout the year.

In 2020 the College journeyed towards its silver jubilee to be celebrated in 2021, recognising our service to community. As Principal of Thomas Carr College, I have stated my vision as one that honours the past while laying the foundations for our present students to excel while we plan for our future. My mantra is that 'learning and teaching is the most important thing we do'. We are excited about our future with high expectations for the College.

In today's world we are challenged as a Catholic school to articulate our identity and vision, while expressing our distinctiveness as a Catholic school in our increasingly secularised society. The College theme for 2020 is: 'Be Strong and of Good Courage'.

Courage is one of the gifts of the Holy Spirit and sometimes referred to as "Fortitude" meaning that it enables us to conquer fear. Jesus faces his fears in the Garden of Gethsemane where he prepares for his forthcoming betrayal and what he knows will be his death. Jesus is not fearful of death itself, but perhaps of the pain he must endure before it claimed him. We all have our fears, and by facing them we show true courage. God supports us to face these and we must take comfort that he will always be there for us. Archbishop Thomas Carr was himself a courageous man.

We had a great start to the academic year, with our energetic Year 7 students entering the College in their secondary school uniform. Some nervousness, a lot of excitement and anticipation from the new Collegians. Our transition program stood the test with our Year 7 students who settled in well.

The broader Leadership team of the College established the three main points of focus for 2020:

- Creating the conditions for high quality learning
- Culture and Pride
- Community Engagement

As a relatively new Principal to Thomas Carr College, having completed my second year in this wonderful role, I can't believe the difference we faced from 2019 to 2020. I believe our entire community would have a similar reflection. What we took for granted and the many and varied College events that transpire in a non COVID-19 environment had to be rethought completely. Much of this impacted the Year 12 students of 2020. As a College we endeavoured to honour our valued traditions in alternate ways.

This 2020 College report has been impacted by the cancellation of the major events that bring life to the College in a normal year where we are free to gather and be as one in community. This was not the case for 2020. In the years ahead, cooperation and involvement of all members of our College community is not just encouraged, but essential if we are to respond to the challenges and opportunities that exist for us to reach our true potential.

In mid-March education, and indeed our whole global society was to experience an 'unprecedented pandemic' of modern times with the emergence of the Coronavirus.

This led me to write the following:

*"The College is preparing for the potential scenario that we will need to provide continuous learning and wellbeing for our students via remote learning. This will entail online learning that will have a degree of interactivity, in particular for our Year 11 and 12 students. All students from*

*Year 7-12 will be required to be in attendance at home for the normal school day, where the timetable will continue to operate remotely. Students will be expected to access the established platforms to sign in for their attendance starting with Homeroom on every school day that we continue to deliver a remote learning program.*

*Students need to develop a mindset that any remote delivery of lessons have the same expectations for attendance, effort and behaviour. Normal school expectations and consequences apply to this remote learning situation, if it is required. If schools do close, we need to be prepared for a situation where they could be closed for an extended period."*

By the conclusion of the 2020 academic year we experienced the prolonged period of distance learning that we termed LEARNING@HOME at Thomas Carr College. The resilience of the community was tested and in the vast majority of cases we managed to survive the year through good communication with families and the exceptional efforts of teachers and parents to ensure that students had every possibility for experiencing success.

I read an article recently that stated:

*'Our kids need to fail, to make mistakes and to experience disappointment. They need to face adversity, learn from it, and move on. They need to go through the tedious processes of life: getting dressed, packing bags, tying shoes, doing hair, making beds, completing tasks. They are going to have to face the real world sometime. We will not always be there to rescue them, to guard them, but we can guide them. As parents, it is our role to teach them to deal with anger, frustration, loneliness and disappointment.'* Gabbie Stroud

I truly believe that our students having traversed this journey of COVID-19 have built great resilience. Our thoughts and prayers go with those who have been impacted by this pandemic.

## **Strategic Undertakings**

The College undertook the task of appointing an architectural firm to lead us in our future College Master Plan which will provide for more purposeful and efficient learning spaces. The plan commences with the installation of a senior school building and a refurbishment of the current Year 11 and 12 building to become a hub for both technology and science as well as a student services centre. The centre of the College will be landscaped to form a central plaza which will be a key thoroughfare and passive recreational space. In time a new Year 9 and 10 building will emerge and a cafeteria as a further addition.

Our commitment to student wellbeing and our learning and teaching program continues to gain momentum through our model of instructional practice, building on the Berry Street Education Model (BSEM), and the High Impact Teaching Strategies (HITS). Further information is contained in this Annual Report.

We have undertaken a thorough analysis of information received in relation to our data relating to the Enhancing Catholic School Identity (ECSI) for the College. Our report in 2020 concluded: '... the strengths and opportunities recognised by the ECSI research at Thomas Carr College, Tarneit can be seen as a source of inspiration and a strong support basis for devising and implementing effective responses to the challenges that were also identified by the research. On the basis of the survey results, Thomas Carr College has a wide base of support for Catholic identity from most of the staff and students who joined the study. This observation is the most vital strength that can help uphold and foster the school's Catholic identity on both the current and normative levels. With these qualities and strengths, challenges and critical questions, and suggested recommendations, we would like to encourage and support Thomas Carr College in

its ongoing efforts to renew and enhance its Catholic identity in the school's specific and continuously changing context. This includes a hermeneutical and symbolic manner of engaging with religious beliefs and a school identity model that recontextualises Catholic identity in a manner that is faithful to the original Christian inspiration and Catholic faith tradition, while opting for solidarity and Dialogue with the philosophical and religious diversity at school. From a theological point of view, we maintain that this multi-correlational didactical approach does most justice to the dynamics of revelation and the Christian faith tradition itself.'

Our Social Justice programs invited our students to bring faith into action. The staff and students comprising team of Social Justice students were aiming to raise \$3000 for the homeless, supporting the efforts of The St Vincent de Paul Society - Vinnies. They raised over \$7,100! Thank you to all in our Thomas Carr community that contributed generously to this effort.

### **Student Leaders**

I take this opportunity to thank my Leadership Team and staff of the College for their support in 2020. I thank the College Captains, Isabella Loverso, Geoffrey Maddock and the Vice Captains, Amy Virgona and Darcy Hoppen, for their leadership in 2020. Our 2020 Middle School Captains, Cherie Strong and Oliver Pond are to be congratulated for their contribution along with all other student leaders and the College Ambassadors.

