

# 2023

## Annual Report to the School Community



### **Lavalla Catholic College**

33 Kosciusko Street, TRARALGON 3844

Principal: Ryan Greer

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

Registration: 2001, E Number: E4042

---

## Principal's Attestation

---

I, Ryan Greer, attest that Lavalla Catholic College is compliant with:

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

Attested on 13 May 2024

---

## About this report

---

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

---

## Governing Authority Report

---

Lavalla Catholic College is governed by Marist Schools Australia Limited (MSA Ltd). MSA Ltd is a public not-for-profit company limited by guarantee and registered with the Australian Charities and Not-For-Profit Commission. Its purpose is to advance education and religion, specifically to make Jesus Christ known and loved and to ensure quality Catholic education in the Marist tradition through its schools.

MSA Ltd was formed by the Trustees of the Marist Brothers and the Association of St Marcellin Champagnat to strengthen the governance of the Education Ministry. Prior to the incorporation of MSA Ltd, the Marist Association of St Marcellin Champagnat Limited (MASMC Ltd, a not-for-profit company limited by guarantee) was formed by the Trustees of the Marist Brothers to provide governance as well as spiritual leadership and formation for those engaged in the apostolic works, activities and operations of the Marists in Australia. MASMC Ltd is the sole member of MSA Ltd. The fundamental aspiration of Marist education as explained 200 years ago by the founder Saint Marcellin Champagnat is '...to make Jesus Christ known and loved through quality education'. This is the Mission of Marist Schools Australia Limited today.

From 1 January 2022 MSA Ltd governs, manages and operates twelve Colleges in Australia, including Lavalla Catholic College, and it is particularly focused on ensuring that the Colleges follow contemporary and best governance practices to maintain compliance with Australian legislation (including education legislation) and to provide a safe and supportive learning environment for students in line with the philosophy and values of Marist Education. MSA Ltd also provides professional learning, staff formation, youth ministry, and solidarity opportunities to Marist schools governed by Diocesan Catholic education authorities.

The Board of MSA Ltd consists of highly skilled and eminent Australian educators. They have appointed the National Director to undertake the operations of the Education Ministry. The National Director appoints the College Principal who conducts the day-to-day operation of the College and reports to the National Director via a Regional Director.

Lavalla Catholic College is one of 600 Marist schools throughout the world educating young people in 80 different countries. Marist education was founded by Saint Marcellin Champagnat in 1817, in the Parish of La Valla in the Rhone Alps.

---

## Vision and Mission

---

### **Our Vision**

Lavalla Catholic College is a welcoming, inclusive community called to make Jesus known and loved through education in the Marist Tradition. With 'Strong Minds and Compassionate Hearts' we unite to inspire, journey with and prepare learners for life in our changing world.

### **Our Mission**

In our daily actions we build positive relationships following the model of Jesus Christ. We are inspired by the Marist Characteristics:

- Simplicity
- Love of Work
- In the Way of Mary
- Presence
- Family Spirit.

Families, staff and students work in partnership with the local and wider communities to create opportunities where all can flourish in safe and challenging learning environments.

### **Graduation Goals**

Graduates of Lavalla Catholic College will strive to be:

- open to the journey of faith and to practise the Marist Characteristics
- stewards of our people, place, time and traditions
- adaptable resilient life-long learners
- responsible citizens
- respectful in building loving, inclusive relationships in the example of Jesus
- people who will celebrate all that is good
- people of compassion, integrity, dignity and hope.

---

## College Overview

---

Lavalla Catholic College is a community that inspires excellence in learning and development through quality teaching and student support. We take to heart the inspiring words of Marcellin Champagnat, the founder of the Marist brothers, that to "... educate children is to love them and to love them all equally." Marcellin also stressed that we offer an environment that encourages and allows young people to develop into intelligent, caring, human beings with Jesus at the centre of their lives.

Writing over 180 years ago, Marcellin understood what every teacher knows; that teaching and learning are about forming a strong relationship with each individual built on trust, respect and love. All students at Lavalla are known and loved.

Offering a Catholic education across the Latrobe Valley, in 2022 our College has two campuses and a population of approximately 1250 students. True to our Marist tradition, we place a strong value on family. We appreciate our long associations with families in the Latrobe Valley and look forward to working with all families who seek to join our College community in a spirit of partnership, shared responsibility and mutual support.

