



Thomas Carr College Tarnait

2022 Annual Report to the School Community



Registered School Number: 1962

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Contact Details

ADDRESS	35 Thomas Carr Drive Tarneit VIC 3029
PRINCIPAL	Jamie Madigan
TELEPHONE	03 8734 2444
EMAIL	principal@thomascarr.vic.edu.au
WEBSITE	www.thomascarr.vic.edu.au
E NUMBER	E1371

Minimum Standards Attestation

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

02/05/2023

NOTE: NOTE: The School's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - 'Forming lives of faith, hope and love in the light of Jesus Christ' - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, '*Every student is inspired and enabled to flourish and enrich the world*', and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on *Working Together in Mission* with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and 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 is a co-educational Catholic Secondary School, established in Tarneit in 1997. Since this time, our annual enrolments has grown to over 1,200. 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 comprising students, staff, parents and the wider community, working together to improve student outcomes.

At Thomas Carr College we believe that students need to develop a strong sense of social justice, together with the skills that equip them to become active members of our society. This includes optimism, enthusiasm and resilience. They need to be encouraged to not only achieve one's best, but to extend themselves beyond the norm and to have the courage to 'reach for the stars'. Leadership can be personal but is also related to serving others and contributing to the wider College Community.

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 work hard to support students' overall wellbeing. In order to promote student participation, communication, and engagement that can boost students' self-esteem and foster relationships at the school, we regard student wellbeing as a crucial component of our core business. In essence, our goal is to foster an environment at school where students feel protected, appreciated, involved, and motivated.

Principal's Report

Thomas Carr College celebrates 26 years of quality Catholic education in 2022. The fact that children had access to learning on-site throughout the year was cause for excitement. With the return to a physical setting of schooling, students had to make some significant adjustments to ensure their 'actions impact for the greater good'. During 2022 we witnessed our students striving to SHINE their light on our community.

Our approach for the 2022 academic school year was to commence cautiously with the intention to move to a new normal embracing the events and activities that enhance the experience of schooling for our students. We continued to include our parents and community in important College events including our Open Day and Parent Information Nights (PIN). Our first VCE/VCAL PIN was successfully held onsite with a reasonable representation of families, a base from which we hope to build as people become more return onsite.

The College production of Charlie and the Chocolate Factory was an immense success, as was the various sporting carnivals and Thomas Carr Day itself. All these activities bring together the social, cultural, sporting and spiritual dimensions of life at the College. Our students have every opportunity to develop to their full potential as they make their way in the world.

The College theme for 2022 is Respect: *'Respect everyone and show special love for God's people... and honour God...'* 1 Peter 2:17. In 'The Joy of the Gospel', Pope Francis reminds us of something that lay at the very heart of Jesus' life and ministry: *"Every human being is the object of God's infinite tenderness, and he himself is present in their lives... they are God's handiwork, his creation."*

Our Catholic Social Teachings are grounded in the inestimable value of each person. Human dignity emerges neither from what people accomplish nor own, but because we are created in the image and likeness of God. Consequently, every person is worthy of respect simply by virtue of being a human being. People do not lose the right to be treated with respect because of disability, poverty, age, lack of success or race. They do not gain the right to be treated with greater respect because of what they own or accomplish.

Throughout the Gospels, we see Jesus treating all people with the greatest respect and love: "So whatever you wish that others would do to you, do also to them." Jesus tells his followers. Before the end of his earthly life, Jesus urges us: "Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." Everyone is worthy of our respect.

This year we were blessed with many opportunities to celebrate and animate our Catholic faith. Each and every one of these celebrations, including our liturgies, were made more meaningful by the participation of our student Liturgy and Social Justice Teams and members of our wider student population.

As a Catholic Dialogue school, the Thomas Carr Community celebrated and participated in other liturgical celebrations with the support of the Faith and Mission Team, and often with our wonderful College Choir. These celebrations were designed to provide an opportunity for our students, staff and wider community to affirm and animate their Catholic faith, and for those who join us from other faith backgrounds, to join us in dialogue as we travel this world as one people created in love by God.

Staff undertook self-directed and on campus professional learning across many areas to keep abreast of developments in Catholic Faith education. Professional learning was provided by organisations and people including Melbourne Archdioceses Catholic Schools, PAVCSS and Dr

Anna Rowland, Catholic Theological College, Australian Catholic University, Catholic Education Commission Victoria, National Catholic Education Commission, KU Leuven, Little Earthies, Catholic Earthcare to name a few.

During 2022 our relationship with the Sisters of St Joseph and the Mary MacKillop Heritage Centre continued to be strengthened. Students from across the Year Levels visited and took part in seminars, masses and celebrations with the Sisters. We have been gifted many letters and information deepening our knowledge and understanding of the cooperation between our College namesake, Archbishop Thomas Carr and St Mary of the Cross Mary MacKillop and the Sisters of St Joseph. We plan to continue with the development of this relationship as we work to help our students shine.

2022 has been a year of growth and innovation in the engagement and wellbeing sphere of College life. The new structures and roles created to better support student learning have started to shift culture and reinforce the healthy foundations laid by the learning community in the past. The new Deputy Principal's role of Student Engagement and Wellbeing, the new Director of Students, the redefining of the Counselling Team's role, and the new House System at Senior School has brought about a revisioning of how the College supports student engagement and wellbeing, and how the College implements the Thomas Carr Model of Instructional Practice.

The College has ensured all staff are up-skilled in a trauma-informed model of pedagogy through the Berry Street Education Model professional learning sessions held this year. In a post-pandemic school environment, the Berry Street Education Model (BSEM) will ensure our young people's needs are addressed in the learning environment, with a strong emphasis on relationship and connectedness. A revival of the Restorative Practices approach to student behaviour management has supplemented the BSEM and has embedded a Catholic lens to our work in this space. Although this has been a challenging year, we are seeing a shift towards a more cohesive learning environment with clearer boundaries and expectations. Policies, processes and procedures have been realigned to better reflect MACS directives, creating greater clarity and consistency.

We continue to work towards a learning community where every student is known, heard, challenged and loved. Through the integration of faith, academics, social skills and emotional intelligence, we are on the path to a stronger, healthier and more dynamic College community that ensures all our students shine.