### **Enrolment**

Our enrolment for 2020 was a total of 1057 students. Below is a breakdown of the various year levels:

**Year 7:** 196    **Year 10:** 192

**Year 8:** 190    **Year 11:** 163

**Year 9:** 151    **Year 12:** 165

### **Student Achievements**

The following provides a small insight into all of the wonderful and exceptional things that our students achieve both inside and outside of College life

- Year 12 student Ating Maker was awarded the prestigious University of Melbourne Hansen Scholarship which is offered to only 20 students across Australia. Ating will be studying the Bachelor of Science at University of Melbourne.
- Thomas Carr College student leaders have co-hosted their own live radio show on global radio station LIVE FM during the 2020 Catholic Education Melbourne (CEM) Radio Ed Week.

<https://www.livefm.online/cem-radio-ed-week-2020>

- Year 10 student Rachael Castelino - won the People's Choice Award for the Woods Street Art Prize 2020.
- Year 12 student Chelsea Dennis was commended for her outstanding achievement in her project for Personal Development Skills & Work-Related Skills. Chelsea has made a large quantity of reusable masks - 10 designs x 6 sizes - to support the homeless. This was supported by our partnered charity Vinnies Victoria.



- On Friday 21st August, Thomas Carr College students and staff held a no-frills sleep-out in our backyards, garages, couches, and bathrooms to raise awareness about homelessness and raise much needed funds for St Vincent de Paul Society.
- Some very lucky Year 7 students participated in a four-week 'Robots at Home' Coding Challenge, with kits provided by Wyndham Tech School.

## Music and Performing Arts

The Music Department is a visible and important part of Thomas Carr College. We are always involved in any large school event. We have concerts and Music Soirées so that students have the opportunity to perform to an audience and we are often called on by the College community to perform for them. We are industrious in the classroom, delivering an exciting and challenging curriculum, and our instrumental program allows students to further progress on their chosen instrument. 2020 was a challenging year for the Music Department with many performance opportunities lost to our students, who are ably assisted by our talented staff in a normal year without the restrictions of COVID-19.

2020 held some highlight for the Music Department that were involved in many online events:

- Stations of the Cross
- Whole school online masses
- Term 3 Music Concert
- Two Year 12 Music Concerts for parent
- Thomas Carr's Got Talent
- Weekly Concert Band rehearsals
- Online Choir Rehearsals.

## Sports

2020 marked the return of Thomas Carr College's involvement in SACCSS - Sports Association of Catholic Co-educational Secondary Schools, after 17 years membership to the Association of Co-educational Schools (ACS). We are proud to have been able to provide this fantastic opportunity to all our students celebrating our tremendous sporting talents and prowess during this period of time. In a similar theme COVID-19 curtailed most events with the following limited fixture actually undertaken:

Year 10 Premier League Term 1

Senior Boys Cricket & Senior Girls Netball (4 out of 5 rounds completed)

Senior Sports Day (Boys & Girls Tennis, Boys & Girls Volleyball and Mixed Netball)

As we continue with the Sports Association of Catholic Co-educational Secondary Schools (SACCSS) where we will compete against local Catholic colleges in term-based competitions for all year levels, we have high hopes that if we all play our part, we will be a force to be reckoned with and come away with even more success in coming years.

## VCE in China

In 2020 the VCE in China program celebrated 11 years since the first students enrolled at Wenzhou No. 21 Middle School. In the decade since, the College has grown the program, setting up new partnerships with various other schools throughout China. The maturing of the program recognises the benefits to both teachers and students in bringing the two education systems closer together.

2020 marked the 11th year of our College delivering the VCE in China and the addition of a further program in Langfang (Hebei province). The maturing of the program recognises the benefits to both teachers and students in bringing the two education systems closer together. With the challenges presented by COVID-19, the 9th Annual VCE Transnational Conference hosted by the College in collaboration with Firkbank Grammar and RMIT University went online. Over 400 teachers attended the conference over the 6 days at which each of our mentors presented sessions related to their teaching area. VCE results offshore continue to improve with over 50 per cent of students achieving an ATAR of 70 or higher.

With students around the world including those in Australia and China experiencing periods of remote learning, 2020 will be remembered as a year that showed us how interconnected the world is and how important it is for our students to develop a global perspective and intercultural understanding.

## Conclusion

We are proud of the achievements we have made during 2020 and the lasting impact these achievements will have on our students and community.



## College Board Report

*"A board has the responsibility of ensuring that the college is faithful to its character as a Catholic school. It develops policies to enable the college to function, it supervises the college's financial arrangements and it offers significant support to the principal and other key leaders of the college."*

The College Theme for 2020 was "Be strong and of good courage." Indeed the reality of this call has been a significant part of our daily lives under the shadow of the COVID-19 Pandemic.

On behalf of the College Community-students, parents, staff and members of Board I would like to take this opportunity to sincerely thank our Principal Mr Craig Holmes for his exceptional diligence and dedication in ensuring that the educational, spiritual, physical and emotional needs of the students were met throughout this challenging year. The demands on a Principal are great in normal circumstances. This year the demands were enormous. Together with his Deputy Ms Lucy Angelico, the College Executive, Teachers and Staff, he has worked tirelessly to fulfil the College Vision to provide opportunities for students and staff to develop excellence. Students were supported through the LEARNING@HOME program. They were given the opportunity to develop resilience and persistence to achieve the best possible outcomes, whilst all along being supported by their teachers. They were also provided with the opportunity to self-regulate and self-pace their learning in completing set tasks and ensuring they were up-to-date with assessment requirements and other learning tasks.

Thank you Craig for the many hours you spent planning, preparing, supporting and encouraging all who are in your care. Your time and passion for our students' education and wellbeing is greatly appreciated. On behalf of the parent community I would like to also congratulate and thank staff for their great commitment and ongoing support of the students this year.

I am pleased to report that Mr Holmes continues to plan and prepare for exciting new projects for 2021 including the next part of the Master Plan for the future renovations and buildings at Thomas Carr College. Thank you to all families that participated in the Parent Forum offering suggestions and ideas.

We definitely missed gathering at the College to celebrate the students' diverse gifts, talents and achievements this year. I am sure that like me, you look forward to returning to the College to experience such wonderful occasions next year.

Finally, I would like to sincerely thank our canonical administrators, Fr Jude, Fr Vincent and Fr Albert for their great support. I also thank the members of the College Board for their generous gift of time and expertise in support of the College and all its endeavours. Their interest in the welfare and education of the students and the development of the College is most appreciated and valued.

Let us pray that 2021 is full of great joy and an abundance of blessings.