Strong Minds and Compassionate Hearts is our College motto, and it is a guiding principle for education at Lavalla Catholic College. In an era of rapid social and educational change there remain some constants: the need for young people to have inquiring minds, moral values on which to base their life decisions and empathy for their fellow human beings.

We pursue excellence in academics and offer a broad range of subjects at each year level. We are a pathways school and provide many opportunities to broaden life skills. Families look to our College to provide a comprehensive and engaging education for their children.

At Years 7, 8 and 9, students are offered a variety of subjects to explore their learning styles and interests. Students with unique Gifts and Talents are identified and offered opportunities to excel.

Years 10, 11 and 12 see students selecting their own courses of study and focusing more intensely on future careers. The Victorian Certificate of Education, Victorian Certificate of Education Vocational Major, Vocation Education and Training, University Enhancement Subjects and work placements are just some pathways students may take in their journey to discovering their future.

---

## Principal's Report

---

### **Created and Called: a revolution of love and tenderness**

Every year Marist schools across Australia have an annual theme; a formation focus, which calls upon us to delve deeper into our spirituality and understand how we can animate our faith in meaningful ways throughout the year. Our 2023 theme was, Created and Called: a revolution of love and tenderness.

As Christians we believe we are created and we are called by our God. In this sense, our theme this year aimed to centre God in our lives and remind us of the type of person that God wishes for us to be and the type of people that we should all strive to be. Considering the word revolution, collectively we were drawn to the notion of taking a stand to effect some type of change. Our 2023 theme called for us to practice love and tenderness; a call to action of sorts, where love and tenderness permeate all that we do.

It was a powerful and even provocative notion for all to consider. A community which is grounded in both love and tenderness is the type of community that we must aim to nurture. As community members, we were reminded that we all have an individual responsibility to contribute to a collective action, which establishes love or a deep care for one another as the basis upon which everything is built at our school. It is a notion, which as a community we must continue to embrace as we look to form and to shape our young people with those strong minds and compassionate hearts that our society calls out for.

### **A culture of service**

In 2023, across many social justice initiatives, our students demonstrated a real commitment to assist those in most need.

Whether it was through the donation of over 1500 non-perishable food items through our give a damn; give a can initiative; Christmas hamper support for families through the St. Vincent de Paul Christmas appeal; our award winning choir busking for donations to donate to local care and support organisations; fundraising for a variety of charitable causes or even the commencement of our bottle and can recycle program to raise funds for community service organisations, once again our students demonstrated a deep commitment towards authentically giving life to Catholic values and making meaningful contributions and sacrifices for the benefit of others. As always, the contributions of time, of money and of goods were undertaken with selflessness and humility, which are fundamental to the Catholic understanding of service to others.

Additionally, our Game Changers youth ministry groups have gone from strength to strength, connecting with other Marist school groups and energising many of our young people to be active participants in their faith and their service journey. Game Changers offers students the

opportunity to deepen their understanding of faith and mission, and begin to understand how their individual actions can contribute to a collective deepening of living the Gospel message and encouraging other students to be open to hearing the call to service.

### **Academic Achievements**

Throughout the year, very large numbers of Lavalla students from across both campuses and all year levels received awards and recognition for both academic performance and academic improvement. These awards recognise our students' commitment and dedication towards their academic studies and their desire to continuously find ways to improve their learning outcomes. As I conveyed to students at these award ceremonies, our awardees should serve as inspiration for all Lavalla students. They are in fact exemplars of how to set high academic and improvement focused expectations and to develop strategies and maintain their discipline and focus to help meet these expectations and do and be their best throughout the school year. Congratulations to all of our award winners and best wishes for next year as you begin to set improvement goals and expectations.

### **Year 12 Results**

As many would be aware, 2023 was a year where our Year 12 cohort set new standards of achievement and success for our College. I congratulate our Class of 2023, their families and our exceptional Lavalla teaching staff on this year's pleasing Year 12 results.

It is essential to recognise that success in the senior years of schooling does not just materialise from Yr10. The formative Yr7-9 years are so crucial to build the knowledge, the skills and the discipline required to strive for, to achieve and to exceed learning expectations. Students should be focused on doing their best at all times across all years, as the seeds for VCE and senior studies success are well and truly sown early in their secondary school years.