Coaching and Learning Innovation in 2022 focused on the development and support of Learning, the Model of Instructional Practice and the development of consistent approaches that are documented and reviewed for future application. The Coaching Program created a standardised and documented set of coaching policies, procedures and data tools in a concise handbook to guide the work of coaches, going further to up-skill coaches by offering Professional Learning sessions towards consistent practice and skills. The College Annual Action Plan goal for staff feedback is fundamentally at the heart of the program. Opportunities for feedback about practice are key to coaching interactions. The program further introduced the Open Classroom Initiative - an opportunity for staff to observe aspects of the Model of Instructional Practice in a contextually rich classroom environment.

In order to grow a College-wide Coaching Program, Student Peer Coaching was introduced aiming to support a learning culture of excellence, raising student voice and focused on Student Coaches to build the necessary skills, knowledge and dispositions in their peers.

Learning Innovations have targeted impactful connections between learning, students and parents, the creation and analysis of the Student Habits and Dispositions Survey providing a

snapshot of key MACSIS and Student Work Habits data across the College, as well as raising awareness of the need of parental engagement. The 40+ Club Program offered a variety of sessions addressing students' needs, drawn from the expertise of a wide range of Departments and Learning Areas. These sessions supported students in developing aspirational skills and knowledge toward a culture of excellence.

The focus on Literacy was launched in 2022 with the intention of creating sustainable literacy practices through a range of pedagogical approaches and staff development. With the college AAP supporting the development of literacy projects, the Literacy Team has developed a three-year plan for the improvement of literacy across the College.

Undertaking the MACS Secondary Disciplinary Literacy Project has supported the development of initial literacy strategies through the Learning Area Leaders. The Literacy Team has undertaken multiple days of professional learning and development to work through the importance of literacy across every domain, the process of identifying key vocabulary through curriculum development and a range of pedagogical strategies to improve student understanding of key terms, vocabulary and command terms. This has expanded into the college community with a series of whole staff workshops, focusing on the development of all teachers to identify and teach subject based and instructional language explicitly in their classrooms.

The development of staff engagement with literacy has also been a focus in the initial stages of whole school development. The goal is to bring understanding and enthusiasm to the incorporation of literacy teaching in every subject to improve student outcomes. To promote literacy across the school, the team has run a staff vs students reading competition, and a sentence writing competition, where students are invited to submit their best single sentence response to a visual prompt within challenging grammatical constraints.

Chinese Language classes commenced at Year 7 this year, taught through an innovative model using video-conference technology connecting a China based teacher with an Australian based teacher and students. In 2023 Chinese (Mandarin) will be offered at Years 7 and 8. Year 7 Chinese Language lesson delivered in a hybrid format with a Chinese teacher in the Melbourne classroom, team teaching with a teacher based in China.

2022 marked the 13th year of the College delivering the VCE Offshore. The program remains in a strong position with students at our four offshore schools continuing to achieve excellent VCE results and pursuing tertiary studies in Australia and elsewhere in the world. The College signed a Sister School MOU with a 5th school in Zhejiang and begun a virtual student exchange program. In 2023, we hope this will be embedded within the Year 8 Chinese language curriculum.

The College's long-standing relationship with Margie School in Surabaya (Indonesia) was re-affirmed this year through the signing of a Sister-School relationship and the virtual exchange program which has brought Year 9 students together over several months from our two schools. Margie School (Indonesia) and Thomas Carr College saw students and staff participating in the beginning of the Virtual Student Exchange Program.

The College's International onshore students collaborated with local students at a Department of Education Student Forum at the State Library. There, they established and launched the '*We are one we are many flag*' flying proudly at the front of the College on significant cultural days. By recognising and celebrating the rich diversity of our community, the program aims to help students learn more about themselves by learning about others and setting themselves up as active and informed global citizens.

The College is in talks with Primo Levi High School in Montebelluna (Treviso, Italy) with the intention of establishing another sister school and exchange opportunities for students studying Italian.

At Thomas Carr College our partnership with St Mary's College for the Deaf, saw us celebrate our first Year 12 graduate in 2022. The Thomas Carr College Community has embraced inclusive teaching practices to support students who are deaf, or hard of hearing, to flourish and reach their potential. As St Mary's College and the Thomas Carr College partnership grows, we witness the development of faith, friendship and engagement in all offerings of both Colleges.

Our strategic intent moving forward is to develop Thomas Carr College to its full capacity, which entails building the capabilities of each student that 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.

At the end of the 2022 academic year we have had much to be thankful for. We have made the best of this post-COVID year as a College. We continue to grow in reputation within the community and within our partner Catholic Primary Schools as evidenced by growing demand, and a record Year 7 enrolment for the College in 2023.

To all of our students who have pursued personal excellence, and to those who have been recognised for their academic achievements, we thank you for your efforts.

We acknowledge all that have gone before us to make Thomas Carr College a great school as we complete 26 years of Catholic education in Tarneit.

Craig Holmes

Parish Priest's Report

The connection between our Parishes and Primary Schools at Thomas Carr College enables our young people to have a strong sense of belonging to a faith community that welcomes and accompanies them in the journey of life.

Life-giving relationships between our Parishes and Primary Schools lie at the heart of an educational experience that is truly Catholic, welcoming and inclusive.

Our College motto is '*They Will Shine*'. Each of us has that light within us, the Light of Christ, and it is up to each of us to fulfill our obligation to make our light shine. I believe that the light also fills us with a sense of purpose and hope, as we look for ways to positively impact the world we live in.

As Custodians of Mission, we have participated in -

- School Staff Mass at St James
- Opening School Mass at Thomas Carr College
- School Advisory Council
- Celebrating Liturgies
- Meeting with Faith and Mission Team
- Meeting frequently with both the Principal and with the Director of Faith and Mission
- Present at various school liturgies and events

May I take this opportunity to thank our Principal, Mr Craig Holmes, for his committed service. It is no easy task to be in leadership today, yet Craig perseveres with faith and love for the wellbeing for our staff, students and parents, ensuring that our College provides the best opportunities for academic excellence and the true living out of the Gospel. This does not happen without the support of a great team. Thank you to all our staff at Thomas Carr College, and to Elizabeth Holligan, Director of Faith and Mission, for working closely and creatively with us.