Mrs Connie Skinner, Board Chair

## Education in Faith

### Goals & Intended Outcomes

During 2020, a key goal was to explicitly and intentionally develop shared understandings and recontextualised approaches in faith formation and Religious Education with all members of the college community.

Recognising that our secularising and pluralising world presents both challenges and opportunities for Catholic educators, our intended outcomes were:

1. To ensure that, as a Catholic school, we were able to maintain our core Catholic identity and relevance in a postmodern, secular world; and
2. To strive to be a place of evangelisation where our College community can engage and communicate with our Catholic faith tradition in this ever-changing context.

### Achievements

At a time when we were absorbed by extended periods of lockdown caused by the COVID-19 pandemic, creative opportunities still abounded for our College community to be invited to participate in a rich prayer life and liturgical celebrations throughout the year. Lockdown or not, the Spirit still finds a way! Our prayer life and rich liturgies, albeit many of them online, played a central role in the formation of our lived Catholic identity in 2020 at significant moments in our College, in our Church life and in the context of a significant global pandemic.

Our College Theme in 2020 was "Be Strong and of Good Courage." The theme of Courage, launched at our opening College mass was, almost prophetically, chosen well before COVID-19 crept onto our shores. Never could we have imagined at that time the extent to which we would be called to be people who were strong and of good courage!

Accordingly, we celebrated important college and liturgical feasts that helped draw out the theme of courage. With the active support of our Liturgical Captains, we invited students and staff to consider the courage of our Malay-Borneo and ANZAC veterans in our annual Malay-Borneo Veterans Service of Remembrance. We considered the courage of our patron, Archbishop Thomas Carr, in forging new paths in Catholic Education on Thomas Carr Day. At the feast of Pentecost, we reflected on how the Spirit of Christ inspired the early church to be people of courage and joy; and, at the feast of the Assumption, we focussed on the strength and courage of Mary whose resounding 'yes' made possible the coming of Jesus.

In 2020, the College undertook its third round of the completion of the Enhancing Catholic School Identity (ECSI) surveys. Held every four years, the results of the ECSI surveys help the College to consider our core Catholic identity and relevance in a postmodern, secular world. Through these surveys, we are able to intentionally plan how we will continue to be places of evangelisation where the young can grow in their understanding of Jesus and the unfolding story of God's action in the world.

Unfortunately, due to the COVID-19 restrictions, most year levels were unable to participate in their Reflection Days, and in the 2020 Catholic Education Week celebrations. We had also made plans for students to attend the RISE Festival which is a Melbourne-based one-day event for young people aged from Year 7 to 25 years to discover and deepen in Christ and to celebrate



their faith. This was also unable to go ahead. We look forward in 2021 to celebrate events such as these.

Given the challenging circumstances of the pandemic, we are grateful for the ongoing support we received from our Canonical Administrators Fr Jude Pirotta MSSP, Fr Vincent John CMI and Fr Albert Yogarajah who worked tirelessly to guide and encourage the enhancement of our Catholic faith and mission at the college. Special thanks, too, are extended to Fr Silvio Bezzina MSSP who became part of the Faith and Mission Team. We farewelled Bishop Mark Edwards OMI who left the western region of Melbourne to take up his new appointment as Bishop of Wagga Wagga. Bishop Mark has been a great supporter of our Catholic Identity over recent years. We wish him every blessing on his new mission.

Finally, we wish to pay special tribute to our 2020 Liturgy Captains who have so ably assisted in many of our Faith and Mission activities this year: Natasha Smith, Brianna Lapina, Alyssa Gaba, Anthony Gattellaro, and Jayden Mohan.

#### VALUE ADDED

1. The fact that many of our liturgical celebrations were filmed and streamed live meant that we had much greater capacity to involve more students, parents and the wider College and Parish communities in the prayer life of the College.
2. The completion of the ECSI surveys in 2020 provided a fertile ground within the College consider empirical and practical theological data to measure and impact the College's Catholicity vis-à-vis changing social, ecclesial and educational contexts. This allows the College to plan more intentionally in the area of Faith and Mission in the coming 4-year period.
3. Our Social Justice Captains and Associates were creative in their fund-raising efforts, despite being in lockdown for a large part of the year. They led the College community to promote awareness of issues of social, economic and ecological justice and to raise much-needed funds to support a wide-range of Catholic charitable organisations. Despite the financial hardships experienced by our families during the pandemic, we were able to raise record amounts for our Vinnies Winter Sleepout Appeal and the Vinnies Christmas Hamper Appeal. Donations were also raised to support the work of Caritas (Project Compassion); the Missionary Society of St Paul (Philippines Mission); Catholic Social Services Australia Emergency Appeal; and the Aboriginal Catholic Ministry's Opening the Doors Foundation. We were also actively involved in the development of a Reconciliation Action Plan and proposals for a Resource-Smart School.

## Learning & Teaching

### Goals & Intended Outcomes

**Goal:** To equip all students with the learning habits and the skills to thrive in the 21st Century.

#### Intended Outcomes:

- ☐ That existing academic programs, policies and procedures used at Thomas Carr College are reviewed and, where necessary, adapted to meet the ongoing needs of the School.
- ☐ That student learning outcomes are improved and are reflected in our student data (including NAPLAN and VCE/VET/VCAL).
- ☐ That staff and students become aware of the data that exists, incorporate its use into their routines and use a common language to incorporate data into their teaching and learning.

### Achievements

Our commitment to the learning and overall growth of our students is at the heart of who we are as a dynamic Catholic learning community. In 2020, this approach created a strong sense of hope in what students can achieve at Thomas Carr College now and into the future.

A major project undertaken throughout 2020 was the further development and initial implementation of the College's Model of Instructional Practice. This model combines the use of High Impact Teaching Strategies (HITS) with the principles of the Berry Street Education Model to develop a framework that connects learning and wellbeing as a driver in improving student outcomes. This model also aims to provide the language in how we can foster a strong and sustainable learning culture that is shaped by our Catholic identity.

In response to COVID-19 and the shift to remote learning the College's LEARNING@HOME program was developed and successfully implemented across all year levels. Our approach to remote learning was based on the core principles of being able to have students engage with their learning and remain connected throughout the majority of 2020.

This was acknowledged in an interview conducted by Microsoft and further reflects the work undertaken by the College in creating an online learning environment. To read the full story please access this article at <https://educationblog.microsoft.com/en-au/2020/09/thomas-carr-college-presses-pedal-to-the-metal-on-21st-century-learning/>.