Heading into the year, a key focus for Lavalla was the continued development of a genuine pathways based model for our senior students, where post school and career ambitions are carefully mapped and shaped to each student's senior course of study. Ensuring that learning pathways are individualised and relevant to each of our students and that there is no 'one size fits all' approach for senior programmes of study, means students are able to achieve and experience success as it specifically relates to them and is supportive and affirming of both their wellbeing and their skills and talents.

### **Some highlights of our 2023 Year 12 results include:**

Our highest ever College Median ATAR (67.45) and College Average ATAR (67.86)

Close to 10% of our VCE students receiving an ATAR of above 90 therefore placing them in the top 10% of students state-wide.

A quarter of our VCE students receiving an ATAR of above 80

Median Study Score of 30 – our highest ever



Equal highest percentage of students with 40+ study scores – 5.3%  
Highest ever percentage of students with 35+ study scores – 15.5%  
Highest ever percentage of students with 30+ study scores – 29.5%  
46 Students receiving Certificate II and/or Certificate III VET Qualifications  
17 Senior Students securing full-time apprenticeships with local industry and business

Special congratulations must go to Dux of the College, Ethan Jarvis, who received an ATAR of 97.7.

We are equally proud of the many students who pursued vocational pathways and who are commencing careers across many sectors including trades, retail and the health and beauty industry.

As I have said many times previously, for us the ultimate measure of success of course, is the quality of the young people that we prepare to go out and make positive contributions to our society. I am confident that all Lavalla graduates understand this aim and that the class of 2023 will indeed share their gifts and talents in many positive ways as they begin their post-school lives. We are so proud of our Lavalla graduates, who treat others with respect, with dignity and with compassion and who we know will be people who are of and for others.

### **Outside of the Classroom**

2023 also saw some wonderful success for many of our students in the sporting and co-curricular realm. Our basketballers, footballers, soccer players, cricketers, shooters; our talented musicians, choir and performing artists all acquitted themselves with the class and dignity that we strive to demonstrate at all times. Win lose or draw, how they participated and what they brought to each game or activity in terms of commitment and passion is what we remain most proud of.

Specific mention must go to the senior girls of our Marist Basketball Carnival Team. This year, the Marist Basketball Carnival took place in Adelaide and our girls not only won the championship, but cemented Lavalla's status as a Marist Basketball powerhouse with the win being a record 14th National Marist Carnival Championship. Congratulations to all involved and best wishes to those aiming to make it 15 in 2024!

### **Looking forward - 2024**

2024 is shaping up to be an incredibly exciting year for the Lavalla community. Coupled with the introduction of our successful House based system of pastoral care and wellbeing across all year levels of the school, we will also be commencing Stage 1 of our long heralded Master Plan building works. This involves new construction of contemporary and dynamic learning spaces on the Junior Campus and extensive renovation of learning and administration spaces at the Senior Campus. As these projects go to tender, I look forward to sharing the exciting plans and details for these works as they commence early in the school year.

Additionally, next year we enter a year of official school review and the development of a new strategic cycle of planning for our community. All staff, students and parents will have the opportunity to provide feedback and contribute ideas in regards to the strategic direction of the College for the next four years.

**Thank you**

I once again pass on my sincere thanks to all families for a very productive year at Lavalla.

Being able to build and nurture relationships with students and families is by far the most enjoyable and important part of my role. I look forward to this continuing next year, in what will be a big year of growth and development for our school and community.

Ryan Greer

---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

The Lavalla Catholic College community consciously keeps "Making Jesus known and loved" at the forefront of our practice.

To effectively deliver the Religious Education Curriculum, *'To Live in Christ Jesus'*, in a re-contextualised and dialogical way to help staff and students towards a more Post-Critical Belief. We do this through:

- Faith Formation; Leading the college community to a deeper Post-Critical Belief stance through re-contextualisation of the Gospel in dialogue with contemporary culture.
- Promotion of Catholic Social Teaching; Enhancing the understanding of the principles of Catholic Social Teaching and how they guide our work.
- Prayer and Liturgy; Enhancing the practice of prayer and liturgy in the college community.
- Marist Spirituality and Pedagogy: Enhancing the collective understanding of Marist Spirituality and pedagogy in practice.
- Effective implementation the Religious Education Curriculum, *To Live in Christ Jesus*.
- Deepening the knowledge of the progression of learning in the Religious Education Curriculum, *To Live in Christ Jesus*.