Although we live in challenging times as we look at the world around us, may we trust in the power and inspiration of the Holy Spirit at work around us.

It is truly an absolute pleasure to be serving the school community of Thomas Carr College, Tarneit.

Fr Jude Pirotta MSSP, Custodian of Mission

St James the Apostle Parish Priest

School Advisory Council Report

The College theme for 2022 was Respect. *Respect everyone, show special love for God's people and honour God.*

It pleases me to note that this was lived out in a variety of ways. Staff focused on developing skills to provide effective Learning and Teaching strategies and learning environments. Students were encouraged and supported to achieve excellence across the curriculum. This was proudly celebrated at the 2022 A Night to Shine where many students received academic awards for excellence at each year level including students who excelled as part of the MAGIS and VCAL programs.

Our Year 7 and 8 students had the opportunity to engage in changing the college climate by working through issues regarding cultural competence and respect. They were very fortunate to work with Mr. Eric Ageyman who provided students with practical strategies for when dealing with challenging situations. These are just some examples of how the College, under the visionary leadership of Mr. Craig Holmes and his executive team, have worked hard to provide a learning environment where all are encouraged and supported to become the best people they can be who follow Christ to make a difference in the world. It is also pleasing to report that the College remains in a sound financial situation that enables us to move forward with the final stages of Master Plan with the construction of a new Senior Building.

On a very sad note, the College Community was shocked by the sudden resignation of our Principal Mr. Craig Holmes in December. Whilst we are saddened by Craig's departure from the College, we wish him all the very best as he begins a new chapter in his professional life. We thank him sincerely for his dedication and making a difference particularly in the area of Learning and Teaching in the 4 years that he led the College. I take this opportunity to sincerely thank Mr Jamie Madigan for accepting the role of Acting Principal in Semester 1, 2023.

Connie Skinner
Head of School Advisory Council

Catholic Identity and Mission

Goals & Intended Outcomes

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

The two intended outcomes of this goal were -

- Teachers and students, through their lived-out faith and witness, provide a model for all learners in the school community.
- Teachers and students actively witness in the school community by taking part in and supporting Catholic Social Teachings and Social Justice activities at Thomas Carr College through Luminosity, Vinnies Breakfast Club, Project Compassion and Caritas.

Achievements

We began our year with the launch of the 2022 Thomas Carr College theme – Respect. Inspired by 1 Peter 2:17, '*Respect everyone and show special love for God's people...and honour God...*' which then guides each of our actions and interactions for the year.

In February, the students and staff celebrated the College Opening Liturgy with Fr Silvio Bezzina, and the Liturgy and Social Justice Student Captains. The School Captain's also had a Student Leadership Day, where they were able to unpack their role as leaders in the College.

March saw the celebration of International Women's Day and Catholic Education Week, where, as a College, we gathered for a whole school Mass led by Fr Jude Pirotta and a cohort of students representing the school at the Archdiocesan St Patrick's Day Mass at the Cathedral. We also celebrated Open Day, providing opportunities for staff and students to be witness for prospective students and their families.

The Lenten Term ended with students engaging with the Stations of The Cross Liturgy presented by Year 9 Drama students.

Nine College Leaders and staff members participated in the ANZAC Day march with veterans to show support for our 20-year partnership with the Malaya & Borneo Veterans Association at the beginning of the Pentecost term. Additionally, two student leaders who are part of the Victorian Samoan Community attended the Werribee Dawn Service. Following that, student leaders organised a memorial service for the veterans of Malaya and Borneo for the entire school. It was beautiful to witness their devotion and reverence for these significant rituals.

Representatives from the government, RSL, neighbourhood schools and members of the school board attended the Remembrance Service, which was held both in the Fr. Tobin Gymnasium and in the memorial garden. Mother's Day was also celebrated with a lovely mass and delicious breakfast with our students again shining as readers and choir, then gifting their significant person a flower.

On 20 May, Fr Silvio Bezzina lead us in our Thomas Carr Day Mass. It was a truly blessed moment where all current staff and students came together with students as altar servers, lectors, and liturgical musicians.

In the Assumption term, staff and students celebrated Grandparents Day Mass in the beautiful Thomas Carr Chapel with Fr Jude Pirotta as principal celebrant. August brought with it a chilly winter and the perfect opportunity for staff and students to stand in solidarity with those

experiencing homelessness, with many sleeping rough over night to raise awareness and support for the Vinnies Winter Sleepout Appeal.

On Tuesday 6 September, a small group of students were invited to Mass at St Patrick's Cathedral for the National Catholic Education Conference. The Mass was led by Archbishop Peter Comensoli and it was a sacred and beautiful mass. The following day one of our students had the honour of speaking about Thomas Carr for the Mary MacKillop Heritage Centre Thanksgiving Service.

Advent term saw the graduation of our Year 12s. Our Year 12s have led and participated as servant leaders in many activities during their time at Thomas Carr College. Social Justice and Liturgy Team members, Environmental Action Team, Resource Smart School, Laudato Si Action Platform, Earth Care Project, Caritas Australia, support for the Jose De Piro Youth Orchestra, Catholic Care, Missionary Society of St Paul, Philippines, Kuya Centre Philippines, Young Vinnies, Winter Sleepout, Aboriginal Catholic Mission, Open The Doors Foundation, Fire Carrier Project, Reconciliation Action Project and many other awareness and fundraising activities. They have a beauty that is embodied and shared. Through their leadership they have prepared the foundations for future Thomas Carr College students to ensure that they too will shine.

At the end of the year, we were further blessed when the Fr Jude Pirota and Fr Silvio Bezzina as celebrants for our whole school community Advent Mass. In a year dedicated to providing staff and students opportunities to let their light shine by showing respect, it has been a successful year.

Our 2022 theme, Respect, helped us make visible the connection between hope, faith and respect and how God; revealed in the life and teachings of Jesus Christ and enlivened by the Holy Spirit, gives us all we need to achieve a God's Kingdom on earth by using God given talents.

Alexandra Higham
Director of Faith and Mission

VALUE ADDED

Inspired by the charisma 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 Mother's Day, Father's Day and Grandparent's Day masses, Thomas Car Day, opening/Ash Wednesday, and Advent masses, Pentecost liturgies, Malaya Borneo Veterans and the ANZAC Day 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. Students and staff also participated and raised funds for the Vinnies Winter Sleepout and The Vinnies Christmas appeal.

Thomas Carr College awarded Brianna Lapina the Jose de Piro Kabataang Orkestra Award for her work as Social Justice Captain.

Students and staff were active in many other curricular and extra-curricular activities during 2022 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 supported by the school community provided opportunities for our community to develop a greater understanding of Catholic Social Teachings.

Learning and Teaching

Goals & Intended Outcomes

During 2022, while still feeling the impact of COVID, we were able to provide the first full year of continuous face to face teaching and learning at Thomas Carr College since the end of 2019. In many ways, we found ourselves having to re-establish policies, procedures and protocols as well as picking up and actioning the priorities from our College Review in 2021. We continued to strive for excellence in all aspects of College life.

Achievements

We wish to acknowledge the academic achievements of the following students who completed their VCE in 2022. Many of these students also received Study Scores of 40 or above for one or more subjects and were awarded university scholarships.

College Dux

Xingqi (Alex) Wang - 97.25

College Dux Proximus

Sandali Girish - 95.2

Kisanet Berhane - 94.5

Brianna Lapina - 92.6

Khushi Patel - 90.55

Anina Latu - 90.4

Aidan Dizon - 87.9

Namsiga Sireskumar - 86.95

Fiona Bosilkovski - 86.75

Kacey Nguyen - 85.45

VCE Bacculaureate

The VCE Bacculaureate 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 Bacculaureate.

- Brianna Lapina
- Anina Latu
- Georgia Spratling
- Xingqi (Alex) Wang

These students were also acknowledged at the College's Dux Assembly held at the start of 2023. We are proud of their academic achievements and wish the Class of 2022 every success in the future.

STUDENT LEARNING OUTCOMES

In 2022, 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 a combination of NAPLAN and ACER PAT data as an indicator when tracking student progress across other year levels to measure the growth of individual students in comparison to their semester results.

Our 2022 NAPLAN data in comparison to previous Year 9 cohorts (2019, 2021) indicates a slight improvement in Reading, Writing and Numeracy. Our Year 7 cohort also showed higher results in Writing.

In addition to this, a review of our recent NAPLAN data for Year 9 students (2021) 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 during this period (2019 to 2021) 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%).

This is further reflected in the comparison of the Year 9 PAT-Reading data collected in 2022, which indicated 76% of students demonstrated evidence of growth and progress. Similar results were also reflected in the Year 9 PAT-Mathematics data with 63% of students demonstrating evidence of growth and progress.

In 2022, the College implemented the use of learning sprints as part of our Professional Learning Teams (PLT's) to further develop staff capacity in the use of High Impact Teaching Strategies (HITS), and the use of data to improve student outcomes. This extended to teachers using PLT's and meeting in subject teams 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.

Other key initiatives included:

- The Tutor Learning Program provided targeted literacy and numeracy support for students across Years 7 to 12.
- 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.

Significant changes were also made to support the introduction of the VCE Vocational Major (VM) at Years 11 and 12. The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. This prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

In addition to this work and to further support the learning needs of our students, the College developed a more structured pathway for students wishing to excel with their learning from Years 7 to 12. In 2022, 50 students were enrolled in the College's MAGIS program at Year 7 compared to 18 students in 2019. By creating these opportunities, we believe that they will have a positive impact on improving our overall results in the coming years.

Andrew Bryson
Deputy Principal: Staff and Learning Operations

MEDIAN NAPLAN RESULTS FOR YEAR 9

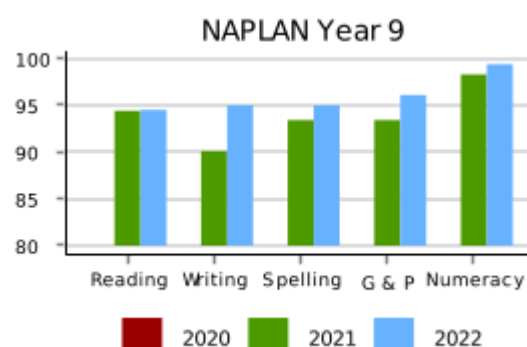
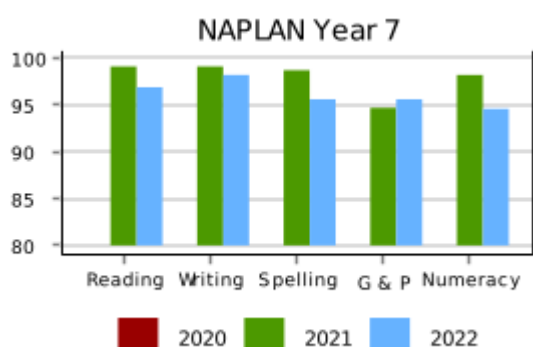
Year 9 Grammar & Punctuation	571.6
Year 9 Numeracy	574.8
Year 9 Reading	585.6
Year 9 Spelling	589.0
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	94.7	-	95.6	0.9
YR 07 Numeracy	-	98.2	-	94.6	-3.6
YR 07 Reading	-	99.1	-	96.9	-2.2
YR 07 Spelling	-	98.7	-	95.6	-3.1
YR 07 Writing	-	99.1	-	98.2	-0.9
YR 09 Grammar & Punctuation	-	93.4	-	96.1	2.7
YR 09 Numeracy	-	98.3	-	99.4	1.1
YR 09 Reading	-	94.4	-	94.5	0.1
YR 09 Spelling	-	93.4	-	95.0	1.6
YR 09 Writing	-	90.1	-	95.0	4.9

* 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

Goals

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

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 2022, our staff and students maintained continuity of learning and remained connected to their students by following the scheduled timetable of classes, period by period despite the ongoing disruptions to learning caused by the COVID-19 pandemic. All College staff, both teaching and non-teaching take responsibility for the wellbeing and engagement of our students.

We continue to provide students with opportunities for liturgies, prayer, leadership, co-curricular, support, wellbeing, sport, social justice, musical and artistic activities.

Achievements

Thomas Carr College has worked in a variety of ways to reach the intended outcomes set out in our Annual Action Plan. The creation of the new Deputy Principal Student Engagement and Wellbeing role has highlighted the commitment to improving the culture of student and family engagement in the learning journey of the student. The College has aimed to ensure that 'staff, students, and families take an active role in leading and contributing to a culture of welcome and hospitality, promoting an explicit message of welcome and belonging for all members of the community'.

The College has also worked towards improving student engagement, student voice and student agency – highlighting the centrality of our young people. Along with this, we have taken into account the emotional, social and mental toll of the past two years, and have invested in a number of wellbeing supports for staff and students alike. This has been through planning for the employment of additional support staff specific to student and family wellbeing and engagement, creation of new roles in the wellbeing space, and a proactive strategic approach to policies and procedures to also support a better learning and social climate.

The implementation of new structures, roles, and policies saw the College Community suffer in the first few months of 2022, but most significantly, as a result of what is coined as the 'Covid Hangover'

Our young people struggled to remember how to interact socially both effectively and respectfully, and this took a toll on the staff. Through clarification of processes and procedures, as well as a re-engagement with Restorative Practices, the College worked through these challenges with patience, and with grit. Alongside this, the College began its Berry Street Education Model journey to upskill staff on how to positively form a strengths-based approach to address the myriad of social and emotional issues our young people face. What must be remembered is that the staff too were impacted by the last two years of Covid and lockdowns, and this took its toll on them as well. We had record absences at the start of the year, but these diminished as the year progressed and all members of the community settled back into some form of rhythm and routine. The Wellbeing Team which consists of our Director of Students, Year Level Leaders and House Leaders, participated in professional learning around school refusal. This occurred over 2 nights in collaboration with Mount St. Joseph's College and Mackillop College. The strategies learnt during this professional learning were applied to monitoring and raising attendance.

VALUE ADDED

All staff were engaged in professional learning around the Berry Street Education Model, a cornerstone to the Thomas Carr College Model of Instructional Practice. The Berry Street Education Model is a trauma-informed pedagogical practice that upskills staff, students, and families with strategies and understanding to better engage with learning. This has come at the most optimum time as the College, and all schools across Australia, struggle with the fallout of 2020 and 2021, particularly in remote learning. Statistics show that 1 in 2 Australians have dealt with a major trauma by the time they are 18 years of age – Covid years notwithstanding. What this means in the classroom is manifested in both student behaviour and student engagement – which, combined, determine the quality of learning that is occurring for that student. The College's decision to invest in training of all staff in the Berry Street Education Model will reap its rewards in future years, as the staff become better practitioners and are able to embed it in every lesson for every class.

2022 is the first year of the new House Structure in Senior School – a vertical approach to pastoral and wellbeing care of our students. The creation of 4 Houses, Galway, Maynooth, Moylough, and Westport, recognises the connectedness of our Year 10, 11, and 12 students through the flexibility of learning available to them. It also recognises the transition into adulthood and the clearer need for greater student agency in their learning. We have begun to create opportunities for a stronger affiliation to a House, creating greater connectedness to the College and to the learning. Alongside this is the Luminosity Program that aims to engage our young people in a range of co and extracurricular activities to establish stronger bonds. In its infancy, Luminosity intends to grow next year with the inclusion of House Colours and House Points to recognise and celebrate community building behaviours in our young people. In order to foster a sense of community and to recognise our college's diversity, the College participated in a variety of community celebrations.

The new Director of Students role was created to support the overarching learning and wellbeing needs of the student community. The Director of Students oversees the interrelationship of our learning and pastoral programs, utilising the Model of Instructional Practice as its foundation. This interconnectedness is still in its growth phase and has been challenging for some staff to understand. The Director of Students has been an excellent

conduit in this space and, alongside the Deputy Principal Student Engagement and Wellbeing, which is also a new role at the College, has created strong relationships with our families and with external providers including HeadSpace, Orygen, Royal Children's Hospital and Mercy Werribee Hospital, Victoria Police, Youth Justice, and other welfare services. This connection with all stakeholders ensures our young people have a clearer pathway to accessing services, our families work in collaboration with the College to support our at risk students, and external services prioritise and support the young people in our care. This all adds to positive student learning outcomes.

The College continued to tighten up processes in the Learning Diversity area and ensured all staff were aware of their obligations in the area of modification and differentiation of work for our students with additional needs. The College employed two Learning Support Teachers to ensure the upskilling of staff and the focussed support of our students with substantial learning needs. Alongside the strong team of Learning Support Officers we saw an increase in the number of PSGs held during the year and a greater awareness of the importance of goal setting, strategy employment, evidence collection, and connection to all students.

2023 will bring with it a renewed sense of hope and optimism. We will continue to improve the wellbeing and engagement of our students with embedded policies, processes, and procedures to not only enhance their learning, but to also ensure their spiritual, emotional, and mental health. We aim to continue to create an environment where every student is able to both flourish and thrive, in order to realise their wholeness in God's image.

STUDENT SATISFACTION

That staff, students and families take an active role in leading and contributing to a culture of welcome and hospitality. School policies, structures and practices are routinely audited to ensure they promote an explicit message of welcome and belonging for all members of the community.

MACS Staff data under School Climate

- Perceptions of the overall social and learning climate of the school

Increase in the MACSSIS Family data under Family Engagement (53% in 2022):

- The degree to which families are partners with their child's school.

Increase in the MACSSIS Student data under Student Engagement (19% in 2022):

- How attentive and invested students are in school.

Increase in the MACSSIS Student data under Student Voice (31% in 2022):

- The extent to which students feel they have opportunities to have an impact on their school

STUDENT ATTENDANCE

The attendance roll is taken on a period-by-period basis, using the College Learning Management System (SIMON) and includes morning and afternoon Homeroom. All late arrival and Parent Notified Absences are entered into SIMON and monitored through Student Reception. Any discrepancies were followed by Year Level Coordinators and Heads of School, PaLM teachers follow up when students miss two or more days. Teacher and Year Level Coordinators follow the established protocols to contact parents. If students are absent from Homeroom with a notification from parents, an SMS is sent to parents/caregivers.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	97.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.7%
Y08	88.9%
Y09	87.3%
Y10	88.9%
Overall average attendance	88.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	25.0
VCE Completion Rate	97.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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

Our students returned after 2 years of lockdowns and this brought with it a range of challenges. A long period of readjustment was needed, 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 after the pandemic;
- Ensuring the right safeguards were put in place;
- Ensuring that technologies were used safely and in line with the Child Safe Standards.
- 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 over the past two years;
- Make the community aware of new Child Safe Standards and understand how that is lived in the College community.

Our Child Safe Committee met regularly and ensured that the Child Safe Standards were applied throughout the year, with an increased focus on and continual risk assessments of 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 were also explicitly trained in trauma informed responses to the newness of ongoing onsite learning, with an overarching concern we may be thrown back into lockdown at any time. This fear dissipated as the year progressed and a sense of normalcy and rhythm returned to the College community. The College engaged Berry Street to deliver full training of all staff in the Berry Street Education Model. This proved to be both fruitful in supporting staff respond to the myriad emotional needs of our students but to also embed in pedagogical practice the Child Safe Standards.

Thomas Carr College also ensured that we regularly communicated clear expectations for behaviour to the College community, including helping parents and carers to become aware of ways to support their children transition more readily to onsite learning. We offered families support in the transition back to school, offering parenting forums online and one face to face. Parents were also made aware of the new Child Safe Standards and how they would be implemented via the Beacon.

Achievements

Acknowledging the reality that 1 in 2 Australians stated in a recent study by University of Sydney that they had experienced a significant trauma before the age of 18, the College embarked upon training all staff in the Berry Street Education Model, a trauma informed pedagogical model.

This has been the main investment in ensuring staff have real skills to implement and give life to the Child Safe Standards.

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;
- Created safe and targeted zones for safety as students transitioned back onsite; and
- Reminding staff of the PROTECT protocols.

The College has also spent the year strategising tighter processes and procedures to ensure the ongoing safety of all our young people. 2023 will see the introduction of a Youth Liaison Officer, a renewed Counselling Team, and, quite significantly, a Student Agency Leader to ensure our young people not only have a voice but have agency in ensuring the safety and wellbeing of all students.

Leadership

Goals & Intended Outcomes

Our goal is to promote a climate where staff are empowered and able to engage effectively in teams fostering ownership of the vision of Thomas Carr College.

The outcome is a stronger performance and development culture is evident. To build leadership capacity so that our teams work together more effectively. To re-position the College within the community as the 'school of choice'.

Achievements

From the College Review late in 2021, the following School Improvement Goals were established for the period of 2022-2025:

- Establish a shared understanding of High-Quality Learning and Teaching through the implementation of practices that foster a culture of excellence in learning and growth for all students.
- Establish clear and coherent structures, policies and procedures to empower all staff to fulfill the College Vision and Mission.
- Develop and implement a whole school plan to effectively use data and evidence to measure and improve growth as a learning community.

The 2022 Annual Action Plan reflected the goals across the five spheres with an increased focus on using data to inform and evaluate policies and practices across the College and re-establish routines after two disrupted years.

The 2022 Academic year began with a two-day conference for the newly formed College Leadership Team. On Day Two, all Middle Leaders joined the senior leaders to work with educational consultant, Vic Zbar, on Leading Improvement at Thomas Carr College: Making it happen. The focus in 2022 was on re-establishing high quality teaching and learning practices after two years of teachers and students switching between face to face and online learning.

To support the focus on leading improvement in consistent classroom practices and in learning outcomes for students, three new significant leadership roles were created for 2023: Deputy Principal Student Engagement and Wellbeing; Coaching and Innovation Leader; and Literacy Leader. In addition, new structures were put in place to support updated curriculum documentation, more effective use of SIMON, our Learning Management System and more effective assessment and reporting practices.

The new Deputy Principal role was essential in the post COVID year to ensure the wellbeing needs of students were catered for, as well as highlighting the interconnectedness of learning, student engagement and wellbeing. The Coaching and Innovation leader focused on the implementation and monitoring of the Coaching program, staff training, mentoring middle leaders as well as implemented a range of programs to support senior students such as the VCE 40+ Club and the Peer Mentoring Program for students accelerating in Unit 3&4 studies. The focus of the Literacy Leader was to develop a Literacy Strategic Plan, beginning with training teachers to teach vocabulary explicitly, and to embed the Renaissance Reading program within the English curriculum in Years 7-9. The Literacy Leader also participated in the MACS Secondary Disciplinary Literacy Project and focussed on working with the Learning Area Leaders for Mathematics and The Arts.

As a staff community, we were proud to have successfully completed a full year without interruptions to any of the religious, academic, wellbeing, sporting, arts, and co-curricular programs. Staff successfully ran all the programs, College and community events that were planned for the year without exception. Students benefited tremendously from actively participating in a full year of a holistic education including all the opportunities for social interactions. Two highlights were the celebration of Thomas Carr Day and the College Musical, Charlie and the Chocolate Factory.

Our leaders continued to stay connected with their teams through 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. They also used new means of communications and collaboration such as MS Teams and online meetings when appropriate, tools that had been indispensable the previous two years during lockdowns. Some Parent-Teacher-Student Conferences and Parent Information Evenings continued to be delivered via MS Teams.

Managing high staff absences due to COVID required the leadership of the College to be extra supportive of who were working beyond normal expectations to support students learning. Activities during the year a day dedicated to staff wellbeing were some of the strategies adopted as well as using briefing and staff meetings to recognise staff achievements. The meeting schedule was designed to support staff collaboration and minimise after school meetings for most staff.

Annual Review Meetings were conducted for all teaching and non-teaching staff members by senior leaders and were another opportunity to give positive and affirming feedback to staff as well as providing 'check-in circles' within the meeting schedule as a time to debrief and for colleagues to support and affirm each other. To conclude the year, adding extra days for planning and writing curriculum documentation assisted staff in being prepared for the 2023 academic year.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, the focus on the Thomas Carr Model of Instructional Practice prioritised the Berry Street Education Model with three of the four PL days being delivered during the year for all staff. Regular short workshops were offered by various middle leaders on using SIMON effectively, Restorative Practices and Coach training throughout the year to build staff capacity. There was also a strong focus on STEM professional learning which led to the introduction of a new unit of work in Year 8 Science, and two new elective subjects offered in 2023: Formula 1 (F1) in Schools and ESports.

Staff continued to access a broad range of professional learning activities and conferences. For example, eight staff members participated in the EduTech Conference which was hosted in Melbourne in 2022. In addition, many external providers of workshops and conferences offered their courses online, therefore our teachers regularly took advantage of webinars that

were offered mostly after hours as well as during school time. Some teams, such as the English team, worked onsite, participating in professional learning sessions with VCE examiners to enhance their skills and knowledge.

We continued to build our relationship with Wyndham Tech in the offering of STEM and our staff offered Professional Learning workshops and the 'It Takes a Spark' Conference hosted at the College. In collaboration with Wyndham Tech our leaders and teachers developed new subjects and enhanced various courses to incorporate STEM more effectively.

A list of most of the PL activities undertaken is included in this report, however, it does not capture the spirit of collaboration and the peer-to-peer professional sharing which was delivered both formally and informally, for example through the Professional Learning Communities (PLCs) which focussed on various areas of interest related to the HITS in Terms 2 and 3. All staff also completed all the mandatory PL sessions on First Aid, OHS & Mandatory Reporting.

- Advent in the Year Matthew
- Annual VILTA Conference: Workshop Presenter
- VCAA Examination Assessor Training x 7
- VCAA Examination Assessing Examinations in Psychology, Italian, English, GAT, Indonesian, Further Maths, Physics
- AusCycling Foundation Instructor - Teacher
- Auslan 101: Level 1 Beginner
- Auslan 102: Level 2
- BSEM and Trauma informed education principles
- BSEM Trauma Informed Practice – Day 1: Body x 160
- BSEM Trauma Informed Practice – Day 2: Stamina & Engagement x 120
- BSEM Trauma Informed Practice – Day 3: Relationship x 160
- Canberra Networking
- Careers Event/RMIT
- Careers Event/Melbourne University
- Careers Practitioners Equity Forums
- Careers Seminar
- CEBA Conference
- CEG Leadership PL – Jo Wigley x 6
- Commissioning of New Principal, Ave Maria Cairns St Joseph's Echuca
- Creating animated gifts to instruct and inspire in the languages classroom
- Cry of the Earth x 2

- Data Literacy for Continuous Improvement with Bradley Geise/MACS x 4
- Designing STEM Projects/MACS
- DET Strategic Review/Wyndham Tech School
- Developing Language Skills for Secondary Schools
- Differentiating teaching, curriculum and assessment
- Discovery 2022 Conference /Peak Phys Ed * 4
- EduTech International Congress & EXPO * 9
- Emergency Management Planning For Schools - at the CLC.- TPE
- Engaging Your Faith Semester 2, 2022
- Engaging Youth and Families from African and Pacifica Cultures
- Epilepsy Essentials/online
- Essentials of emergency Nursing 2-day workshop for school nurses/THINK ACT LEARN
- Exploring the Mission of our Catholic Schools Code: 22REL460A
- Flatwater Guide Training & Assessment x 2
- IEAA Transnational Education Forum 2022 x 6
- Indonesian Oral Examination Assessing
- Intervention, Framework Online Professional Learning Modules Briefing
- Introduction to the language and purpose of the enhancing catholic identity x 2
- LABCON 2022
- Law for School Counsellors VIC 2022
- Leadership Conference, 24 & 25 January – Vic Zbar Leading Improvement at Thomas Carr College: Making it happen x 38
- Level 1 Strength & Conditioning Coach Accreditation Course/ASCA x 2
- Level 1B Archery community coaching x 2
- MACS PL – TPE x 2
- Making Maths Dyslexia Friendly
- Marking Meeting for NHT Physics Exams
- Marumali Way - Our Way Workshop
- Maths Hoops
- Meet the Assessors - English x 4
- Meet the Assessors/MAV
- Melbourne Beginners Weaving Course x 2
- Mental Health PL

- Mentoring Leading a Learning Culture (Accreditation)
- Mission Formation Workshops x 2
- Moulage Workshop
- Moving kids and teens from anxiety to resilience
- NAPLAN Training/MACS
- November Lectures: Chemistry Conference
- OH&S in the Technology Classroom (PL2250)
- Online Tutorial OHS
- Outdoors Victoria Conference 2022
- PAVCSS General Meeting 4
- PBL Framework Development: The STEM PROBLEM x 5
- Product Design & Technology Unit 2
- Pearson ABLE Training - User B x 3
- Physics Units 1 & 2 Course Planning for the New Study Design in 2023
- PL Meeting with Ann Fahey for Learning Diversity Leaders
- PL on Analysing your School's VCE Results webinars
- PL: 2022 Virtual Conference/Carter Down Educational Services
- PL on Chemistry Year 12 Summer School
- PL on Level 1B Archery community coaching
- PL: VCE Science Teachers Conference Series 2022
- Prayer Collective x 2
- Preparing for 2023 Unit 1 Vocational Major x 4
- Presenting RE Workshops at MACS RE Network Meetings
- PST PTT support workshop with Glen Pearsall
- RE Sponsored Study Catholic Mission and Identity Team/MACs
- Regional Women in Leadership Day
- REL SEC Network PD
- Renaissance Art in the Italian Classroom 101
- Reviewing Student Performance in the 2021 Business Management Exam
- ROSAE - Training for new staff
- ROSAE Refresher Course
- Secondary Disciplinary Literacy Project x 4 (4 days)
- Spiritual conversations - Skills for leadership

- Staff Wellbeing Day: Thrive by Design, Meg Durham & The Great Race x 160
- STAV - Toyota Excellence in STEM Teaching Community of Practice x 2
- STAV Biology VCE Conference x 2
- STAV Science Teacher's Conference 2022 x 2
- STAV Toyota Excellence in STEM communities of Practice Project
- Student Health Support Plans
- Successful Techniques for Collecting Overdue Payments & Debt Recovery Webinar
- Teacher Professional Learning Experience (TPLx) Reference Group
- Teaching Chinese Culture Through Art
- Teaching VCE History in 2023
- Teaching VCE Matrices
- The Catholic School Dialogue
- The Future Market Strategy Workshop x 2
- The Mission and Identify of the Catholic Dialogue School Today - Vatican II Theory
- The new VCE English and EAL Study Design x 3
- The Power of Reading
- Timetabler Training x 2
- VCE Religion & Society and VCE Texts and Traditions Study Designs (2023-2027)
- VCSSDPA Deputy Principals' Conference: Leading Diverse Communities x 3
- VCSSDPA Women in Leadership Dinner x 10
- Western Metropolitan Region - Aboriginal Community Forum
- 2022 Jacaranda VCE SAC Events/Jacaranda VCE SAC events
- 2022 NAPLAN Reporting & Data Service PD
- 2022 VATE Leadership Conference
- 2022 VCE Languages Oral Assessor Training Meetings
- 2023 Timetable set-up training x 2
- 2022 6th HALT Summit - Highly Accomplished Leading Teacher
- A Deep Dive into the 2023 Units 3&4 Psychology Study Design

Number of teachers who participated in PL in 2022	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

In 2022 Thomas Carr College conducted the Annual Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). The staff section of the survey collects data from 14 domains to help identify staff perceptions of school climate, safety, professional relationships and learning.

In analysing the data, staff provided the strongest positive endorsement for:

- Catholic Identity: Teacher’s perceptions of the principal’s faith leadership and of particular dimensions of Catholic identity in school life
- Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team

Staff have indicated that they have seen growth in the school leadership team helping teachers address instructional issues in their classrooms. Throughout 2022, professional development opportunities provided staff with further opportunities to develop and embed strategies that can be translated into classrooms with a focus on literacy and the Berry Street Education Model.

To strengthen the professional feedback for staff, the College’s Coaching Program was further developed to empower teaching staff to overcome challenges, explore strategies and encourage professional and personal growth.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 87.2%

ALL STAFF RETENTION RATE

Staff Retention Rate 79.0%

TEACHER QUALIFICATIONS	
Doctorate	1.2%
Masters	34.9%
Graduate	27.9%
Graduate Certificate	9.3%
Bachelor Degree	77.9%
Advanced Diploma	2.3%
No Qualifications Listed	5.8%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	110.0
Teaching Staff (FTE)	105.5
Non-Teaching Staff (Headcount)	71.0
Non-Teaching Staff (FTE)	65.6
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Thomas Carr College is a community where students, staff, alumni, parents and College Advisory Council members experience a sense of belonging and connectedness to the College and Church.

Intended Outcomes

- Improved Community Engagement
- Improved Feeder School Relationships
- Better Alumni Engagement
- Strengthen family, College and Parish connections
- Improve parents awareness of the School Improvement Program
- A stronger performance and development culture is evident
- Reposition the College within the Community as the 'school of choice'

Achievements

We are committed to:

- Desire for improved student outcomes
- The building of staff capacity with greater evidence of collegiality
- Collaboration in teams
- The exploration of different avenues of communication to enhance parental engagement

VALUE ADDED

African Parents Morning Tea
VET Information Night
VCE Information Night
GSC Information Night
Parent Information Nights Years 7 - 11
PTS Conferences
College Advisory Council Meetings
College Open Day & College Tours
Mother's Day Mass and Morning Tea

Online Information forums for Parents each Term

International Day of Women Celebrations

Whole School Liturgies & Assemblies

Father's Day Liturgy and Morning Tea

Malaya Borneo Veterans Remembrance Day Service

Grade 5 Roadshow

Grandparent's Day Liturgy and Morning Tea

13th Year of the VCE Offshore Program

Our long-standing relationship with Margie School in Surabaya (Indonesia) continues as staff and students from both schools participate in the beginning of the Virtual Student Exchange Program

Celebration of significant Cultural Days with the Community

Participation in Wynypeak (City of Wyndham Public Speaking Competition)

Harmony Week Celebrations

Students participated in St James Parish Feast Day Mass

Students participated in the FUSE Cup - International E Sport Competition

STEM Week activities

A Night to Shine

Gala Night of Excellence

PARENT SATISFACTION

In 2022 Thomas Carr College conducted the Annual Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). Families were asked to share their perceptions across seven domains with focuses on engagement, climate, safety and Catholic Identity.

The results, from the limited number of families that completed the survey, indicate that the strongest positive endorsement domains were:

- Barriers to engagement: Factors that can hinder a family's interactions or involvement with their child's school
- Student safety: Perceptions of student physical and psychological safety while at the school.

These results included an improved response in the number of families who feel a sense of belonging with the school community. Following two years of extended periods of remote learning, these results reflect the work undertaken to build a stronger connection with families, and as a College we continue to show substantial growth in the family perceptions of communication between classroom teachers and the families of the students.

In 2022, there was also significant work in the area of developing family partnerships and the introduction of a Youth Liaison role to foster further engagement within our College Community and to support the growth and learning engagement of our students.

Future Directions

Given the age and constraints of a variety of learning spaces as well as the development of the population within the catchment area, Thomas Carr College, which celebrated 25 years in 2021, has reached the point where a new Master Plan needs to be designed. The initial stage of building work, Stage 1, which will concentrate on the senior years of schooling where pupils and teachers are now using subpar and outdated facilities, is identified in the Master Plan, which is already complete. The Stage 2 facilities are those that are in use today. The Master Plan is in response to changing demographic trends in our region that are driving up college enrolment demand.

The Master Plan will see the entire school layout open to a new easily navigable and calming design. The College has as its main façade a stock of buildings that are functional and aesthetically pleasing offering attractive educational spaces for current and potential families. The same does not apply to the buildings and spaces internal to the College. Currently the students are well provided for with a contemporary building supporting the preferred pedagogical practices of the College at Years 7 and 8. This does not apply to students in Years 9 through to and including Year 12. The box like spaces that would have been cost effective at a time when the College was establishing itself as a new school, are no longer conducive to contemporary learning.

At Thomas Carr College we have developed our own Model of Instructional Practice based on the Berry Street Model of Education (BSEM) and the High Impact Teaching Practices (HITS). This model draws on the extensive research by John Hattie and provides a framework that connects learning and wellbeing as the key drivers to improve student outcomes. In addition to this, we have identified the need to establish higher expectations of the staff and students. Our challenge is to ensure that the formal school-based learning process is engaging and promotes the best opportunities for individuals to learn with, and from, others co-located in the classroom setting. This is the greatest, and often not fully realised, asset that schools retain – the co-location in time and place of a cohort of learners and teachers.