Other achievements include:

- ☐ Introduction of new subjects across Years 9 and 10 in the areas of all key learning areas has provided opportunities for students to engage with their learning through a breadth and depth of learning experiences.
- ☐ Increase in the percentage of students achieving a VCE Study Score of 40 or above. In 2020, 2.3% of students achieved an VCE Study Score of 40 or above compared to 1.66% in 2019. This has continued to increase since 2016 (1%).
- ☐ 91% of students who applied for a tertiary place received a first round University offer. This includes 56% of students receiving their first preference.

□ Four out of our top 5 ATAR students received an offer to study science at The University of Melbourne.

### **National Youth Science Forum**

Year 11 students, Jobanpreet Kaur Brar and Roshal Gupta were successful in their applications to attend the 2021 National Youth Science Forum. This is a major international event and includes a virtual tour of the CERN Large Hadron collider in Geneva with Q&A time with some of the world's leading scientists.

### **The Catholic Education Melbourne Creative Arts Exhibition (refer to Beacon #6 for image)**

Charlotte Brett (Year 12), Ayden Micallef (Year 11), Roralee O'Reilly (Year 11), and Fiona Bosilkovski (Year 10) featured in this online exhibition showcasing their wonderful artwork.

### **Early Entry Awards**

Our VCE students continue to be aspirational as they prepare for life beyond Thomas Carr College. Their commitment to excellence, is reflected in the many Year 12 students who have gained early entry into university for 2021.

### **Academic Excellence**

In 2020, three students achieved over 90 for their ATAR with all the below listed students receiving 85% or above for their ATAR. Many of these students also received Study Scores of 40 or above for one or more subjects and have been awarded university scholarships. This includes Atieng Maker who will be studying a Bachelor of Science at the University of Melbourne. At the end of last year, she was awarded the prestigious University of Melbourne Hansen Scholarship which is offered to only 20 recipients across Australia.

### **College Dux**

Sinit Berhane      98.2

### **College Dux Proximus**

Amy Virgona      97.15

Khiana Valencia      90

Atieng Maker      89.3

Arshia Arora      88.85

Daniela Abrego      88.8

Nicholas Marakovic      87.2

Drushya Tadepu      86.85

Selena Luu 85.35

Vanessa Okorom 84.65

### VCE Baccalaureate

The VCE Baccalaureate is an additional form of recognition for students who undertake the demands of studying both a higher-level mathematics and a language in the VCE. Congratulations to the following students who received the VCE Baccalaureate.

- ☐ Sinit Berhane
- ☐ Amy Virgona
- ☐ Khiana Valencia
- ☐ Selene Luu

We congratulate all these students and wish the Class of 2020 every success in the future. We are proud of their achievements and we are inspired by the courage, strength and for the determination and resilience they showed in being able to navigate throughout the challenges of last year.

### STUDENT LEARNING OUTCOMES

In 2020, we implemented a range of strategies in the use of data to assist in monitoring student progress. These included teachers accessing and analysing the following student outcome data:

- ☐ NAPLAN
- ☐ VCE results
- ☐ Interim (Progress) and Semester Reports
- ☐ ACER Progressive Achievement Tests (PAT)

ACER PAT Testing was introduced at Year 7 with students being identified across each of the achievement bands to support them with their learning. This data was used as a reference to monitor student progress in comparison to individual student assessment data with students identified as progressing within their expected range of achievement. This approach also included using previous NAPLAN results as an indicator when tracking student progress across other year levels to measure the growth of individual students in comparison to their semester results



- A comparison of the Year 7 PAT-Reading data collected at the start of 2020 and at the end of the year, indicated 58% of students demonstrated evidence of growth and progress. This included a small percentage of students (9%) demonstrating significant growth in their reading comprehension, vocabulary and spelling.
- A comparison of the Year 7 PAT-Mathematics data collected at the start of 2020 and at the end of the year, indicated 52% of students demonstrated evidence of growth and progress. This included a small percentage of students (6%) demonstrating significant growth in their skills and understanding of mathematics.
- At Year 8, a comparison of their Year 7 NAPLAN results (2019) with their overall academic performance based on semester reporting data indicated the majority of students progressed as expected with a proportion of students demonstrating a high level of achievement.
- At Year 9, a comparison of their half-year and end of year semester reports and the use of their previous Year 7 NAPLAN results (2018) as an indicator of their literacy and numeracy levels, indicated the majority of students progressed as expected.
- At Year 10, a comparison of their Year 9 NAPLAN results (2019) with end of year examination results in English and Mathematics indicated the majority of students progressed as expected across both subject areas.

ACER PAT Testing will be conducted annually at Years 7, 8, 9, 10 and we will continue to use a range of data sets to track student progress across all year levels to drive an improvement in student learning outcomes. This extends to providing targeted professional learning and support for teachers in the effective use of data with a strong focus on growth and achievement and how to best cater for the learning needs of all our students.

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

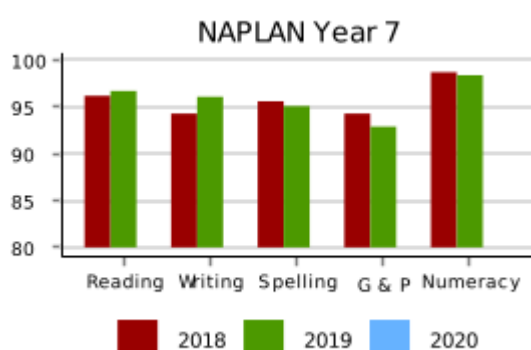
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	94.3	92.9	-1.4		
YR 07 Numeracy	98.7	98.4	-0.3		
YR 07 Reading	96.2	96.7	0.5		
YR 07 Spelling	95.6	95.1	-0.5		
YR 07 Writing	94.3	96.1	1.8		
YR 09 Grammar & Punctuation	93.3	88.6	-4.7		
YR 09 Numeracy	98.3	99.4	1.1		
YR 09 Reading	96.7	95.2	-1.5		
YR 09 Spelling	93.9	94.6	0.7		
YR 09 Writing	84.9	84.5	-0.4		

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

#### Student Wellbeing Goal:

To provide a safe and stimulating learning environment that promotes the learning and wellbeing of each student.

#### Intended Outcomes:

That students will have a respected and authentic voice in learning, leadership, faith and wellbeing. That the outcomes and confidence of students, as learners and individuals, are enhanced. Confidence of student leaders making videos shared via MS Teams, the Beacon and social media.