### Achievements

In the post-COVID times of 2023 we were able to return to full community liturgical celebration on-site. This meant that our annual whole community celebrations, Commencement Mass and Champagnat Day Mass were able to be celebrated in their traditional whole school and community formats. Bishop Greg Bennet, Bishop of the Diocese of Sale, celebrated Champaganat Day Mass for us, and the whole school community enjoyed this significant event, with our Liturgical Choir and Liturgy classes leading the community with their gifts and passion.

2023 was also another year of enlightenment in our students spirituality. Throughout the year, we have continued to teach the curriculum in a relevant and dialogical way to provide opportunities for our students in Year 7 to 12 to learn more about the world of religion, spirituality and faith and to connect what they know and what they learn, to the world today. They have been challenged to work with enthusiasm, to engage in meaningful discussions, classwork, activities and assessments.

From our Year 7's starting their journey with learning about Marcellin Champagnat and how we all belong to our Marist school community, to our Year 12s examining ethics and ethical issues, a wide range of topics have been covered and explored in depth. Our two Ministry classes in Year 11 and 12 have applied their theoretical knowledge to practical situations by being involved in liturgies and masses, organising and running fundraisers and teaching Year 7 Religious Education classes.

All year levels were also provided with opportunities to pray, reflect, journal and meditate to incorporate the importance of stillness into their busy days. Whether it was creating and colouring mandala's, writing in journals or participating in quiet meditation all students welcomed these times of silence and peace.

In 2023, we also had groups running in Year 7, 8, 9, 10 and 11 Game Changers Youth Ministry program. These have been a positive space to chat, work through social justice activities, reflect and be a part of our Lavalla school community. A staff mentor has guided each group through their journey this year.

The Yr 7 and 8 groups were part of the *Le Rosey Track* which worked on Identity and Community. Year 9 and 10 worked through the *La Valla Track*, which was based around Christian Leadership. Our Year 11 and 12 groups worked through the *Hermitage Track* which was based around Solidarity and Vocation.

All groups this year have attended retreat days with other Marist Game Changer students in other Victorian Marist Schools. This has been a positive experience for all students with many new friendships formed, which will continue to grow throughout their Game Changers Journey.

Our Retreat program was also able to offer our students a chance to reflect on their school and Faith journeys in a more informal way, away from the busyness of school life. Whilst the Year 12 Retreat is an opportunity for students to think about what is important to them as they ready themselves for life beyond school, the Year 11 Retreats had a different focus: looking at the students' footprint on the world, what affects them and how they affect others, and at their beliefs today and how they have come to form them. All retreats had opportunities for community strengthening games, and quiet reflective time.

### Value Added

- Several groups of staff members participated in the Marist staff formation program, Footsteps.
- Several staff members travelled to the Holy Land, Rome and France, participating in the Marist Pilgrimage, walking in the footsteps of St Marcellin Champagnat.
- A new career staff member represented the College at World Youth day celebrations in Portugal as part of the MSA pilgrim group.

- New staff to the College participated in the Marist new staff formation program, *In the Marist Way*
- All staff participated in a Marist Schools Australia staff formation sessions: *Created & Called: A Revolution of Love and Tenderness*
- College staff continued to gain their accreditation to teach in Catholic schools
- Several College staff undertook post-graduate studies in Religious Education and Theology
- Students participated in Marist connect evenings throughout the year as well as Marist Youth Ministry Program Game Changers.

---

## Learning and Teaching

---

### Goals & Intended Outcomes

The College's approach to improving Learning and Teaching is applying a continuous improvement approach and placing growth and excellence at the centre of all understandings of achievement. There have been a number of new initiatives introduced as well as consolidated in 2023 and the College has continued to work to inspire students to achieve personal excellence. Key areas of focus in 2023 include:

- Embedding the Active Learning approach through the creation of whole staff Learning Forums. This is to reflect upon and share the best active learning practice in the classroom
- Continuation of work with Expert Teacher Ben Lawless, for all teachers to ensure the successful development and implementation of Developmental Rubrics.
- Whole College curriculum audits across all key learning areas
- Individualised focus on pathways for senior students which match with career and post school intentions
- Continuing development of a school wide approach to develop data literacy amongst staff  
Targeted intervention for Year12 students in relation to VCE scored and non-scored students
- Continuing development of a school wide approach to develop data literacy amongst staff

### Achievements

- Development and preparation for new POL structures built around adequate resourcing of Middle Leadership as the leading engine room of the college's learning and teaching approach.
- Commencement of a timetable review to ensure that timetabling structures are designed for and are catering for student need.
- Development of a new meeting schedule for 2024 that addresses gaps in relation to faculty time for reflection, planning and curriculum development.
- Development of a new leadership role involving coaching and mentoring. The Teacher Efficacy coach will form part of the new POL structure and provide guidance build collective efficacy amongst Middle Leaders and Staff.

## Student Learning Outcomes

### Highlights of our 2023 Year 12 results include:

- Our highest ever College Median ATAR (67.45) and College Average ATAR (67.86)
- Close to 10% of our VCE students receiving an ATAR of above 90 therefore placing them in the top 10% of students state-wide.
- A quarter of our VCE students receiving an ATAR of above 80
- Median Study Score of 30 – our highest ever
- Equal highest percentage of students with 40+ study scores – 5.3%
- Highest ever percentage of students with 35+ study scores – 15.5%
- Highest ever percentage of students with 30+ study scores – 29.5%
- 46 Students receiving Certificate II and/or Certificate III VET Qualifications
- 17 Senior Students securing full-time apprenticeships with local industry and business

### NAPLAN Results

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	519	56%
	Year 9	538	49%
Numeracy	Year 7	530	66%
	Year 9	555	67%
Reading	Year 7	524	69%
	Year 9	557	66%
Spelling	Year 7	513	63%
	Year 9	549	67%
Writing	Year 7	531	63%
	Year 9	567	61%

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

<b>Senior Secondary Outcomes</b>	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	96.70%
VCAL Completion Rate (VCAL Intermediate)	*

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

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



---

## Student Wellbeing

---

### Goals & Intended Outcomes

At Lavalla Catholic College we strive to develop positive relationships between students, staff, and the community. We do this by building resilience and the capacity to cope with adversity, creating a safe environment where students feel engaged and welcomed. The notion that happy and well adjusted young people are best placed to achieve academic and social success underpins our approach to student wellbeing and pastoral care.

#### Intended Outcomes

**Relationships:** To nurture the relationships between students, staff, and families; to be inclusive and understanding of the diverse needs of everyone in the school community.

**Resilience:** To build an inclusive culture that encourages the development of social-emotional skills necessary for leading a productive and fulfilling life.

**Happy and Safe:** To create an environment that embraces a culture whereby students and staff feel safe, supported, and valued.

**Attendance:** To ensure that all stakeholders (staff, students & families) understand the importance of regular attendance and the impact that irregular attendance has on academic performance and social-emotional well-being.

### Achievements

Achievements and progress in student development and wellbeing in 2023 include:

- Development of a genuine 7-12 Vertical House system across both campuses
- Planning for the 2024 introduction of a new House, Glowrey House, to reduce numbers in the Houses and allow for growth whilst maintaining a personalised approach to 'know and love each student'
- Implementation of the Wellbeing Hub; a central location to assist students and support flexible learning arrangements as required
- Creation and implementation of College Positive Behavioural Response Processes and framework to improve consistency
- Promotion of On-line Safeguarding, Cyber Intelligence and Respect through the continuous education via virtual avenues, especially during Remote Learning
- Presentations from external experts on matters relating to resilience and cyber-safety
- Use of a variety of resources to improve the wellbeing of students through programs that are accessible to students

- Ongoing use of the SMS system to inform parents/guardians if their child has not attended school by 10am daily without explanation
- Ongoing compliance with Child Protection Standards and Ministerial Orders
- Ongoing development of PAM within SIMON to allow parents/carers to monitor and address their child's school attendance
- Meaningful and relevant student assemblies, at Campus and House and Year level to celebrate student success and promote our College culture
- Celebrating students through the Three Violets affirmation and award program
- Improvement of awards processes to recognise holistic student achievement.
- Improved risk-assessment processes for incursions and excursions
- Focus of fundraising in solidarity with the mission of Marist Schools Australia and the Catholic Church
- Continuation of dynamic transition practices including school visits to enhance the experience of Primary enrolments and student transitions
- Campus transition activities for Year 9 students
- Homeroom sessions to support goal setting by each student and the development of student/teacher relationships
- Matching students' interests and abilities with potential pathways
- Student Participation — focus on student ownership of campus activities including "House Centred Activities"
- Representation at community ANZAC and Remembrance Services.

## Value Added

Our busy calendar gives witness to the richness of experience through guest speakers, excursions, incursions and activities. Not a single week passes across our campuses where the students and staff have not engaged in fulfilling and enriching pastoral education.

Curricular and co-curricular experiences deepen and strengthen our life learning. Our staff are exceedingly generous in their commitment to improving student learning. Dedicated staff members have planned and organised experiences and programs of learning for students so that they holistically develop in accordance with our mission.

## Student Satisfaction

In 2023, the College continued to use various methods to monitor students' engagement and satisfaction, and build their agency as key partners in their learning and development.

Coupled with Insight SRC diagnostic survey participation, in 2023 students had the option to participate in student forums; nominate and participate in student leadership structures and opportunities as well as participate in a number of survey instruments designed to capture their level of engagement and satisfaction with the College.

Additionally, all students were invited to participate in Parent, Teacher and Student interviews to discuss growth, improvement and levels of engagement across the school and with their work.

## Student Attendance

- Daily attendance of each student enrolled at the school is recorded in every class at Lavalla Catholic College.
- Any absences of a student from school including classes are identified and followed up according to normal protocol.
- Reasons for each student's absence are provided and recorded in writing via the Parent Access Module (PAM).
- Follow up of any unexplained absences of a student by contacting the parent/carer of the student as soon as practicable on the same day.
- Parents/carers are notified promptly regarding a student's unsatisfactory school or class attendance. If upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school ensures notification of another parent who was responsible for ensuring the child attended school on the relevant day(s).
- If contact cannot be made with the parent, contact is made with the emergency contact/s nominated on the student's file held by the school.
- Information regarding a student's unsatisfactory attendance at school or classes is recorded on their student file.
- Parents/Carers are informed of their responsibilities around attendance and initiatives aimed at promoting parental awareness of the importance of children attending school every day are implemented.
- Attendance improvement strategies, interventions, and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan, and Return to School Plan.
- Strategies for supporting the attendance of students in out-of-home care, students experiencing homelessness, Aboriginal and Torres Strait Islander (ATSI) families, overseas students, students with disabilities, students with cultural and linguistically diverse backgrounds, and newly arrived families are implemented.
- DOSCEL and MSA are advised where a referral to School Attendance Officers is required because the student has been absent from school on at least five full days in the previous 12 months without reasonable excuse for absences.
- Referral processes are implemented to Child FIRST or Child Protection, DOSCEL, and the School Attendance Officer where required.
- Ensured compliance with the school's regulatory and legislative requirements in relation to absence procedures and subsequent follow up.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	76.6%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	88.3%
Y08	89.3%
Y09	87.4%
Y10	85.9%
Overall average attendance	87.7%

---

## Leadership

---

### Goals & Intended Outcomes

Leadership at Lavalla Catholic College strives to create an authentic Catholic Marist Community by:

- supporting positive student outcomes through the provision of appropriate learning opportunities for all students
- creating a safe environment for all members of the school community
- providing resources linked to priority teaching goals
- providing purposeful, effective, and contemporary learning spaces
- employing and forming highly professional and quality staff
- focusing on the ongoing development of expert teachers in a Catholic school context
- promoting strong home/school relationships with parents and carers
- identifying potential school and community partners on the basis of their capacity to contribute to the improvement of student achievement and/or well-being
- at all times meeting mandatory compliance benchmarks under all relevant State and Federal legislation and regulatory frameworks
- maintaining sustainable enrolment across all year levels
- supporting and resourcing practices that are progressive, ethical, sustainable, and environmentally proactive.

### Achievements

2023 saw the development of an exciting and transformative POL structure at the College. This structure was comprehensively developed with input from a variety of stakeholders, with core College business of *Learning and Teaching; Catholic Identity & Marist Spirituality; Student and Staff Wellbeing* being at the centre of the new model. Through the new POL structure, Middle Leadership at the College has now been empowered to be leaders not just managers or administrators, with systems to build the collective efficacy of leaders built into the POL structure.

The College also invested heavily in the ongoing Faith formation of leaders and staff in Catholic and Marist Spirituality. The resumption of many face-to-face national and international formation opportunities enabled staff to continue to build understanding and skills and align their practice with the Mission and Vision of our Catholic school in the Marist tradition.

The College also improved its use of a Development Management package, EMS360. This software assists the College in better receiving requests, and approving and recording professional development. This product also allows the storage of records of Annual Review

Meetings, which were important opportunities for staff to ensure their developmental pathways are aligned with the strategic directions of the school.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• <i>In the Marist Way; Marist Pilgrimage and Marist Footsteps</i> learning and formation opportunities</li> <li>• Participation in diocesan Learning &amp; Teaching and Wellbeing network meetings and workshops</li> <li>• Subject/faculty specific Professional Learning including updated study design and curriculum building opportunities</li> <li>• Child Safeguarding and Compliance Training for all teachers/staff</li> <li>• Whole staff <i>Development of Quality Assessment Workshops</i> (Developmental Rubrics) led by external consultant Ben Lawless</li> <li>• Record staff involvement in the Teacher Excellence program (TEP)</li> <li>• Continually increasing numbers of staff undertaking post-graduate study to enhance their qualifications, particularly in curriculum leadership and religious education</li> </ul>	
Number of teachers who participated in PL in 2023	102
Average expenditure per teacher for PL	\$734.00

**Teacher Satisfaction**

In 2023, all staff had the opportunity to undertake the Insight SRC surveys to provide their input into the school improvement process.

Staff were also given the opportunity to contribute to several school wide stakeholder survey processes, designed to gain valuable feedback for school improvement particularly in relation to structures and programs that directly affect staff and their workload. Teachers were able to raise concerns about various issues and these were then explored and areas for improvement addressed. Improvements included: workload, in relation to the reporting process and clarity of these requirements; adjustments to the meeting processes and schedules to ensure more efficient and productive meetings; increased opportunities to participate in decision-making committees and working groups; and expanded opportunities for leadership roles.

In addition to the approval of a new CEMEA, College staff voiced their strong support for the development of a Local Agreement regarding the interpretation of several elements of the

CEMEA, namely around Time In Lieu (TIL) provisions and the shift to a 30/8 workload and workflow model.

Significant events in the life of staff at the College were recognised and celebrated in both formal and informal ways. The College again hosted a special Christmas function which was warmly received and which provided a fitting end of year celebration for our staff.

<b>Teacher Qualifications</b>	
Doctorate	0.6%
Masters	20.5%
Graduate	24.4%
Graduate Certificate	1.9%
Bachelor Degree	48.7%
Advanced Diploma	3.2%
No Qualifications Listed	0.6%

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	110
Teaching Staff (FTE)	96.9
Non-Teaching Staff (Headcount)	95
Non-Teaching Staff (FTE)	81.5
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### Goals & Intended Outcomes

Our College focus in 2023 was strengthening our community relationships and partnerships.

Areas included with our local Parish and other Parishes throughout the Diocese; with local, state and national service organisations and community organisations within and around Traralgon and the LaTrobe Valley; and with the various Marist Ministries throughout Australia, whose work is aligned with the vision and mission of the College.

### Achievements

Whilst not an exhaustive list, in 2023 Lavalla students excelled and achieved in:

- Music and Choral Eisteddfod
- Basketball
- Australian Football
- Soccer
- Cricket
- Athletics
- Swimming
- Sport Shooting
- College Musical and Drama Productions

Students are to be commended for their efforts and for their pride at what it means to be a Lavalla student and to represent our community.

### Parent Satisfaction

In 2023 the College community once again enjoyed celebratory occasions such as Year 12 Graduation, Commissioning Mass, Champagnat Feast Day and Mass and Mid-year and End of Year Award Ceremonies.

Occasions such as our Awards Evening, Parent Teacher Evenings, Year 7 Meet and Greet Year 7 Information Evening, and the Learning Expo were well attended, indicative of the value parents place on these occasions.

In both formal and informal ways parents continue to express their satisfaction and appreciation for the various elements of College life in the areas of Student Wellbeing and Learning. Parents also make individual and College-wide comments of appreciation for the



dedication of the staff. They see that teachers 'know' their children and that support staff take an interest in students and work to support those students and families with additional needs.

Parents were invited to undertake the Insight SRC Diagnostic surveys, designed to gain a deeper understanding of their satisfaction in a variety of areas in the College. The take-up rate amongst parents was satisfactory and the feedback garnered very beneficial across key strategic and operational areas of the College.

---

## Financial Performance

---

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

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