

# Thomas Carr College Tarneit

## 2021 Annual Report to the School Community



Registered School Number: 1962

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

04/04/2022

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

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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.





## College Overview

Thomas Carr College, is a co-educational Catholic Secondary School, that 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 1,181. Students who attend Thomas Carr College live in the areas of Tarneit, Hoppers Crossing, Truganina, and Werribee.

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 St James, St Peters and St Andrews. 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

We ventured through 2021 celebrating the College's 25th Anniversary, marking it in many special ways. We had the pleasure of welcoming back two past Principals, Dr Andrew Watson and the founding Principal Mr Paul D'Astoli, while we remembered the late Mr Bruce Runnalls, who was also a former College Principal. Along with the past Principals we welcomed staff and students representing past College Captains and award winners over the years. We had past students representing the first students to commence at Thomas Carr College in 1997, graduating in 2002 as the first Year 12 class.

As a Catholic school following in the footsteps of the second Archbishop of Melbourne, Thomas Carr, we too are forging new frontiers as we imagine the school that we aspire to be from this time onwards. I am always mindful that 'we ride upon the shoulders of those who go before us!' From humble beginnings, this College has risen to where it stands today with a clear vision to meet the needs of current and future students in our area.

From the onset our College was provided with a great start under the patronage of Archbishop Thomas Carr, second Archbishop of Melbourne. Drawing from *Shining in the West* authored by Mr Larry Burn for our 20th anniversary, it was this relatively forgotten Archbishop that earned a place of respect for Catholics during his time, immortalised in the famous painting of Federation by Tom Roberts.

It was Thomas Carr who laid the foundations of what is now one of the largest Catholic education systems in the world. Archbishop Carr was passionate about education as he saw it as a means for Catholics to take their place in the emerging society of his time. During his time he insisted on Catholic schools offering the best possible instruction, often seeking the assistance of Religious Orders. And today, in another era and another age, his spirit, philosophy and foresight live on in the College, which is proud to bear his name. It is this legacy left to us by Archbishop Carr that inspired Fr Barry Moran to advocate for the College to be named after our patron. Thank you Fr Barry.

In the year of our 25th anniversary we had the privilege of sharing in the significant anniversary of 200 years of Catholic Education in Australia, making 2021 a great year for our Catholic community.

While we have learnt tremendous resilience from all the challenges COVID-19 has brought in 2020 and 2021, we look to the future with great hope with increasing enrolments and a College master plan that will deliver wonderful buildings and facilities for our students.



Our aim for 2021 was to foster a culture of excellence in a nurturing environment where the students have a sense of pride as a member of our learning community. Our Class of 2020 Year 12 students accessed wonderful destinations to various Universities in courses including the Sciences, Legal fields, Education, Nursing, IT and Design. Royal Melbourne Institute of Technology, Victoria University and Deakin University have been very popular with many of our highest performing students pursuing a Science degree at The University of Melbourne.

Our hope to see an extensive sporting program and extra-curricula offerings in full swing 2021 was only partially realised. Our sporting program continues to represent a great opportunity for students to develop important interpersonal skills which can be developed further by our rich student leadership opportunities and programs.

As a Catholic school we selected the value of HOPE:

"We have this HOPE as an anchor for the soul firm and secure" Hebrews 6:19.

As such we strived to be the best we can be as individuals and as a College, growing towards our preferred future. Our theme of HOPE was lived to the full as a Catholic school in the important year of our 25th Anniversary.

2021 once again found us welcoming back students after the 'circuit breaker' lockdown. These disruptive but necessary events did take their toll. For our staff and students, and you - our



parents and caregivers, we continued to adapt and adjust to life under these conditions. It is important that we continue to strive to be our best and strive for our personal best in all we do. This includes our behaviour, respect for each other, and our high expectations in relation to learning and teaching at Thomas Carr College.

Whilst we did not have the opportunity to celebrate our Opening College Mass on Ash Wednesday, we did have a reflective service online for our students.

The Year 7 students did experience their first swimming carnival at the College and embarked upon their wonderful Camp. The College follows strict operational guidelines as do the camp operators, following all COVIDSafe measures to ensure the safety of all. This applied to all College activities in 2021. I witnessed great energy and the formation of strong bonds between this group of students who were new to the College. In subsequent weeks we saw the confidence this brought to these students as we looked forward to a great year.

We are professionally restless as a College, reviewing our practices and what we offer to our students. We completed a review of the College Library and have instituted changes to see this open to students after hours on Tuesday and Thursday. The College announced the availability of the College Library that will be staffed up to 5.30pm on Tuesday and Thursday evenings, along with tutoring sessions to work throughout the school as we identify gaps in the learning of individual students. The Library staff led our staff and students in a silent reading program to improve our student learning outcomes. The Senior Study Hall provided a focused space for students completing Year 12, where they strived to do their personal best. The College Dux and Dux-Proximus of 2020 were invited back to present 'study tips' for the 2021 Year 12 students along with a panel of staff. The uptake of this opportunity was tremendous, highlighting that our students have high expectations of themselves. We will continue to bring best practices to all that we do within our educational programs, providing our students with every opportunity to succeed.

As a College we utilised MS TEAMS to its full capacity for LEARNING@HOME. We turned our attention to the ongoing engagement of students as we used assessment data to determine which students had fallen behind. Having collected the necessary data we employed additional tutors at the College, who assisted with the learning that identified students had fallen behind with. It was also interesting that for some students it had been a process of adjustment as they re-socialise with the wider student community. Our Pastoral Care program identified mechanisms, topics and guest speakers to address some of the social gaps that students had also experienced.

We held our annual celebration of the Malaya and Borneo Veterans Service at the College on Tuesday 27 April. Thomas Carr College has been associated with the Malaya Borneo Veterans for 20 years. Veterans were initially invited to the College to speak to students as part of the history program instigated by Mr Anthony Diamond. This marked the beginning of a great partnership between Mr John O'Regan from the Malay Borneo Veterans and the College. We are one of only two Victorian Colleges that are allowed to carry a banner for the Veterans at the Melbourne ANZAC Day March to the War Memorial, and to regularly participate in memorial events with the Veterans, including our annual event held at the College.

We undertook garden and pathway refurbishment to the front of the College Library, increasing green spaces, better traffic flow and passive recreational seating. This is a taste of what is to come with our new College building master plan that will see the construction of a new Senior Building in 2022. We are positive about our future and excited about what we can do for our students as a learning organisation.

Once again, we congratulated all involved in the Vinnie's Winter Sleepout and the generous sponsors. This is one of our many fund-raising initiatives at the College that form a particular focus each term.

We continue the process we introduced in 2020, interviewing all Grade 5 students and families enrolling at Thomas Carr College. When you look at the trajectory of these students, they will be the Graduating Class of 2028.

Overall, we received some positive data from the NAPLAN tests in Year 7 and 9 where students receive statements of attainment.

At the College we received the good news of a grant for \$1,000,000 from the State Government to assist with the commencement of our planning for a new senior building. This building will be developed in two stages with a commencement date in late 2022. The building, when fully completed, will house our students from Years 10-12, our Senior School at Thomas Carr College.



I had the pleasure of interviewing the prospective College Captains for 2022. I congratulate these leaders and thank them for their service.

My congratulations also went to those students who received very positive progress reports and I always encourage them to continue to strive for academic excellence. Where individual progress reports may point to areas of improvement, again we encourage frank discussions at home on what can be done to seek improvement. We always remind students that it is never too late to make changes and seek improvement.

All College staff engaged in our Staff Faith Day, on Friday 17 September. The topic was "Hope is a dangerous thing: Catholic schools as communities of memory, hope and solidarity", presented by Fr Kevin Lenahan, Master of Catholic Theological College, a college of the University of Divinity.

Students across Melbourne used Science, Technology, Engineering and Mathematics (STEM) to make a difference as part of STEM MAD 2021. STEM MAD is designed to acknowledge and promote STEM learning initiatives that address real-world problems and demonstrate how students in Catholic schools take action that matters. Student teams are invited to design a product, service or innovation to 'Make A Difference' (MAD) to others or the environment. Thomas Carr College had 10 teams enter this competition, winning 3 categories.

In other great news, Thomas Carr College was part of a team to deliver Australia's first dedicated esports entrepreneurial program. The aim of the program is to fill a gap in the technology job market through building essential 21st Century skills in students, including critical and creative

thinking, communication, collaboration and entrepreneurialism. Most of these skills are crucial to empowering students to become effective contributors to the globalised world after secondary school and many are not directly taught in standard classroom practices. Twenty of our Year 9 students were the first students to undertake this program at Wyndham Tech School.

The College celebrated our student recipients of the 2021 SACCSS, John Landy Sportsperson Awards - Liam Morgan and Elizabeth Hall. Well done for this prestigious recognition.

As the year came to an end we celebrated our Advent Mass with Bishop Ash and Parish Priests. Our students were congratulated for their spirit of participation and respect for this celebration.

Our 2021 College Yearbook produced a true celebration of all that is good at Thomas Carr College - a vibrant place to learn!

Our strategic intent moving forward is to develop Thomas Carr College to its full capacity, which entails building the capabilities of each student who is enrolled at the College for today and into the future. As a Catholic College we are proud of the young people we transition out to 'the big wide world' as confident and compassionate young people who will make a difference as global citizens.



## School Advisory Council Report

It is with great pleasure that I begin this report by congratulating Mr Craig Holmes, The Executive, Staff, Students and the Thomas Carr Community on their 25th anniversary. We were blessed to have been able to gather at the College for the Anniversary Mass celebrated by Archbishop Peter Comensoli at the start of the year. It was a joyful celebration giving us the opportunity to thank and praise God for all the people who worked hard to establish the College. We also prayed for members of the community past and present, in particular, we thanked God for the wonderful Principals: Mr Paul D'Astoli, Mr Bruce Runnalls, Dr Andrew Watson and Mr Craig Holmes, who continues to shape Thomas Carr into the vibrant, faith-filled College it is today.

The demands on a Principal are great in normal circumstances. This year the demands continued to be even greater. On behalf of the College Community and members of the Advisory Council, 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 and staff were met throughout the year. The results of the Review undertaken by the College in 2021 speak for themselves. There has been growth in many areas and the pathway to nurturing areas of need are already being addressed. Thank you, Craig, for the many hours you spend planning, preparing, supporting and encouraging all who are in your care. Your leadership and concern for our students' education and wellbeing is greatly appreciated. On behalf of the parent community I would like to also congratulate and thank Ms Lucy Angelico and Mr Andrew Bryson - Deputy Principals, the College Executive, teachers and staff, who with Mr Holmes, have worked tirelessly to provide opportunities for students and staff to develop excellence in trying circumstances. Students were supported through the LEARNING@HOME program. They were given the opportunity to develop resilience and persistence to achieve the best possible outcomes. Students 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.

We warmly welcomed Ms Thu Tran as the new Finance Manager and wish her every success in the role. On a sad note, the Advisory Council sincerely thanks and farewells another long-serving member of the College Advisory Council and member of the College Executive, Mrs Geralyn McCarthy. On behalf of the College Advisory Council and the Parent Community I would like to sincerely thank Geralyn for her tireless work both on the Council and as a member of the College Executive. Over the years Geralyn has dedicated herself to ensuring and nurturing the Wellbeing and Faith formation of the students and families of Thomas Carr. We also bid farewell to Mrs Barbara Reithofer who was the College Finance Manager for 14 years. Thank you, Barbara, for your wonderful dedication and years of great service to the College.

I am pleased to report that Mr Holmes continues to liaise with staff to plan and prepare for exciting new projects for 2022 including the construction of a new Senior School Building to commence in 2022. Finally, I would like to sincerely thank Fr Jude, Fr Vincent and Fr Albert for their ongoing support and guidance. I also thank the members of the College Advisory Council and Finance Committee for their generous gift of time and expertise in support of the College and all its endeavours throughout the year.

Mrs Connie Skinner, Council Chair



## Education in Faith

### Goals & Intended Outcomes

Education in Faith was strengthened at Thomas Carr College during 2021 as we were guided by our goal and intended outcomes for the year.

Goal: To develop greater community connectedness with the Catholic identity and culture of Thomas Carr College.

The two intended outcomes of this goal were:-

- That the 'behavioural indicators' of our Catholic culture are enhanced for staff, parents and students.
- That social justice awareness and actions will increasingly permeate the culture of the College.

### Achievements

In May 2021 we were blessed to have the Most Reverend Archbishop Peter Comensoli, Archbishop of Melbourne, and concelebrants Fr Albert Yogaragah, Fr Jude Pirotta, Fr Vincent John, Fr Peter Ray, Fr Barry Moran and Fr Barry Tobin lead us in our 25th Anniversary Celebration Mass. With the challenges of Covid, it was a truly blessed moment where all current staff and students together with many past staff and Principals were able to gather and celebrate the first 25 years of Thomas Carr College. Our celebration was enhanced by the contributions of our many talented staff and students in the choir, band, readers, servers and many other ministries.

At the end of the year we were further blessed when the Most Reverend Bishop Martin Ashe and concelebrants Fr Jude Pirotta and Fr Silvio Bezzina celebrated once again with our whole school community the Advent Mass.

Continuing on from the lessons learnt during our first year of Covid, at Thomas Carr College we embraced technology to make available to our extended community opportunities to partake in prayer life and liturgies online. When gathering as one in person was not possible, we took the opportunity to gather remotely while recontextualising our Catholic identity and mission.

Staff formation took place both online through participation in professional development such as the Leuven (ECSI) Online Intensive Course, ACU and CTC-University of Divinity online offerings. In person Religious Education teachers undertook professional development in 'Understanding and Enhancing Catholic School Identity Data' as well as members of professional learning teams designing and improving curriculum in the Religious Education Learning Area.

Our 2021 theme 'We have this hope as an anchor for the soul, firm and secure' derived from Hebrews 6:19, helped us make visible the connection between hope and faith in the God revealed in Jesus Christ and the Holy Spirit, that with faith and hope we have the free will to achieve much using our God given talents.

#### VALUE ADDED

Inspired by the charism of Thomas Carr, a great faith leader who believed in both education and faith in action, our school community celebrated important College and liturgical

celebrations and feasts, including our 25th anniversary, opening/Ash Wednesday, and Advent masses, Pentecost liturgies, Malaya Borneo Veterans & ANZAC remembrance service.

Demonstrating 'Faith in Action,' our students, families and staff worked hard to raise awareness of the needs of others in our community and to provide financial support through Caritas Project Compassion online fundraisers and sponsorship, Athletics Carnival Superhero Day, classroom Compassion Box donations and family donations. Vinnies Winter Sleepout went virtual in 2021 with over \$7,000 raised through students spending the night sleeping in their car, on sofas, verandas and in tents while at home in COVID lockdown. The Vinnies Christmas appeal was also another example of faith in action where student, staff and our wider school community were generous in their support and a further \$7,000 was raised to support the Vinnies Conferences of St James Hoppers Crossing North and the St Andrew's Parish Vinnies.

Thomas Carr College nominated the Jose de Piro Kabataang Orkestra as the recipient of the CasPA Social Action 2022 funding.

Students and staff were active in many other curricular and extra-curricular activities during 2021 including the Reconciliation Action Plan, Environmental Action Team, Social Justice Captains, Liturgy Team, Resource Smart School, thereby ensuring a balance of awareness of faith in action, activism and fundraising. Each of the activities supporting by the school community provided opportunities for our community to develop a greater understanding of Catholic Social Teachings.



## 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

Shaped by our Catholic identity we place great value in students, teachers and parents working in partnership to foster a strong and sustainable learning culture. Throughout 2021 we continued to develop these partnerships and implemented key initiatives to support the learning and wellbeing needs of our students.

These initiatives included:

- The Tutor Learning Program provided targeted literacy and numeracy support for students across Years 7 to 12.
- The Wider Reading Program to support the literacy needs of students in Year 7 and 8.
- VCE (40+) Mentoring, and Study Skill workshops offered VCE students the opportunity to work alongside past students and gain their insights in how to achieve their very best across a range of subjects.
- Establishing a partnership with Wyndham Tech School. Students participated in a range of programs offered at the Wyndham Tech School including the esports Entrepreneurship program.

The College continued to implement our Model of Instructional Practice across all year levels. Teachers adapted and refined their approach to teaching by embedding the various High Impact Teaching Strategies (HITS) and elements of the Berry Street Educational Model (BSEM) to further engage students with their learning.

"Students are working with more focus and have developed a better understanding on what is expected when completing their work. They are also more confident in how they approach their learning."

### Teacher Feedback

Other key projects undertaken in 2021 included a major curriculum review of the subjects from Year 7 to 12. This review was driven by our commitment to provide opportunities for all students to excel based on their individual learning pathway.

The outcome of this review will provide greater opportunities for students involved in the College's MAGIS program to extend their learning across all subject areas as well as provide students in Years 7 to 10 with the opportunity to study new subjects in 2022. Work undertaken to streamline

the subjects offered within the senior school will also provide the opportunity for students in Years 10 to 12 to have greater ownership of their learning as they transition from each year level and select their senior school pathway.

### Academic Excellence

We wish to acknowledge the academic achievements of the following students who completed their VCE in 2021. Many of these students also received Study Scores of 40 or above for one or more subjects and were awarded university scholarships.

#### College Dux

Sebastian Kuszner	90.35
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#### College Dux Proximus

Mackayli Lee	88.6
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Nina Dino	88.3
Dinushi don Bombuwelage	87.6
Vaxin (Cici) Duff-Jones	87.5
Samuel McAdam	86.55
Charles Huynh	86.4
Anzelina Pyakurel	85.6
Jobanpreet Brar	85.25
Benjamin Holman	84.6
Mia Bellet	84.6

### 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.

- Marco Bozovic
- Yaxin (Cici) Duff-Jones
- Preetika Jassal
- Jordan Sammut

These students were also acknowledged at the College's Dux Assembly held at the start of 2022. We are proud of their academic achievements and wish the Class of 2021 every success in the future.



Other academic achievements include:

- Increase in the school median Study Score to 27. This includes an increase in the percentage of students achieving a VCE Study Score of 40 or above.
- Increase in the percentage of students receiving an ATAR of 80 or above. In 2021, this was 17.5% compared to 9% in 2020.
- The median ATAR also increased to 62. This was the highest result since 2016.
- Our Destination Data continues to improve with 57% of students who applied for a University placement receiving a First Round offer for their first preference.

## LEARNING@HOME

Our LEARNING@HOME model continued to provide us with a framework in how to support the learning needs of our students and maintain a high degree of learning during extended periods of remote learning.

Feedback provided during the School Review conducted in 2021 referred to the parent endorsement of the College and affirmation of the regular communication, resources and education programs made available to them, together with the support for students and families, especially during periods of remote learning.

### STUDENT LEARNING OUTCOMES

In 2021, we continued to focus on developing our overall capacity in the effective use of data to assist in monitoring student progress and academic achievement. This work included teachers accessing and analysing the following student outcome data:

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

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.

The introduction of Student Profile Testing for Year 7, 10 and 11 students provided another data source to assist with measuring student growth and achievement in key areas of literacy and numeracy.

A review of the 2021 NAPLAN data for Year 9 students in comparison to the cohort's results from Year 7 (2019) indicates:

- A slight increase of 0.5% in the proportion of students meeting the minimum standards for Grammar and Punctuation from 92.9 % in Year 7 (2019) to 93.4% in Year 9 (2021).
- The proportion of students meeting the minimum standards for Numeracy, Spelling and Reading remaining stable with only a slight change in these results from Year 7 to Year 9.

Further analysis of the Relative Growth data which measures the progress students have made between Year 7 and 9, indicates:

27.68% of students in Year 9 achieved a HIGH rate of growth in Grammar and Punctuation. This is slightly higher than the percentage of students across the state (25%).

Above 20% of students in Year 9 also made a HIGH rate of growth in Numeracy (21.71%), Reading (25.14%), Spelling (23.16) and Writing (20%).

In addition to this, the 2021 NAPLAN data for Year 9 students indicated:

- Growth in all areas of Grammar and Punctuation, Reading, and Spelling with Writing remaining stable.
- A positive trend with an increase since 2018 of improved results in Spelling, Writing and Numeracy.

Building on this work, the College has made it a priority as part of our School Improvement Plan (2022 to 2025) to further develop and implement a whole school plan to effectively use data and evidence to measure and improve growth as a learning community. This extends to teachers using Professional Learning Teams (PLT's) to access and use ACER PAT, NAPLAN and other assessment data as a reference to inform their planning and differentiate their assessment to cater for the learning needs of all students.

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

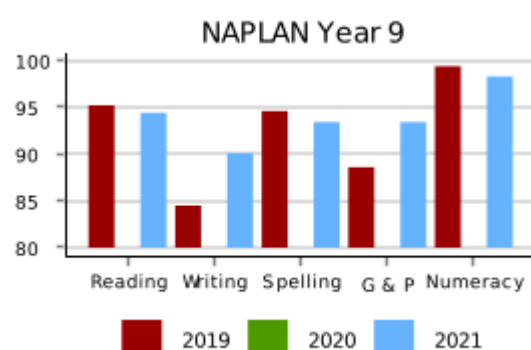
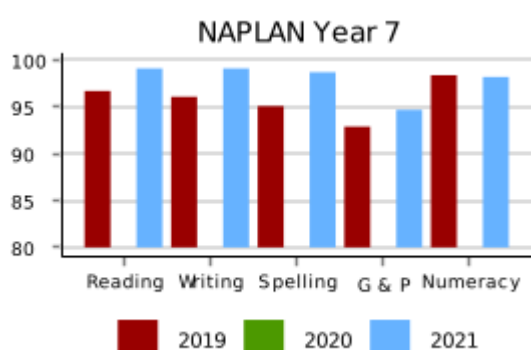
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	567.2
Year 9 Reading	576.0
Year 9 Spelling	592.1
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	92.9	-	-	94.7	-
YR 07 Numeracy	98.4	-	-	98.2	-
YR 07 Reading	96.7	-	-	99.1	-
YR 07 Spelling	95.1	-	-	98.7	-
YR 07 Writing	96.1	-	-	99.1	-
YR 09 Grammar & Punctuation	88.6	-	-	93.4	-
YR 09 Numeracy	99.4	-	-	98.3	-
YR 09 Reading	95.2	-	-	94.4	-
YR 09 Spelling	94.6	-	-	93.4	-
YR 09 Writing	84.5	-	-	90.1	-

\* 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.

In 2021, the Thomas Carr College students and staff continued to demonstrate resilience and the ability to adapt as they continued to navigate uncertainty. Our staff were committed to maintain continuity in learning and remained connected with their students by following the scheduled timetable of classes, period by period, despite difficult global events and local lockdowns. As a College community we provided a strong sense of community and robust support structures in both the face to face and the online learning environments. The staff, both teaching and non-teaching, continued to take responsibility for the wellbeing and engagement of our students. Students were provided opportunities for liturgies, prayer, leadership, co-curricular, support, wellbeing, sporting, social justice, musical and artistic activities both online and onsite. Much was reimagined and delivered online.

### Achievements

Our College Opening Mass and Assembly, Swimming and Athletics Carnivals, International Women's Day Breakfast, Open Day, Thomas Carr 25th Anniversary Mass, Malay-Borneo Veterans Memorial Service, Mother's Day Breakfast and Matilda the Musical took place as planned on site and engaged all students in various capacities. We had 180 attend the Mother's Day breakfast which was the highest number we have had attend in recent years.

We are proud of the major College events that proceeded online such as: 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 increased participation from parents through MS Teams and Zoom. Major events were either live-streamed or pre-recorded and streamed to the College Community, including the parents.

A major achievement in the area of student leadership and voice is the planning that took place in 2021 to create a vertical House structure in the Senior School at Years 10-12 and the shift from Homeroom teachers to Pastoral and Learning Mentors from Years 7-12. This aims to provide greater connection among students and their pastoral teachers so as build relationships and provide a more holistic mentoring role over a number of years. The Senior School vertical structure will also provide richer leadership opportunities in 2021 to achieve greater student voice and agency in 2022 and beyond.



## VALUE ADDED

Student Leaders continued to have a strong presence through 'Live Events' and College Liturgies and Assemblies delivered through MS Teams as well as through face to face events.

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.

The International Women's Day Breakfast was followed by an inspirational address by our local Member for the Federal Parliament, Joanne Ryan. Our female student leaders also attended various round table discussions with Sarah Connolly, while three of our teachers developed their own program to support our male students with aspirations for leadership. Our student leaders represented the College at various Masses at the Cathedral, Student Leadership Conferences, Round Table meetings with various local members of parliament, and workshops run by Wyndham Tech and the City of Wyndham. Our student leadership program continues to grow with 160 students holding a position of leadership in 2021.

We enjoyed the outstanding and diverse talents of our students through whole college liturgies, assemblies, 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 College profile on social media has continued to increase.

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
- National Day of Action Against Bullying and Violence
- Mental Health Week
- R U OK Day
- Wellbeing Challenges
- House Challenges
- Lunch time clubs and activities for students and staff.

Morning and afternoon Homeroom sessions continued throughout the year regardless of whether we were teaching face to face or online. Homeroom Teachers organised their weeks to ensure a small group conversation with each student, either during morning or afternoon

Homeroom session. Online 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 2021, with an average of 90 families attending workshops on site and online. A wealth of resources and video links were regularly shared with parents and caregivers through the Beacon and Operoo, as well as invitations to online 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 Parent Forums on the Master Plan and on the new House Vertical Structure proposal.

In the 25th anniversary of the College, a dinner was held for all of the current and past student leaders, which was also attended by staff. On Friday 14 May, we celebrated our College Patron, Thomas Joseph Carr, at a whole College Mass with Archbishop Peter Comesoli and the original and current Canonical Administrators, and 45 invited guests, including past staff, two former principals.

The College Student Leadership program at Thomas Carr provides many opportunities for student voice and for developing student leadership skills. The Student Leadership Day in February inspired the students to make a difference in 2021. The student leaders continued to find ways to keep their peers engaged and motivated while Learning@Home. 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 5-15% of the cohort each week requested extra support or contact from a Year Level Coordinator or a teacher. Some students and parents self-referred to the student counsellors. Parents appreciated phone calls that were made by non-teaching staff to check in.

Some quotes:

"I'm happy that during Learning@Home my children were attending regular lessons with their teachers. The communication from the principal to parents has been excellent." - Parent

"My children get up every morning to be ready for Homeroom. Thomas Carr College is doing a great job during tough times by keeping the routines in place. All the teachers are supportive and doing a wonderful job teaching online and caring for the children." - Parent

"My teachers are very helpful when I need help during the day or even after the class. I like Learning@Home but I also wish we could be at school with our friends." - Student, Year 7

"I really prefer being in class, especially in Year 12. Remote learning has been easier to adjust to this year as we are used to what we need to do but it has been more challenging than last year. My teachers work really hard to balance teaching us online and giving us time for individual support. They are always available when we need help through MS TEAMS or by email." - Student, Year 12

"I have been much better this year at managing my time and coping with the lockdowns." Year 10 Student

"I enjoy being back at school! It was really difficult learning at home for such a long time this year." Year 9 Student

"I liked to spend time with my family during my breaks when Learning@home. It is also great to be in class and be with my friends and the teachers. " Year 9 Student

"I enjoy working at home because my house is quiet and I have less distractions. I like that I don't have to move from class to class and I can take more breaks at home." Year 8 student

"I enjoyed video recording my Food Technology cooking lesson for my teacher and seeing it 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 were followed up by Year Level Coordinators and Heads of School. 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, students were required then to attend online classes while supervised at the College.

Some students were 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	81.9%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.9%
Y08	94.4%
Y09	95.3%
Y10	93.9%
Overall average attendance	94.9%

### SENIOR SECONDARY OUTCOMES

VCE Median Score	27.0
VCE Completion Rate	98.0%
VCAL Completion Rate	95.0%

### POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	65.0%
TAFE / VET	14.0%
Apprenticeship / Traineeship	9.0%
Deferred	2.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	4.0%



## Child Safe Standards

### Goals & Intended Outcomes

2021 saw the continuation of the pandemic and, as such, 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;
- 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.
- Upskill staff to prepare for the numerous mental health needs that have come about as a result of the pandemic and the inconsistency of onsite attendance.

Given this, the Child Safe Committee continued to be intentionally and explicitly focused on the issue of online learning in 2021. We also focused on upskilling staff to better cope with the unpredictable nature of onsite and online learning. 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. We were also acutely aware of this spilling out into the classroom and the school yard when students were onsite.

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 and bringing best practice back to onsite learning. 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. Staff were also explicitly trained in trauma informed responses to the uncertainty of the times and the unpredictability of where their learning would occur, online or onsite.

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. We also offered families support in the transition back to school, offering parenting forums via the College Teams platform and external services such as Wyndham Youth.

## Achievements

Given the unprecedented child safe risks associated with the pandemic, the College opted to participate in the Monash University's Youth Education Support (YES program) - a mental health literacy program to further upskill staff in the area of Child Safety.

The College's professional learning opportunities included discussion about and upskilling in:

- 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;
- Clearer understanding of trauma informed practice, particularly around the Berry Street Education Model;
- The need for staff to be revisit the physical and behavioural indicators of abuse in young people;
- Creating safe and targeted zones for safety as students transitioned back onsite; and
- Reminding staff of the PROTECT protocols.

In order to streamline staff's understanding of these protocols, and their capacity to report accurately and effectively, the College developed a simplified Child Protection reporting process document to make it easy for staff to make child protection reports when necessary.



## 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".

The year began with the College Executive Leadership Day, followed by a Leadership Day with all Middle Leaders which was held off site. A major focus of our professional learning in 2021 was to further develop our Coaching Model to support teacher self-reflection on their practice and the implementation of the Thomas Carr Model of Instructional Practice which was launched at the start of the year. Fifteen teachers undertook coach training with Growth Coaching International which brings us to 33 teachers trained in 2 years. Teachers unpacked some of the HITS in their Professional Learning Teams (PLTs). As a staff community, we continued to stay connected and informed with our regular staff workshops and meetings, morning briefings and professional learning days which were dedicated to various aspects of our profession that support student wellbeing and effective learning and teaching.

In addition, most external providers of workshops and conferences offered their courses online, therefore our teachers regularly took advantage of webinars that were offered mostly after hours. Twenty-one staff members volunteered to undertake modules offered by the Centre for Cultural Competency Australia to enhance Aboriginal and Torres Strait Islander cultural understandings. This supported the work of the Reconciliation Action Team established in 2020. The Environmental Action Team also made some progress in 2021. Both of these teams of staff worked collaboratively with students to drive these two important initiatives in the College.

During the periods of 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. Extra professional learning days for teachers and self-directed learning days for students were provided to allow for planning, professional learning and for meeting the demands of online learning and teaching. 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.

The College planned for 3 options for Annual Review Meetings. Late in the year, MACS declared that ARMs were optional for 2021. The majority of the teachers chose to have an informal reflective conversation with a senior leader.

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 weekly staff wellbeing challenges for which prizes were given at the Thursday morning Briefings.

Despite the pressures of COVID-19, the number of enrolments has continued to increase for 2022, to the extent that another extra class has been added in Year 7 and there is a waiting list for other year levels.

## Achievements

Staff recognition: In terms of recognition of years of service, three staff members were celebrated for having given 10 years of service to Thomas Carr College in 2021 and three staff members were recognised for 20 years of dedicated service to Thomas Carr College.

Staff continued to give recognition to their colleagues through the number of nominations for the prestigious award, The Thomas Carr Staff Prize. All nominated were publicly recognised for the award.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

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

2021 ABODA Winter Conducting School Conference

2021 CDES Virtual Annual Psychology Teachers Conference

2021 Meet the VCE Assessors (VATE)

2021 Meet the VCE Assessors (VATE) Day 1

2021 Meet the VCE Assessors (VATE) Day 2 x 2 Staff

2021 Teachers Toolkit for VCE Food Studies (Access Education) Day 1

2021 Teachers Toolkit for VCE Food Studies (Access Education) Day 2

2022 WTS Work Training Strategies and Program Information Session x 2 Staff

23rd Annual Psychology Teachers Conference x 2 Staff

8th Annual STEM Education Conference

ACARA Curriculum Review/ACARA x 2 Staff

Advanced Strategies to Thrive as a YLC Day 1 x 2 Staff

Advanced Strategies to Thrive as a YLC Day 2 x 2 Staff

Agile Leadership with Dr Simon Breakspear Day 1 x 4 Staff

Agile Leadership with Dr Simon Breakspear Day 2 x 4 Staff

Agile Leadership with Simon Breakspear Day 3 x 4 Staff

Andrew Beaumont's formula for a 40+ score in VCE Health & HD

Annual Conference The capabilities in the teaching and learning of Mathematics Day 1 x 2 Staff

Annual Conference The capabilities in the teaching and learning of Mathematics Day 2 x 2 Staff

Annual Conference/Victorian Indonesian Teachers Association x 2 Staff

Biology Assessors Training Day/VCAA

Bronze Medallion

Can Scientists Believe in God/Catholic Theological College  
Career Practitioner Day  
Catholic Dialogue School Today Day 1  
Catholic Dialogue School Today Day 2  
CCCC Mentoring TPE  
CEBA Conference Day 1  
CEBA Conference Day 2  
CEM Laudator Si Online Course, Integrating Ecology across the curriculum x 4 Staff  
CGI coaching Online x 15 Staff  
Collaborative Teams That Work Intensive Leadership Retreat  
Collective Prayer  
Conducting Lessons/Conducting Artistry Ingrid  
Cry of the Earth, the Poor Teach Meet "World Day of Prayer for Creation"  
CSSS Annual Conference Practical Practice  
Curriculum Review  
Dealing with Sexual Assault Between Students & Navigating Consent/Lawsense  
Dealing with sexual assault between students & navigating consent/Lawsense  
Developing fluency across all four language skills understanding the cognitive bases  
Differentiating Teaching and Learning in Schools x 2 Staff  
ECSI Online Intensive Course Day 1 x 2 Staff  
ECSI Online Intensive Course Day 2 x 2 Staff  
ECSI Online Intensive Course Day 3 x 2 Staff  
ECSI Online Intensive Course/Ku Leuven and MACs x 2 staff  
Effective Mentoring Program Day 1  
Effective Mentoring Program Day 1  
Effective Mentoring Program Day 2  
Effective Mentoring Program Day 2  
EMBA/ACU Day 1  
EMBA/ACU Day 2  
EMBA/ACU Day 3  
Emotional Intelligence The secret to Superior Leadership  
English graduate teachers' day out/ Ticking Mind  
Examination preparation session Unit 3 & Chemistry  
Examination Training for new chief supervisors  
Examiners Report and Workshops



Fire Training x 18 Staff

Four Seasons of a Coaching Cycle Envision, Enact, Evaluate & Enhance

From Data to Action for School Improvement

Governance and Risk Management (ACU)

Governance and Risk Management (ACU) Day 1 x 1 staff

Governance and Risk Management (ACU) Day 2 x 1 staff

Governance and Risk Management (ACU) Day 3 x 1 staff

Governance and Risk Management (ACU) Day 4 x 1 staff

Governance and Risk Management (ACU) Day 5 x 1 staff

GRIN (Getting ready in numeracy) Monash University Day 1 x 4 Staff

GRIN (Getting ready in numeracy) Monash University Day 2 x 3 staff

How to write Grant Applications for Artist in Residence/Craft Australia

Imputing Disabilities/NCCD

In house meeting with Caroline Chisholm Year 11 VCE Offshore Mentors Day 1 x 5

In house meeting with Caroline Chisholm Year 11 VCE Offshore Mentors Day 2 x 5

In house VCE Offshore Collaboration Day 1 x 2 Staff

In house VCE Offshore Collaboration Day 2 x 2 Staff

In house VCE offshore Mentor Collaboration

Indonesian Second Language Oral Examinations/VCAA

Indonesian Second Language Oral Examinations/VCAA Oral

Is assisted death a form of Palliative Care? A Philosophical Bioethical Response/Catholic Theological College

Know Your Country

Knowing Mary, School of Prayer and Introduction to the Bible

Language Maintenance Course Day 1

Language Maintenance Course Day 2

Language Maintenance Course Day 3

Language Maintenance Course Day 4

Language Maintenance Course Day 5

Law for School Nurses/ Law sense

LDL Connect 2 Day 1

LDL Connect 2 Day 2

Leading by Example with Janine Stratford

Leading Improvement for Learning 2021 x 4 Staff

Leading Learning in Religious Education Day 1

Leading Learning in Religious Education Day 2  
Managing the Leadership of Students  
Maximising Learning and Impact/Corwin and ACEL  
Meet the Assessors Literature/VATE  
Mental Health First Aid  
Module A Aboriginal and Torres Strait Islander Cultural Competence Course/Centre for Cultural Competence Course (online) x 20 Staff  
Module B & C Foundation in ATSI Cultural Competence x 10 Staff  
NAAN Online SRT Training  
OHS for School Leaders(online)  
PBL day STEM problem x 5 Staff  
Prayer Collective  
Psychology Assessors Training Day/VCAA  
Recontextualising Pedagogy National Conference/ Catholic Theological College Day 1 x 3 Staff  
Recontextualising Pedagogy National Conference/ Catholic Theological College Day 2 x 3 Staff  
Refresher one day program for school PRT VIT mentors/VIT  
Renew all renewing languages learning for all (autonomous language learners)  
Renew ALL Workshop #5 Using Data  
Responding to incidents of self-harm  
Revolutions Exam Assessor Training  
Resource Smart Schools RSS Workshop at Beeac  
SACCSS Network Meetings  
School Nurses Network Meetings  
School visit to discuss SIMON use in NCCD data collection  
SIMON PL Sessions x 4 Staff  
Secondary Learning Diversity Leaders LDL Connect 3 online  
Secondary LDL Connect 4  
Secondary Religious Education Leaders Network Meeting x 2 Staff  
Secondary Student Wellbeing Leaders Network Meeting (MACs)  
Seminar 1 Leadership Seminar (VCSSDPA)  
SIMON x 2 Staff  
Staff Faith Day: Hope is a Dangerous Thing with Rev Dr Kevin Lenehan, 17.09.21, Half Day Program x 125 Staff  
State of the National - Conversations for the Future  
STEM Aviation staff development session Day 1 x 4 Staff

STEM Aviation staff development session Day 2 x 4 Staff

Strategies for strengthening wellbeing & mental health in school communities

Strengthening school responses to students' self-harm Day 1 x 4 Staff

Strengthening school responses to students' self-harm Day 2 x 4 Staff

Strengthening school responses to students' self-harm Day 3 x 4 Staff

Structuring your Year for Literature

Student Wellbeing Leaders Secondary network/MACs

Support Services for Students with Special Needs x 2

Supporting Out of Field Secondary Mathematics Teachers Day 1

Supporting Out of Field Secondary Mathematics Teachers Day 2

Supporting out of Field Secondary Mathematics Teachers Day 3

Supporting out of Field Secondary Mathematics Teachers Day 4

Supporting Students in out of home care Training x 2 Staff

Teaching English Language for Beginners (Boo Book Education)

Teaching VCE Chemistry Units 1 & 2

Teaching VCE Drama (New to VCE Drama)/Drama Victoria

Teaching VCE History in 2022/History Teachers Association of Victoria

Term 4 Secondary Wellbeing Network x 2 Staff

The Continuum of Success Criteria Implementation/Corwin x 2 Staff

The Leading-Edge Women in Education Conference Day 1

The Leading-Edge Women in Education Conference Day 2

The Mass

Thrive: A Leadership development series for recently appointed Student Wellbeing Leaders Day 1 x 2 Staff

Thrive: A Leadership development series for recently appointed Student Wellbeing Leaders Day 2 x 2 Staff

Thrive: A leadership development series for recently appointed Student Wellbeing Leaders Day 3 x 2 Staff

Thrive: A Leadership development series for recently appointed Student Wellbeing Leaders Day 4 x 2 Staff

Training Day 2021 Language Oral Exam Indonesian Second Language

Training for Minecraft x 3 Staff

Training for new users and subject teachers Day 1

Training for new users and subject teachers Day 2

Training Session for Pepper x 2 Staff

Training session for VR Headsets x 8 Staff

Transgender and Gender Fluidity dealing with Legal Obligations, Exceptions and Parents  
Umberto D (Vittorio De Sica 1952) A talk with Mark Nicholls  
Understanding self-harm behaviours and underlying factors  
Units 3 & 4 Literature for new Teachers/Victorian Association for the Teaching of English  
VALA Annual Conference x 2 Staff  
VCAA 2021 NAAN Reporting & Data Service x 2 Staff  
VCAL Coordination the ins and outs  
VCAL QA Information/VCAA  
VCAL QA Webinar How to complete a QAT/VCAA  
VCE Assessment Business Management/VCTA  
VCE EAL Exam marking/VCAA Day 1  
VCE EAL Exam marking/VCAA Day 2  
VCE HHD teacher exam prep webinar  
VCE Outdoor & Environmental Studies Exam Prep Webinar  
VCE PD & T Unit 3 via webinar/DATTA Day 1  
VCE PD & T Teachers exam prep 2Part webinar/DATTA  
VCE PD&T teachers exam prep 2-part webinar  
VCE PD&T Unit 1 via webinar/DATTA Day 2  
VCE SCIENCE PROJECT 2021  
VCE Science project 2021 Day 1  
VCE Science Project 2021 Day 2  
VET Applied Fashion Make a Textiles Accessory  
VET Cluster Meeting Day 1  
VET Cluster meeting Day 2  
VILTA Annual Conference  
Webinar regarding VET and VCAL  
WEST DIVISION Building Connectedness - Promoting Mental Wellbeing x 3  
What every language learner should know by Gianfranco Conti  
Who is Bernard Lonergan/Catholic Theological College  
Wilderness First Aid Course  
Women's Leadership Summit  
Women's Middle Leadership Program Day 1 -  
Women's Middle Leadership Program Day 2  
Women's Middle Leadership Program Day 3  
Women's Middle Leadership Program Day 4

Women's Middle Leadership Program Day 5

Women's Middle Leadership Program Day 6

Women's Middle Leadership Program Day 7

Working with and understanding students who have challenging behaviour; creating boundaries and self-care x 17 Staff

Working with social refusal

Workshop Laudato Si', Gwen Michener, Ecological Justice Resources/Catholic Earthcare Schools Coordinator x All Staff

Wyndham Esports Meeting

YARC Training for Secondary Schools

Youth Mental Health First Aid Day 1 x 20 staff

Youth Mental Health First Aid Day 2 x 20 staff

Post Graduate Studies Completed in 2021:

1 Staff Member completed a Doctorate in Education

2 Staff Members completed a Master in Business Administration

2 Staff Members completed a Master in Theology

1 Staff Member completed a Master in Student Wellbeing

1 Staff Member completed a Master in Educational Leadership

Number of teachers who participated in PL in 2021

102

Average expenditure per teacher for PL

\$808



## TEACHER SATISFACTION

Schools are required to conduct an annual survey of the student, staff and parent community each year. In 2021, the data collated from the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) indicated a general improvement in the following key areas:

- Catholic Identity
- Student Safety
- Collective Efficacy.

In 2021, Thomas Carr College also participated in a cyclical School Improvement Review. This type of review is conducted every four years and draws on student, staff and parent feedback in relation to various aspects of the College.

The feedback from this review identified the following areas of strengths of the College:

- The goodwill of the staff and their commitment to pastoral care of students and families, and to student learning.
- The ways in which the College embraces and is enriched by the cultural and linguistic diversity of the school community, informing the school culture and educational approach.
- The College's investment in developing an attractive, stimulating and purpose-built environment to support student learning and wellbeing and to enhance community relationships.

The review also commended the College for the strong sense of community, and in combination with the College's new leadership team and committed staff, this provides a strong foundation for ongoing growth and sustained school improvement.

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.7%
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## ALL STAFF RETENTION RATE

Staff Retention Rate	87.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.8%
Graduate	29.3%
Graduate Certificate	7.3%
Bachelor Degree	65.9%
Advanced Diploma	7.3%
No Qualifications Listed	12.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	102.0
Teaching Staff (FTE)	95.9
Non-Teaching Staff (Headcount)	69.0
Non-Teaching Staff (FTE)	68.9
Indigenous Teaching Staff (Headcount)	2.0

## College Community

### Goals & Intended Outcomes

Thomas Carr College's goal is to be a community where students, staff, alumnae, parents and College Advisory Council members experience a sense of belonging and connectedness to the College and Church. In 2021 the College aimed to enhance the outcomes and confidence of students as learners and individuals. Similar to 2020, 2021 provided several challenges due to the pandemic, the whole College Community had to remain agile and adjust continually.

### Achievements

The College has continued to consolidate and strengthen the existing relationships with our local Primary Schools and Community. We managed to get the Grade 5 students from our Feeder Primary Schools to the College early in Term 1, which was followed by our College Open Day where we had record attendances. The College continued to develop our Reconciliation Action Plan, along with a greater 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 commenced in 2021.

#### VALUE ADDED

The College has engaged ClarkeHopkinsClarke Architects to begin Stage 1 of our College Master Plan, this provides an exciting outlook for the future developments of the College. The first stage of this Master Plan includes the development of a new Senior School building to house Years 10 through to 12 along with several other exciting features.

#### PARENT SATISFACTION

Schools are required to conduct an annual survey of the student, staff and parent community each year. In 2021, the data collated from the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) indicated the following positive endorsements in response to the area of Parent Satisfaction:

- Catholic Identity: Families' perceptions of and engagement with the overall Catholic identity of the school.
- Communication: The timeliness, frequency, and quality of communication between the school and families.
- School Climate: Families' perceptions of the social and learning climate of the school.
- School Fit: Families' perceptions of how well a school matches their child's developmental needs.

These results compared to the previous survey conducted in 2019 indicate a general improvement in the following key areas:

- Catholic Identity
- Communication
- Family Engagement

Overall, these results and the feedback collated from the School Improvement Review conducted in 2021, indicate there is enthusiastic and appreciative acknowledgement within the community of the work undertaken by the College.

Community members are grateful for the efforts of the school staff to support the students with regard to both learning and wellbeing, on site and in remote learning. This was further reflected in the parent endorsement of the College and affirmation of the regular communication, resources and education programs made available to them, together with the support for students and families, especially during periods of remote learning. This was mirrored by student perception of the strength and positive effects of their teachers' support, especially in 2020 and 2021.