In 2020, the courage, collaboration, and determination of our community ensured our students had access to uninterrupted learning and remaining connected, despite difficult global events and local lockdowns. Through the innovation, creativity and agility of the staff and students, this vibrant community continued to provide excellence in learning, a strong sense of community and robust support structures. The staff, both teaching and non-teaching, continued to take responsibility for the wellbeing and engagement of our students. Much was reimagined and delivered online. Students became confident in communicating through MS Teams and by creating videos of many kinds.

### Achievements

Our College Opening Mass and Assembly, Swimming and Athletics Carnivals, and the International Women's Day Breakfast took place as planned in Term One. We are proud of the major College events that proceeded online such as: Thomas Car Day, Malay-Borneo Veterans Memorial Service, House activities, musical performances, whole College and Year Level assemblies, Vinnie's Winter Sleepout and much more, including the Art & Technology Show and the Year 12 Graduation Mass. Parent information sessions, education workshops and forums were successfully held online, with active participation. The Year 12 final assembly was live streamed to the College Community, including the parents. The Year 12 Graduation Mass and Ceremony were pre-recorded and streamed on a Friday evening and the Graduation Dinner was held in January 2021.

#### VALUE ADDED

Student Leaders continued to have a strong presence through 'Live Events' and College Liturgies and Assemblies delivered through MS Teams. A whole College assembly was streamed online to honour ANZAC Day and our connection with the Malay Borneo Veterans Association. Year 12 students pre-recorded the memorial service which was streamed to the whole school community and shared with the Malaya-Borneo Veterans. Despite the challenges of social distancing, Year 12 students were able to interview two of the veterans and created a respectful, engaging, informative and moving video which was shared with the veterans' association and our community.



While students and teachers concentrated on academic progress, there were also many opportunities to engage in culturally enriching, musical, theatrical, artistic, sporting, spiritual and social justice events. Some of these were connected to House activities and House points.

We enjoyed the outstanding and diverse talents of our students through online events, Whole college liturgies, assemblies, Thomas Carr Day, Thomas Carr's Got talent, Year 12 graduation assembly and graduation ceremony. Dinner postponed to January 29, Arts and Technology Exhibition. A Night to Shine, our College Academic Awards Evening, was a wonderful tribute to the efforts of our students and dedicated staff.

Examples of excellence, competitive fun and inspirational messages were shared via MS Teams Year Levels pages, daily or weekly posts on social media, the fortnightly newsletter The Beacon and a bi-annual publication, The Spotlight. Our profile on social media increased dramatically from Term 2, 2020 as did the number of alumni registrations.

While in lockdown, at all year levels, student wellbeing checks were conducted through 'Rate My Week' surveys using MS Forms. These were monitored and followed up by Year Level Coordinators who contacted students and parents and escalated concerns to the Heads of School, as required.

Online counselling sessions continued via MS Team as did the one to one or small group learning support for students with additional needs. Teachers and Learning Support Officers used virtual meeting rooms to provide support for students and differentiated task. The Student Wellbeing Team engaged the College community in a variety of events:

- Aboriginal & Torres Strait Islander student group
- Refugee Week - installation and unveiling of the mosaic created by the students with an artist in residence
- National Day of Action Against Bullying and Violence
- Mental Health Week
- R U OK Day
- Online Wellbeing Challenges
- Lunch time clubs and activities

To provide for focus, stability, connectedness and consistency, the regular daily timetable was followed during lockdown, including Homeroom. Homeroom Teachers organised their weeks to ensure a small group conversation with each student, either during morning or afternoon Homeroom session.

Lessons were reduced to 30-40 minutes and breaks provided between lessons as the weeks passed and screen fatigue was identified. Weekly Year level, House and Homeroom wellbeing challenges were offered to students to boost energy and morale.

Parent Teacher Interviews, Parent Forums and Parent Education seminars continued to be offered and there was an increase in the number of resources and education programs offered to support parents during 2020, with an average of 80 families attending workshops on site and online. For the rest of the year, a wealth of resources and video links were regularly shared with parents and caregivers through the Beacon and Operoo, as well as invitations to parent webinars. The programs offered were: Parenting Strategies for Teenage Success; Tech Savvy Teens; Living, Learning and Working at home with a Digital World; Key Communication Skills

with Your Teens; Parenting Self Care; Parenting in a Pandemic, and a Master-planning Parent Forum with the Architects and the College Leaders.

On Friday May 15, we celebrated our College Patron, Thomas Joseph Carr, as an online, 'Live Event' using Microsoft Teams. The half-day event began with the College Captains introducing the lovely liturgy led by Fr. Jude and the Social Justice Captains. The House Leaders and House Captains prepared an informative audio-visual history of the College Houses and explained their connections to the life of Thomas Joseph Carr. The students then engaged in a quiz on aspects of the life of our patron and some College history. The third part of the day was the traditional Thomas Carr's Got Talent. The three judges were most entertaining as were the students and staff who shared their talents with the College community. The participation in the quiz and the talent competition voting resulted in donations to four charities. Vinnie's Soup Van was supported by Moylough House; Catholic Social Services Bushfire Response Emergency Appeal was supported by Westport House; Opening the Doors Foundation was supported by Maynooth House; and the Missionary Society of St. Paul was supported by Galway House.

The College Student Leadership program at Thomas Carr provides many opportunities for student voice and for developing student leadership skills. A strong start with the Student Leadership Day in February inspired the students to make a difference in 2020. This year the role of our student leaders was most important in keeping their peers engaged and motivated while Learning@Home and they made an impact by rethinking and re-creating their ideas and plans. The captains of the various portfolios were very creative with the various online events that were pre-recorded or streamed live to the College Community and on social media.

## STUDENT SATISFACTION

Students reported that the way in which we managed classes during lockdown was helpful in maintaining routines. The majority of students interviewed or surveyed indicated that they agreed or strongly agreed that they were well supported during lockdown.

The weekly 'Rate My Week' surveys highlighted 5-10% of the cohort each week requested extra support or contact from a Year Level Coordinator. This was significant as it allowed Year Level coordinators to monitor and provide support to students at risk, as appropriate. Some students and parents self-referred to the student counsellors. Parents were extremely grateful for the phone calls that were made by non-teaching staff on a monthly basis, in a systematic fashion.

### Some quotes:

"I'm extremely happy with the set up and the Learning@Home program that TCC has provided, especially the communication to parents which has been excellent. I'm very grateful for the phone call" - Parent

"My daughter is really enjoying this new chapter in her learning experience. Thomas Carr College is awesome! All the teachers are doing a wonderful job! Thank you" - Parent

"My teachers are very supportive when I need help during the day or even after the class is finished. I am enjoying Learning@Home at the moment and I believe Thomas Carr College has handled the situation perfectly" - Mia, Year 8

"Remote learning has been different to what we are used to, but my teachers have done a great job to balance the amount of time spent online. As well as continuing to assist and support us however they can through TEAMS or by email" - Student, Year 12

"I have enjoyed the flexibility to my learning being able to do potentially go over class time to complete work." Year 11 Student

"I enjoy having my own schedule to do my work." Year 10 Student

"I enjoyed being able to spend time with my family during my breaks." Year 9 Student

"I have enjoyed working at home because of the fewer distractions and I could learn more content independently than I would normally at school. I like that I have more time to complete the work because of not having to move to different classes." Year 11 student

"I enjoyed video recording my food technology cooking lesson for my teacher and seeing in the Beacon". Year 7 student

## STUDENT ATTENDANCE

The attendance roll is taken on a period-by-period basis, using the College Learning Management System, SIMON which includes morning and afternoon Homeroom. All late arrivals and Parent Notified Absences are entered into SIMON and monitored through the Student Reception Office. Any discrepancies are presented to YLCs and Heads of School to follow up. Homeroom Teachers follow up when students are missing 2 or more days. Teachers and Year level coordinators follow the established protocols to contact parents. If students are absent from Homeroom without parent notification, an SMS is sent to parents/caregivers.

During Learning@Home, individual Homeroom and Subject teachers continued to mark the roll on a period-by-period basis. Once they completed their rolls by a designated time each lesson, if a student was absent, a text message was sent by Student Reception to every family stating that the student was "absent from an online class". Daily attendance reports were sent to Year Level Coordinators and members of the College Executive to identify trends and take action as required. In some cases, they were required then to attend online classes while supervised at the College.

A number of students were also requested to be onsite as they struggled to engage or had access difficulties as home. Some were at school as they may have been at risk for a specific period of time or required extra support. Period-by-period attendance was also monitored for those at school.

This ensured that parents were aware immediately if their children were not logging on to classes and allowed for absolute transparency and the information of difficulty logging in or accessing learning was communicated in a timely manner.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	88.8%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.5%
Y08	95.2%
Y09	94.2%
Y10	92.9%
Overall average attendance	94.4%

### SENIOR SECONDARY OUTCOMES

VCE Median Score	26.0
VCE Completion Rate	100.0%
VCAL Completion Rate	97.0%

### POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

## Child Safe Standards

### Goals & Intended Outcomes

With the sudden onset of the COVID-19 global pandemic in early 2020, our goals in relation to Child Safety were focussed around the need to:

- Continue to engage with and offer important mental health, wellbeing and protective services to children and young people during the pandemic;
- Ensuring the right safeguards were put in place, and
- Ensuring that technologies were used safely and in line with the Child Safe Standards. This was particularly important, given that the shift to greater online and phone-based services presented a number of particular risks to child safety that needed to be managed.

Given this, the Child Safe Committee was more intentionally and explicitly focused on the issue of online learning in 2020. With the move to online learning platforms and wider social media usage, we recognised that there were also increased opportunities for unwanted or unsupervised contact with children; growing opportunities for grooming children and young people; potential growth in cyberbullying and abuse such as 'trolling'; risks of exposure to inappropriate, illicit or explicit content or imagery; access to content that is not age-appropriate; possible breaches of privacy, including sharing of personal or sensitive information or personal images; and scams targeting children and young people.

Our Child Safe Committee thus ensured that the Child Safe Standards were applied throughout the year, with an increased focus on and continual risk assessments of the new ways of operating through lockdown. All staff were continually reminded of their legal obligations to comply with the Standards and the Reportable Conduct Scheme through this time.

Staff management practices included limiting one-on-one services to situations in which a parent or carer can be in the room with the child or where parental consent is given; clearly scheduling and documenting any one-on-one contact; ensuring staff do not contact children or young people through their personal phones; and requiring staff to obtain senior authorisation or include managers in certain communications.

Thomas Carr College also ensured that we regularly communicated clear expectations for behaviour in online settings to the College community, including helping parents and carers to become aware of any online accounts created for their children so they can further support the safety of their children online.

### Achievements

Given the unprecedented child safe risks associated with the pandemic, during National Child Protection Week, the Child Safety Officer facilitated an extended professional learning session for all staff on the safety and wellbeing needs of our students' especially within the context of COVID-19. This included discussion about:

- More complex emerging mental health issues, including depression, anxiety and suicidal ideation;
- The risks to young people of increased rates of abuse and domestic violence due to being in lockdown, and the implications of this;
- The risks of young people who may become disengaged with their learning;

- The need for staff to be revisit the physical and behavioural indicators of abuse in young people; and
- Reminding staff of the PROTECT protocols.





## Leadership & Management

### Goals & Intended Outcomes

**Goal:** To promote a climate where staff are empowered and able to engage effectively in teams fostering ownership of the vision of Thomas Carr College

**Intended Outcomes:**

That a stronger performance and development culture is evident.

That our teams work together more effectively.

To re-position the College within the community as the "school of choice".

2020 began with the College Executive Leadership Day, followed by the first leadership day with all Middle leaders which was held off site. The feedback was overwhelmingly positive as 39 leaders were included in the process of reflecting and setting the goals and improvement agenda. The major focus for 2020 was the development and implementation of the Thomas Carr Model of Instructional Practice. As well as the consolidation of the goals set in 2019. Two underpinning elements of the instructional model are the Education State High Impact Teaching Strategies and the Berry Street Education Model.

Twelve teachers and two counsellors undertook the Berry Street four-day training program online and together with the four teachers who trained in 2019, they shared their learnings through after school Professional Learning Sessions and Professional Learning Days. The Respectful relationships framework was also investigated as a program that supports the HITS and Berry Street as well as Horizons of Hope and eXcel.

During lockdown, the staff continued to stay connected and informed by maintaining our regular staff meeting schedule, morning briefings at least twice per week, as well as Learning Area and Subject team meetings. Three extra professional learning days were dedicated to preparation for teaching online and providing Professional Learning that was applicable both in face to face and online learning environments. A list of most of the PL activities undertaken is included in this report. As teachers navigated the online environment, much peer-to-peer professional sharing was delivered both formally and informally.

External providers of workshops and conferences offered their courses online, therefore our teachers regularly took advantage of webinars that were offered mostly after hours. Eighteen middle leaders volunteered to undertake, in their own time, a coaching course with Growth Coaching International, in readiness to support the implementation of a simplified Coaching program, in the online environment. The feedback has informed the Coaching program for 2021. For the Annual Review Meetings, the majority of the teachers chose the modified ARM option which they found rewarding.

MS Teams was used for staff meetings, briefings, collaboration, sharing of resources, IT support and boosting staff morale through the Staff Wellbeing Channel resources and challenges, including a Staff Trivia Night and weekly wellbeing challenges for which prizes were given.

The efforts of Thomas Carr College staff to reach out to families and follow up with students were not engaging lesson by lesson was recognized by our families. All families were called by a non-teaching staff member as an extra level of support. Despite the pressures of COVID-19, the

number of enrolments has increased in 2021, to the extent that an extra class has been added in Year 7 and there is a waiting list for Years 7-10.

## Achievements

### Staff recognition:

Eleven staff members were recognised and congratulated for having given 10 years of service to Thomas Carr College. One staff member celebrated 20 years of dedicated Service. In this year of great challenges, the level of recognition given to colleagues through the significantly increased number of nominations for this prestigious award, The Thomas Carr Staff Prize, was heartening. While all nominated were publicly recognized, only one prize was awarded.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

Staff continued to access professional learning throughout the year to support the overarching goals as well as specific team or individual needs.

ACARA Curriculum review - ACARA

ACU Master of Business Administration - 2 staff

ACU Master of Theology

Anaphylaxis Trainer Course x 2

Anaphylaxis Training - All Staff

Annual Conference (Mathematical Association of Victoria) Annual Psychology Teachers Conference

ART EXAM TIPS (Art Education Victoria)

ASD & remote Learning - What works? Kevin Hanasyk WRO

Asthma Training - all staff

Beginning a Reconciliation Action Plan - RAP (Reconciliation Victoria)

Berry Street Education Model - 14 staff members completed the 4 days of training. In part face to face and online

Berry Street Education Model Training

Can a Scientist believe in God? (Catholic Theological College) x 2

Career Practitioner Seminar x 2

Catholic School Nurse Network meeting x 2

Cert IV in Training and Assessment x 4

CHILD INFORMATION SHARING SCHEME x 3

CISS, FVISS and MARAM: Interactive Leaders Briefing x 8

Co-Constructing and Annual Action Plan -AAP (CEM)

Community Surf Life Saving Certificate/Surf Lifesaving Victoria x 3

Contemporary Spirituality and Modernism & the Battle of Ideas

Corwin PL conference 2020

COVID Safety Training - All staff

CPR Training - All Staff

Critical and Creative thinking

CTC Church Leadership

DET WEST MELB - Round table for preventing youth offending

Developing a whole school approach to ecological thinking and action

Developing a whole school approach to ecological thinking and action ONLINE

Dynamiq Emergency and Warden Training x 10

EAL Curriculum Standards and Curriculum Development Ecology Across the Curriculum  
ONLINE

ECSI standard report - Updated time

Edrolo Training x 28

Education Perfect Training x 40

English State Conference (VATE) Online x 4

Exam Marking Training x 9

Examiners' Report x 15 different VCE subjects

Executive Masters of Business Administration/ACU

Exploring the Human Head Portrait Workshop(The Art Room)

Facilitating Program Support Group Meetings (PSGs)

First Aid Training - All Staff

FLAT WATER GUIDE

FROM DATA TO ACTION FOR SCHOOL IMPROVEMENT - Understanding the data

From Data to Action for School Improvement- Understanding the ECSI Report

From Surviving to Thriving - 2020 VCE Business Management Unit 3

From Surviving to thriving 2020 VCE Legal Studies in Units 1 or 3

Functional Needs Assessment Workshop/CEM

Growth Coaching International Training - 18 middle leaders

Growth Mindset: Improving teaching and learning (On-line course)

HALT Applicant Support Workshop 1

HALT Applicant Support Workshop 2

How do you deliver a "hands on" program in a world that says "hands off"

How Jewish was Jesus (Catholic Theological College)

HOW TO PREPARE STUDENTS FOR THE UNIT 3 & 4 ENGLISH EXAM - whole team

Improved Writing Outcomes in the Middle Years Through Differentiated Teaching x 4

Improving Students Reading Comprehension (CTEC - ACU)

Indonesian Teachers Annual Conference x 2

Inspired Library Layout and Seating x 2

Integrating Ecology Across the Curriculum Online Workshop x 3

Interfaith Relations (Catholic Theological College)

Jumpstart mini conference

L1 Flatwater Guide Canoe Qual Assessment Day

Laudato Si & Our Call to an Integral Ecology Online Workshop

LawSense PL for Leaders

LawSense School Counsellors Law Update: Navigating Informed Consent & Confidentiality x2

Lead/Partner Cluster Meeting (Department of Education and Training - RR)

LEADERSHIP SKILLS FOR COORDINATORS

Leading Improvement for Learning - Secondary 2020 CEM West Region x 4

LEADING IMPROVEMENT FOR LEARNING - SECONDARY 2020 WEST REGION/DATE  
TBC

Leading the Management of Students (Critical Agendas)

Marketing that works

MEET THE ASSESSORS - Further Maths

Meet the Assessors - Mathematical Methods

Meeting Marist Centre Brunswick

Mentoring Learning Diversity Leaders

Moving Learning Forward, not by chance but by design

Multicultural Education Aides Meeting x 2

NCCD Training - CEM WRO

NCCD Training In-house - whole staff

NCCD TRAINING PAVCSS

New Learning Diversity Leaders (CEM WRO)

Nurturing Creativity Conference 2020

OHS FOR SCHOOL LEADERS

ONLINE Enhancing Catholic Institutional Identity

Online LMS Training/AccessIt x 4

Operoo & Caremonkey x 3

PAVCSS PL

PL Series in-house - Using MS Teams - All staff

PL Series online - sharing strategies for online learning - All staff  
Praying Advent with Mary Through Scripture and Art, Fr. Elio Capra - All staff  
Promoting capabilities through an ecological lens ONLINE x 8  
Psychology Training Day (VCAA) x 2  
Re-Accreditation - ONLINE Solution Focus Master Class x 2  
REGISTRAR AND DEVELOPMENT  
Resource Smart Schools Workshop for Catholic Schools x 6  
Respectful Relationships (RR) x 3  
Review into vocational pathways in senior schools x 2  
Running SACS effectively  
SACCSS Heads of Sport Meetings  
SCHOOL LAW  
School Libraries: The Power of Reading - 2020 Conference x 2  
School Review Briefing/CEM WRO x 2  
Secondary RE Leaders Network (CEM)  
SIMON Learning Management System Training online x 3  
SIMON Updates PL onsite - All staff  
Spiritus Part 1 (ACU)  
Strategic Planning for Literacy Leaders x 2  
Surf Rescue Certificate Requalification x 3  
TEACHING VCE ENGLISH LANGUAGE - BEGINNERS  
Teacher Exam Preparation (Health Teachers Network)  
THEMES OF THE PLENARY COUNCIL x 2  
Thomas Carr Model of Instructional Practice - All staff  
Timetabling Review x 2  
Trauma Informed Practice - Wellbeing Team Presentation All Staff  
Using Challenging Pedagogies in Secondary Mathematics x 3  
VALA Induction Day  
VATI Italian Teachers' Conference - online x 2  
VCAA Exam Marking - 8 different subjects  
VCAA MEET THE ASSESSORS - various VCE subjects  
VCE Adjusted Study Design webinar - Languages  
VCE Adjusted study design webinar for Business Management  
VCE Adjusted Study Design webinar for Geography  
VCE Adjusted study design webinar for Legal Studies

VCE Applied Computing Teachers Conference/Digital Learning and Teaching Victoria  
 VET Applied Fashion  
 VCE VET Scored Assessment Workshops  
 VET Applied Fashion Professional Learning Day  
 Virtual Conference (EDUTECH)  
 VIT Provisionally Registered Teachers Seminar x 2  
 Webinar - How watertight is your school enrolment contract?  
 Wilderness First Aid (Survival First Aid) x 4  
 Women in the early church (Catholic Theological College)  
 WRO New Leaders Follow-up Workshop  
 WRO Learning Diversity Workshop 4 (CEM)

Number of teachers who participated in PL in 2020

92

Average expenditure per teacher for PL

\$1021

## TEACHER SATISFACTION

During 2020, staff at Thomas Carr College made over 550 phone calls home to families to check in on students and parents during the lockdown and subsequent "LEARNING@HOME." Feedback from parents on the schools' approach to remote learning was overwhelmingly supportive: -

"I'm very impressed with how the College has handled the situation and with the very organised classes online. Credit to the teachers for working hard."

"The transition to online learning went well and is commendable. It is easy to get help from other teachers. The school has acted pretty quickly to be able to give students help when needed, as well as get everything online so fast."

"I'm extremely happy with the setup of the LEARNING@HOME program that the College has provided, especially the communication to parents, which has been excellent. I'm very grateful for the phone call."

"I'm very happy with the way we (parents) have been informed, especially at the beginning. I enjoyed the stations of the cross. It was a great way to keep the community involved."

"I'm very impressed with the way the College is communicating to us parents via CareMonkey. You are an amazing school and need to continue the work you are doing. I loved the preparation the College did prior to the term."

"She is doing well at her LEARNING@HOME and is managing to finish her homework on time. The first week was difficult, but now she is in a routine."



### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.0%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	80.5%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.2%
Graduate	32.2%
Graduate Certificate	8.9%
Bachelor Degree	68.9%
Advanced Diploma	5.6%
No Qualifications Listed	12.2%

### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	103.0
Teaching Staff (FTE)	95.9
Non-Teaching Staff (Headcount)	62.0
Non-Teaching Staff (FTE)	58.4
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

Thomas Carr College's goal is to be a community where students, staff, alumnae, parents and Board members experience a sense of belonging and connectedness to the College and Church.

2020 has been a year like no other, as everyone is well aware of. Throughout this year we have had to modify and adjust a lot of operations within the College. I would like to take this opportunity to thank everyone from the Thomas Carr College Community for being agile with the constantly changing environment. Within that I would sincerely like to thank the staff for going above and beyond to ensure the College was a safe environment throughout the year.

### Achievements

The College has continued to consolidate and strengthen the existing relationships with our local Primary Schools and Community. An example of this was during the lock-down period with minimal students onsite, the College Canteen staff made meals and delivered these to the local Primary Schools. Another example was during these lock-downs several support staff made calls to all parents to ensure the students and parents were receiving all the support they required to ensure the student learning was continued and was as successful as possible.

#### VALUE ADDED

Additional important developments the College worked on throughout 2020 was the establishment of our Reconciliation Action Plan and working party, along with beginning the focus on improving our environmental impact through our Sustainability Group. The College has also started a partnership with St Mary's College for the deaf at our Tarneit Campus. The partnership and collaboration provide St Mary's College students the opportunity to learn alongside Thomas Carr College students through a fully integrated experience, whilst catering for the unique needs of hearing impaired students. The first enrolments are due to commence in 2021.

The College has engaged ClarkeHopkinsClarke Architects to develop our College Master Plan. This has continued into 2021 and provides an exciting outlook for the future developments of the College.

#### PARENT SATISFACTION

During 2020, teachers of Thomas Carr College were asked for their reflections on the year of remote learning. Responses below are typical of the overall response from staff: -

What have been the strengths of the LEARNING@HOME program?

"The setup and training of MS Teams and the high level of communication online between staff for troubleshooting and sharing of resources." - Nora

What has been working better than you had imagined through LEARNING@HOME?

"MS Teams has been working well. I have developed more confidence in maximising the use of SIMON Learning Areas to record results and to give feedback to my students and their parents." - Shirley

What are you looking forward to when returning to school?

"Seeing the students! As much I have enjoyed having the luxury of working from home, I have really missed seeing the students every day." - Aimee



## Future Directions

Build capacity for purposeful and supportive leadership based on mutual trust, collaboration, feedback and Collegial practices which emphasise shared responsibility and ownership for College improvement.

Through dialogue with the College community, continue to develop shared understandings and contemporary (recontextualised) approaches to our faith formation and Religious Education.

Grow student understanding of Restorative Practices and making explicit links to Catholic social teaching.

To facilitate the implementation the TCC model of Instructional Practice incorporating HITS and Berry Street model.

Implement structures to:

- ☐ monitor student growth and achievement.
- ☐ enhance the effective use of data to inform teaching practices.

Develop an agreed approach of our collective use of data based on formative feedback, diagnostic testing, assessment and reporting arrangements, with a focus on both growth and achievement (performance).

Commence the first stage of building under the 2021 College Building Masterplan:

