



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Kolbe Catholic College

37-101 Lysterfield Drive, GREENVALE LAKES 3059

Principal: Nicholas Scully

Web: www.kolbecc.catholic.edu.au

Registration: 2051, E Number: E1393

Principal's Attestation

I, Nicholas Scully, attest that Kolbe 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 2024 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 01 Apr 2025

About this report

Kolbe 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Kolbe Catholic College aspires to ignite a passion for learning in students who, inspired by the witness of Jesus Christ and the example of St Maximilian Kolbe, will strive for excellence and contribute to their global community with Faith, Courage and Compassion.

Our Mission at Kolbe Catholic College is to:

- Nurture faith, spirituality and a connectedness to God informed by scripture, the Catholic tradition and our parish communities,
- Develop the courage to respond to God's call in our lives,
- Promote compassion and service through education and experiences that are based on justice, kindness and generosity and informed by Catholic Social Teaching,
- Continually strive for excellence in all aspects of our learning and personal growth,
- Be mindful of our diverse local and global community, valuing inclusivity and respecting the dignity of each individual and all cultures,
- Respond to the need for sustainability in our contemporary world in the light of the Gospel and its call to action.

College Overview

Kolbe Catholic College is a Catholic co-educational secondary school serving families within the Archdiocese of Melbourne, the northern region of Melbourne Archdiocese Catholic Schools (MACS), local parishes, and the broader Hume community. As a college, we are committed to building strength of character in our students - encouraging resilience, compassion, and responsibility while fostering a strong sense of faith, courage, and service to others.

Established in 2006, Kolbe Catholic College has grown significantly, providing a high-quality Catholic education to students from our priority parishes: Our Lady's Parish Craigieburn/Roxburgh Park, Good Shepherd Parish Gladstone Park/Greenvale, and Holy Child Parish Meadow Heights/Dallas. From its beginnings at a temporary site in 2008, the College has flourished at its permanent location in Greenvale since 2009. In 2024, Kolbe Catholic College continues to serve a thriving community, maintaining its commitment to student-centered learning and holistic education.

A major milestone in 2024 was the turning of the sod for our second campus in Mickleham, marking a new chapter in the College's expansion. This significant development will allow us to serve more families in Melbourne's rapidly growing northern corridor, ensuring even more students have access to the exceptional Catholic education that Kolbe provides. To support this growth, the College hosted a series of community information sessions, strengthening engagement with prospective families and reinforcing our commitment to holistic, faith-driven education.

Inspired by the legacy of St Maximilian Kolbe, whose courage and selflessness continue to guide our mission, the College strives to provide students with every opportunity to grow academically, spiritually, and personally. Our learning environment fosters deep engagement, innovation, and collaboration, ensuring that students graduate as compassionate, critical thinkers, prepared for the challenges of the future.

We are proud of our dedicated staff, who bring passion and expertise to their teaching, inspiring students to think critically, embrace leadership, and contribute meaningfully to their communities. Kolbe is a place where staff thrive, students excel, and families feel a sense of belonging. Our commitment to professional growth ensures that staff have access to ongoing development opportunities and a supportive network of colleagues.

At Kolbe Catholic College, we continue to be an inclusive, faith-filled learning community dedicated to:

- Providing a holistic Catholic education that nurtures the spiritual, academic, and personal growth of each student
- Embedding Gospel values throughout the curriculum and learning programs.

- Celebrating diversity by recognising and supporting the unique needs, backgrounds, and aspirations of every learner
- Fostering strong partnerships between students, teachers, and families to enhance engagement and success
- Creating authentic and meaningful learning experiences that challenge students to explore, discover, and lead
- Ensuring contemporary, flexible, and safe learning environments that empower students to pursue their individual pathways
- Purposefully integrating digital technologies to enhance and personalise learning
- Strengthening connections between the College and the local and global community, fostering interfaith dialogue and a commitment to service
- Building a collaborative and inclusive learning culture that values every individual's voice, knowledge, and contribution.

As we embark on this exciting phase of growth and opportunity, Kolbe Catholic College remains steadfast in its mission to develop young people of faith, courage, and compassion, equipping them to make a meaningful impact in their communities and beyond.

Principal's Report

It is with immense pride that I present the 2024 Annual Report for Kolbe Catholic College, as required by the Victorian Registration and Qualifications Authority. This report highlights the key achievements, milestones, and strategic initiatives undertaken throughout the year across faith education, learning and teaching, student well-being, school community and partnerships, human resources, leadership and management, and finance and facilities.

As we reflect on the past year, it is impossible not to be inspired by the remarkable achievements of our students, the dedication of our staff, and the unwavering support of our community. This year has been one of extraordinary growth, innovation, and recognition, further solidifying our place as a leader in education. At the heart of our success is a commitment to excellence, a culture of continuous improvement, and a vision that prioritises student growth in all its forms.

Kolbe Catholic College has cemented itself as the school of choice in Melbourne's northern suburbs. As a school that serves a high proportion of multicultural and refugee-background students, Kolbe has risen to the challenge of supporting diverse learning needs while driving academic success. In 2024, the College's VCE median study score increased by two points - an achievement that underscores its relentless commitment to excellence and student growth.

Demand for a Kolbe education has never been higher. With long waitlists each year and an already full intake for its forthcoming second campus, the College's reputation for delivering outstanding results continues to strengthen. This success is built on a foundation of strong staff culture, data-driven teaching strategies, and continuous professional development. Structured literacy programs, explicit instruction methods, and cognitive science applications ensure that learning is deeply embedded and impactful. Teachers are supported through rigorous professional learning, including disciplinary vocabulary training, Science of Learning methodologies, and innovative peer-led workshops such as Teacher Toolbox Tuesday.

Beyond academics, Kolbe provides students with transformative opportunities that foster curiosity and ambition. The 2024 USA STEM Immersion Tour gave Year 10 and 11 students first hand exposure to cutting-edge scientific exploration, from NASA Space Camp to Disneyland's Educational Program. These experiences inspire students to push boundaries and think beyond the classroom, reinforcing Kolbe's commitment to developing future innovators and problem-solvers.

The College's focus on inclusivity and community engagement is equally impressive. The Community Hub provides invaluable resources to CALD families, offering English conversation classes, job skills workshops, and cultural engagement activities. Initiatives like Parents in the Kitchen and Paint and Sip sessions create a welcoming environment where

families actively participate in school life. Additionally, Kolbe students extend their impact beyond school walls, supporting the community through initiatives like the Handover HeARTwork Project for palliative care patients and Christmas on the Streets (COTS) for individuals experiencing homelessness.

A commitment to sustainability and future-focused resource management has also been a defining feature of Kolbe's success. The 100KW solar system will make a significant impact, with the planned installation of a battery set to further enhance energy efficiency in the future.

The Eco Warriors student group drives further environmental initiatives, embedding sustainability into school life. Meanwhile, strategic investments in infrastructure, such as the state-of-the-art STEM Centre and forthcoming second campus, ensure Kolbe continues to offer world-class learning environments.

Staff wellbeing and development remain a priority, ensuring a motivated and highly skilled workforce. Round table discussions encourage staff voice, while initiatives like the Kolbe Angels peer-recognition program foster a supportive and engaged professional community. For new teachers, structured mentorship and graduate support programs ensure a seamless transition into the teaching profession.

Innovation at Kolbe is not limited to the classroom. The 2024 Walk Against Domestic Violence Awareness exemplifies the College's commitment to fostering socially conscious, ethical leaders. As part of a broader Respectful Relationships program, this initiative empowered students to take a stand against domestic violence, reinforcing the importance of empathy, advocacy, and active citizenship.

Kolbe Catholic College is a school where "Everyone Grows." Whether through academic success, professional development, community outreach, or environmental leadership, the College strives for continuous improvement. With a visionary approach and a steadfast commitment to student and community empowerment, Kolbe is shaping the leaders of tomorrow and enhancing educational experiences.

Catholic Identity and Mission

Goals & Intended Outcomes

As a Catholic school within the legacy of St Maximilian Kolbe we seek:

- To be a faith community offering meaningful, relevant engagement to all (students, parents and staff) in their spiritual journey.
- To invite all people to the freedom and joy of Christ
- To support all individuals in the community to become the best version of themselves
- To be joyful and open to the Holy Spirit
- To value the traditions of the Church and be part of the Sacramental life of the Church
- To know God and to live in a reality that expresses this belief.

Achievements

Kolbe Catholic College continues to gather regularly to engage with and explore our Catholic faith through formal and informal spiritual experiences, such as:

- Daily morning prayer in each Pastoral Care room via the Student Memo
- Whole School prayer every Monday and Thursday morning led by students where possible and the Director of Faith and Community
- Journey in Faith faculty continues to improve curriculum and assessment enabling faith exploration and student engagement
- Staff prayers each Monday morning during Briefing
- Staff reading of the Sunday Gospel each Thursday morning during Briefing
- Prayers before all meetings
- Continued engagement and support of RESP Partnership with Hume Council
- Staff Mass at the start of the year
- Opening School Mass and Ash Wednesday
- Year 11 Retreat
- Year 10 Reflection Day
- Catholic Education Week 2024 celebrated by the College, students attend St Patrick's Cathedral
- Easter Liturgy
- ANZAC prayer focus, students represented the college at ANZAC Park in Craigieburn
- 6 House Feast Day Masses
- Turning of the Sod blessing for our new Mickleham Campus
- St Maximilian Kolbe Feast Day Mass and walk for awareness of Domestic Violence "Not Now, Not Ever"
- Remembrance Day

- Year 7 and Year 8 Retreat Days
- Graduation Mass
- Christmas Liturgy
- Staff Spirituality Day focused on the Catholic Church in a secular world
- St Maximilian College Chapel used by staff and students when possible
- Assemblies continue to have a prayer focus
- Faith and Community Captains as Student Leaders
- Tabernacle with Blessed Sacramental and Prayer space.

Social Justice

- COTS as part of Staff Spirituality Day and guest speaker
- Guest speakers throughout the year linked to RE curriculum focus on Social Justice
- Partnered with Northern Health's Palliative Care Unit for Handover HeARTwork project.

Value Added

- One of the unique aspects of daily life at Kolbe Catholic College is the openness to professing belief in Jesus Christ and to aspire to follow his teachings.
- Faith Education is seen to be a real point of difference in our College and students proudly talk about and give witness to their beliefs.
- Families support the Catholicity of the College which enables us to be easily identified as a Catholic College.
- Liturgy and prayer are intertwined into our daily practices.
- The strength of our College is the Faith Community aspect that is present and readily identified and felt.
- Franciscan Schools Australia (FSA) consultation to further embed Franciscan Charism.
- Pilgrims – Franciscan Charism travelled to Rome Assisi to further understand the origins of our Catholic Church Franciscan Charism.

Learning and Teaching

Goals & Intended Outcomes

To provide high quality and holistic education that aims to:

- Maximise student outcomes and the growth of the individual
- Establish learner pathways that are tailor-made to suit the individual needs and interests of each student.

This continues to be achieved through a strategic focus on:

- Improving student, staff and parent accessibility, understanding and application of learning-based growth data
- Improving College VCE results – ATAR and Study Scores
- Enhancing pedagogical practice through the implementation of evidence-based strategies connected to the Science of Learning
- Improving Literacy Outcomes for Students
- Improving Numeracy Outcomes for Students
- Expanding and further establishing existing pathways for student acceleration and enrichment
- Enhancing individualised learning through the systematic use of data and the execution of best practice models for feedback.

Achievements

Literacy Improvement

- Entered the Expanding Phase of the Literacy Improvement Strategy
- Participation in the MACS Secondary Disciplinary Literacy Project involving the Kolbe Literacy team and selected Learning Leaders
- In-house training for our Learning Leaders, focussing on explicit vocabulary instruction.
- Teaching staff engaged in trials of explicit vocabulary instruction, beginning with the Literacy team, Learning Leaders, and then early adopters.
- Development of staged target vocabulary for each learning area.
- Professional learning for all teachers, focusing on tiered vocabulary, explicit instruction and the vocabulary instruction cycle.
- Pre-testing was undertaken with students to measure vocabulary skills before the whole school adoption of the Explicit Vocab Instruction approach.
- Teacher trialing of vocabulary activities.
- Curriculum development to support 2025 implementation into teaching.

Learning & Teaching Framework

- Continued development, focusing on instructional practice.
- School representation on the MACS Flourishing Learners Principal & Teacher Reference Group.
- Pre-delivery of 'Science of Learning' short-form professional learning to staff in preparation for 2025. Inclusive of:
 - Model of memory
 - Vision for Instruction
 - Cognitive Load Theory
- Introduction of ongoing informal classroom practice professional learning, 'Teacher Toolbox Tuesdays'.
- Introduction of two new roles in the Learning & Teaching team: Director of Pedagogy and Administrative Assistant.
- VCE Vocational Major students now have access to a broader range of VCE units.
- Development of homework guidelines for teachers, aiming to provide clear expectations to students.
- Introduction of new and revised programs: Year 8 & 9 EXPLORE. Evolution of 8 IMP and 9 LEAD.
- Improvements to VET enrolment process to support improved record keeping.
- Expansion of the VET program to offer VET Beauty Services to cluster partner schools.
- Planning for an additional Year 10 stream option to provide targeted support for students working toward tertiary vocational studies.
- Introduction of the following VCE units for 2025; Bridging English as an Additional Language and VET Workplace Skills.
- Ongoing curriculum auditing, focusing on adherence to the Victorian Curriculum 2.0 Mathematics & English.
- Reintroduction of the Year 11 pre-start program.

Student Learning Outcomes

NAPLAN

From 2023, student proficiency scales were reported using updated categories. These categories are not comparable to the previously reported 'National Minimum Standard'. The Year 9 cohort was previously assessed using the older categories, and as a result, their growth rates have not been included in this report.

The number of students in Year 7 who fell into the 'Needs additional Support' category included Reading (23%), Writing (7.7%), Spelling (9.7%), Numeracy (13.7%), and Grammar & Punctuation (19.1%).

In Year 9, the percentage in the same NAPLAN category included Reading (16.2%), Writing (7.9%), Spelling (9.4%), Numeracy (12.8%), and Grammar & Punctuation (19.8%).

VCE

In 2024, the median study score increased by 2 points from the previous year to 27.

The number of studies where students, on average, achieved higher than their predicted scores increased from 5 (2023) to 11(2024). These studies included Chemistry (+3.5), Economics (+1), English (+1.5), EAL (+2), Food Studies (+1.5), Foundation Mathematics (+4.5), General Mathematics (+3.5), Health & Human Development (+1.5), Legal Studies (+2), Media (+2.5), Sport & Recreation (VET) (+1.5).

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	508	45%
	Year 9	526	41%
Numeracy	Year 7	507	53%
	Year 9	540	51%
Reading	Year 7	508	52%
	Year 9	534	47%
Spelling	Year 7	522	66%
	Year 9	550	65%
Writing	Year 7	529	62%
	Year 9	570	63%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	39%
TAFE / VET	22%
Apprenticeship / Traineeship	15%
Deferred	0%
Employment	19%
Other - The category of Other includes both students Looking for Work and those classed as Other	4%

Student Wellbeing

Goals & Intended Outcomes

- To have established effective pastoral care structures.
- To have processes to allow staff to support students' readiness to learn.
- To establish a Respectful Relationships Curriculum which supports students' readiness to learn.
- That Pastoral Care staff have clarification of roles and regular Pastoral Care teacher briefings are conducted to improve consistency.
- That processes for identifying struggling students are reviewed and refined.
- Use of MyMahi to promote positive behaviours.
- Increase the number of Directors and re establishment of Students Services.
- That all PC teachers have professional learning and resources to build capacity of Respectful Relationships.
- That intervention programs and strategies are informed by Wellbeing data.

Achievements

The College has met targets to achieve improvements/better practice in the following initiatives:

- Changing the structure of the day to include Pastoral Care (PC) at the beginning of the day and to include a Social Emotional Learning (SEL) lesson, one per week for Year 7-10 and one per cycle for Year 11/12
- The embedding of Respectful Relationships curriculum and developing a scope and sequence using the program Wellio and the ongoing use of the Implementation Team
- Development of staff handbook to deliver topics 7 and 8 of the Respectful Relationships curriculum including 'How to Guides' for the effective use of Wellio
- Emphasis of the RTC process through the introduction of a digital referral process and education of new staff on process
- Increased presence of the Pastoral Team – and specifically the Year Level Leaders, Directors of Students and Deputy Principal – in learning areas throughout the day, with members of the team regularly walking through buildings and classrooms
- Commitment to analysis of student behaviour data with a strong focus on identifying the function of challenging behaviours and target the early and purposeful intervention to support students struggling to meet expectations
- A review of Reflection Days, Wellbeing Days and Retreat programs to align better
- Continue the ongoing engagement in Professional Learning on Gender Identity, Self-Harm, School Refusal and Attendance Issues, Mental-Health and other SWB foci

- Analysis of Year 7 SEQTA data to review transition of the cohort into the school, looking for emerging issues/trends and identify individual students who would benefit from social-emotional intervention
- Development of tiered Social-Emotional Interventions plan to support targeted intervention for the development of all students 5 core Social-Emotional competencies
- Refinement and promotion of the Our Values document to provide an accessible resource to Staff, Students and Parents on Student Wellbeing processes at Kolbe
- An increase in Staff Professional Learning about classroom adjustments to support students with disabilities
- Continuing personalised wellbeing checks on VCE and VCE - Vocational Major students
- Provision of targeted transition strategies for students with higher social-emotional needs including staged return, negotiated attendance, hybrid learning arrangements and mentoring
- Increase the number of regular Student Surveys to monitor student wellbeing throughout the year
- Use of a variety of structures to monitor and case management students with significant wellbeing concerns including the Pathways Team, Wellbeing Team, Year Level Leaders and Directors of Students Team
- Provision of Wellbeing Seminars for students presented by Headspace /Batyr/ REACH and other wellbeing providers and speakers e.g. Glen Manton
- Provision of Wellbeing Seminars for Parents presented by Wellio. Options for online sessions
- Continued use of Power BI tool to detect students risk of achieving below 50% on all subjects on SEQTA
- Provision of information to students and families about external Wellbeing Support Services, translated into Arabic to ensure accessibility to all families
- Ongoing Professional Learning for staff on student wellbeing, supporting students with additional learning needs and behaviour management
- Continued ongoing analysis of a range of data sources to monitor student wellbeing and social-emotional challenges, and to identify students who require additional support with self-management
- The expansion of a range of Student Support Plan templates that enabled the development of collaborative and personalised support structures for students with acute wellbeing needs has been a key achievement
- Appointment of 2024 Student Leaders and the use of Student Leadership Induction Day/s to prepare appointees to take up their roles. Investigated holding a camp for all student leaders
- Refinement of Student Senate, supporting the growth of student leadership opportunities in years 7 to 11.
- Mental Health Week event with presentations, activities, parent communication including a focus on R U OK day

- Ongoing review of individual management plans for students with high medical needs to ensure appropriate risk management processes.
- Introduction of additional review of security cameras to maximise student safety and vape detectors with digital alert system
- Regular PC team meetings held weekly with standard agenda items
- Classroom audits on Agreed Standards Visuals
- Implementation of MACS attendance policy including checklist and other associated processes
- Student leaders involved in MyMahi rewards and responsibility for redeeming prizes.

Value Added

Camps and Retreats

- Year 7 Camp
- Year 9 City Experience
- Year 10 and 11 Retreats
- Year 12 Outdoor Education Camp.

Coaching/Sports

- SACCSS Swimming Training
- SACCSS AFL
- SACCSS Netball
- SACCSS Cricket
- SACCSS Cross Country
- Premier League Volleyball
- Premier League Basketball
- Premier League Soccer
- Premier League Netball.

Community

- Homework club (Face-to-face)
- After School Program for children in grades 4, 5 and 6
- Parents in the Kitchen
- EAL Parent Community Project
- Peer Support
- International Women's Day Event.

Special Interests

- Creative Writing Competition
- Run Club
- Maths Club

- Plan for the Planet
- Chess Club.

Events

- Year 7 Cyberday
- Specialise Guest Speakers for targeted students
- Kolbe Art Exhibition
- Kolbe Feast Day
- Kolbe's Got Talent
- Year 10 Dinner.

Student Satisfaction

In 2024 students demonstrated that they felt they had a voice to have opportunities to have an impact on their school. They also felt that teachers hold them to high expectations of their effort and understanding within the classroom. Along with these characteristics students had strong perceptions about the Catholic Identity of their school. Staff had strong perceptions of student physical and psychological safety within the school.

Student Attendance

The College strives to ensure students maintain the highest possible attendance rates and communicates with families to address any obstacles to attendance. Students enrolled in the College are required to attend school as scheduled except where there are reasonable and valid grounds for them to be absent. Additional attendance requirements apply for students enrolled in VCE or VCE Vocational Major classes.

The College is committed to the safety, wellbeing, and engagement of every student. Our attendance processes are designed to ensure that students are accounted for at all times, and that any concerns are addressed with care and efficiency:

- **Real-time monitoring:** Attendance is tracked for every class and school day using SEQTA, allowing staff to quickly identify absences and respond where necessary
- **Clear communication from parents:** Parents are responsible for notifying the College of their child's absence each day. This should be done prior to the start of school via phone or conveniently through the SEQTA app. This partnership between home and school helps us ensure every student's safety from the start of the day
- **Immediate SMS follow-up:** If an absence has not been explained by 9.30am, the College sends an SMS alert to parents requesting immediate contact to confirm the student's safety. This notification is sent on the same day, as soon as practicable, including for post-compulsory aged students

- **Follow-up for extended absences:** When absences extend beyond three days, the Pastoral Care Teacher and Year Level Leader personally contact families to check in and offer support, reinforcing our commitment to student wellbeing
- **Up-to-date notifications:** Operoo and SEQTA provide parents with real-time updates on:
 - **Holiday dates**, so routines are planned and predictable for students
 - **Changes to daily schedules**, to reduce anxiety and keep students prepared
 - **Return-to-school times** and other key information
- **Supportive response to attendance concerns:** For issues such as school refusal or irregular attendance, the College takes a proactive, wellbeing-focused approach that includes:
 - Open communication with families helps us understand the student's experience
 - Individualised strategies to address challenges and remove barriers
 - Engagement with external support agencies when needed to ensure the student's holistic wellbeing.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	91.67

Average Student Attendance Rate by Year Level	
Y07	91.8
Y08	90.7
Y09	89.7
Y10	88.9
Overall average attendance	90.3

Leadership

Goals & Intended Outcomes

- To continue to foster a professional, collaborative culture of supportive leadership that nurtures and engages all staff through strengthened professional dialogue and learning, enhancing educational impact and individual growth.
- To further strengthen processes for recruitment, retention, and professional development of staff.
- To foster meaningful engagement with prospective parents for the St Catherine of Bologna Campus, building strong relationships and a shared vision for the school community.
- To enhance social awareness initiatives that encourage empathy, responsibility, and active participation in addressing societal challenges.

Achievements

- Fostered a professional and collaborative leadership culture by consistently maintaining Child Safety as a standing agenda item at staff meetings, ensuring ongoing professional dialogue and learning.
- Enhanced staff data literacy through the Data Dashboard PL, providing real-time insights, and introduced instructional best practices (Vision for Instruction) via targeted professional learning sessions.
- Provided continuous, ongoing professional learning opportunities for ESEs, focusing on enhancing their capacity to support students, especially those with additional needs.
- Strengthened awareness initiatives by expanding learning weeks and Kolbe Clubs (e.g., Humanities Week, Book Week, Chess Club, Run Club), and including social awareness events such as Harmony Day and the Walk Against Domestic Violence, fostering a culture of inclusivity, responsibility, and social participation.
- Successfully implemented the new CEMEA with the Consultative Committee, ensuring smooth transition and integration to enhance educational outcomes and staff engagement.
- Ensured ongoing compliance and training throughout the year, providing staff with opportunities to complete requirements under the 'eight' of the 30+8 model.
- Further developed recruitment, retention, and professional development processes by successfully implementing the recruitment strategy, resulting in employment of three international teachers for 2025, and appointing an Early Career Teachers Coordinator to support graduate teachers, among other initiatives.
- Promoted from within the college during the Principal's secondment to MACS, providing staff with valuable leadership experience in roles such as Acting Principal, Acting Deputy Principal – Students, Acting Director of Students – Senior Years, and

Acting Year Level Leader, alongside filling other temporarily vacant leadership positions during the year.

- Built strong relationships with prospective parents for the St Catherine of Bologna Campus by successfully organising and delivering Community Information Sessions at two feeder primary schools and the St Clare of Assisi (Greenvale) Campus, providing comprehensive information packages. This contributed to meeting the Year 7, 2026 enrolment targets for both Greenvale and Mickleham campuses.
- Expanded the international travel program, offering the Italy 2025 Cultural Experience to students in Years 8, 9, & 10 (2024).
- Organised the "Not Now, Not Ever" Walk Against Domestic Violence as part of the College's Feast Day celebrations on August 15, with prominent community members joining staff and students. Participants actively demonstrated their awareness of this critical societal issue, which was captured on video and shared on social media to further raise awareness.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>(PUB) Trauma Awareness in Practice</p> <p>2024 ACMI & VATE Ideas Lab: Teaching English in the middle years</p> <p>2024 Annual Conference - Home Economics</p> <p>2024 Commissioning Mass for First Year Graduates</p> <p>2024 Compulsory Briefing Sessions for Chief Supervisors</p> <p>2024 VCD Unit 3&4 Exam Revision Seminar</p> <p>2024 VCE Environmental Science Teachers Conference</p> <p>ACHPER Conference</p> <p>ACMI & VATE Ideas Lab: Teaching English in the Middle Years Conference</p> <p>ACU Careers Advisors Conference</p> <p>ACU Equity Partnership for Higher Education</p> <p>Adolescent Health Education</p> <p>Alumni Strategy: Where to start and how to really be strategic</p> <p>Annual Child Safety Briefing</p> <p>Annual Geography Conference 2024</p> <p>ASBA Meeting 1</p> <p>Audiometric Testing</p> <p>Aviation Australia Pathways to Work</p> <p>Beginners' Masterclass - Get started with wood (PL2425)</p> <p>BeYou Postvention Planning</p> <p>Biannual Anaphylaxis Briefing</p> <p>Building Whole School Reading and Writing (SDLP Project Team)</p> <p>Bullying Prevention Annual Briefing</p>

Expenditure And Teacher Participation in Professional Learning
Capstone Showcase
Catholic Development Network Conference
Catholic Development Network Meeting
CDES Annual Psychology Teachers' Conference
Coaching in Leadership
Coding Training for Teachers
Collarts Annual VET Partner PD
Comview
Conducting Difficult Conversations
Consent Matters Training
Consultative Committee Training
Customer Retention: an Admissions Club webinar
DATTA: Beginner's CAD - Fusion 360 for the classroom (PL2413)
Deakin College Careers Practitioners Day
DigiTech Teacher Training
Discovery: Australian Health, Physical Education & Sport Conference
E-Safety Summit
EAL network meeting
Educate Plus Bi Annual Conference
Education Briefing: Supporting Communities Impacted by the Crisis in the Middle East
EduTECH
Effective Strategies to Engage Reluctant Learners
Emergency Management Briefing
English at the intersection: Reclaiming our stories

Expenditure And Teacher Participation in Professional Learning
English Graduate Teachers' Day Out
Enquiry Tracker Client Training Day
Essentials of Emergency Nursing
Faith & Mission Leaders Conference 2024 (Secondary)
Fanning the Flames 2024 F-12 Workshop
Flourishing Learners Principal & Teacher Reference Group
Generative AI for educators
Generative artificial intelligence forums
Graduate Certificate in Career Development Practice
Graduate to Proficient Program
Growth Coaching in Leadership
Health & Safety Representative Course (Induction)
Health Resources Hub Teacher PD - VCE HHD Study Design 2025-29
HLTAID009 - Provide Cardiopulmonary Resuscitation
HLTAID011 Provide First Aid
HSR Conference 2024
HSR Refresher OHS Training Course - Work Related Stress
HTAV Annual Conference: Changing the Course of History
Hume VDSS Cluster Meeting
ICT in Schools Summit
Information Sharing Reforms and Child Link Webinar
Inspired To Lead Formation Day
Latrobe Careers Practitioners Day
Law Sense Note taking/Interviewing and Investigations

Expenditure And Teacher Participation in Professional Learning
LawSense Dealing With Harmful Sexualised Behaviours Between Students
LawSense Managing Student Behaviour and Avoiding Media Fallout
LawSense School Enrolment Workshop
LawSense School ICT Law 2024
LDL network meeting
Leading TIMS Workshop F-8
Leveraging a Decade of Data: A Future Focused Conversation on Workplace Mental Health
MACS Employee Relations Training
MACS English Network Planning Day
MACS Excursions, camps and travel policy and procedures support session
MACS Principal & Teacher Reference Group: Vision for Instruction
MACS School Improvement Network Day
MACS Secondary meeting for Educational support coordinators
MACS Vision for Instruction Launch Event
Mandatory Reporting Training
Mars Day24
MAV VCE Foundation Maths Conference
Maximising Student Examination Achievement
MEA state conference
MEDL Professional Learning Community (PLC)
Melbourne University Careers Practitioners Day
Musical Futures Workshop
NBA in Schools Program (Coaching)

Expenditure And Teacher Participation in Professional Learning
New Study Design Units 1 & 2 HHD
NMVC VET Coordinators PD - CoP Meeting
NMVC VET Teachers/Trainers Conference
Northern Applied Learning and SBAT Cluster Meeting
Northern Applied Learning and SBAT Network Meetings
Northern Applied Learning Meeting
Northern Metro Secondary schools LDL Network meeting
Northern Region School Improvement Network
Northern Region School Improvement Networks 2024 - Code: 24NRO701A
NRO Secondary Diversity Leaders' Network
NW Careers Network Meeting
OCHRE resources
PAVCSS Strategic Plan Launch
PD&T Exam preparation
Project Ideas in Junior Design and Technologies (PL2433)
Psyched Psychology Exam Prep 2024
Quality Teaching Rounds
Quick Smart Literacy Workshop
Quick Smart Training
Recent Legislative changes - Wage theft laws and the Right to Disconnect
Replas - Closing the Loop with Recycled Plastic & Circular Solutions
Reportable Conduct Scheme
Resin, Timber Slab & Jesmonite Workshop
Respectful Relationships Cluster Meeting

Expenditure And Teacher Participation in Professional Learning
Richmond Institute of Sport - Careers Practitioners forum
RMIT - Careers Practitioners Seminar
SchoolBench Training
Schoolbox PL
Secondary Disciplinary Literacy Project: Improving Literacy Across the Domains
Secondary Faith & Mission Leaders Conference 2024
Secondary Leaders' Network Meeting
Secondary Literacy Disciplinary project - Mathematics session
Secondary Religious Education Leaders' Network
St Kevin's College: Festival of Good Learning & Teaching
Standard MHFA Refresher
Standards Pilot Program
STEAMPOSIUM24
Strategic Approach to Staff Wellbeing and Retention
Strengthening educator wellbeing
Strengthening Mental Health and Building Resilience in Schools
Student Wellbeing Leaders Conference
Sustainable & Ethical Design and the Circular Economy
Swinburne Careers Practitioners Day
TAE40116 Certificate IV in Training and Assessment
Taking care of your laser cutter & 3D Printer
Teach and to Teach Religious Education or Lead in Catholic Schools in Victoria
Teacher's Toolkit VCE Biology 2024
Teaching Excellence Program

Expenditure And Teacher Participation in Professional Learning
Teaching for impact in mathematics, Catholic Leadership Center
Teaching for Impact MACS
Teaching Language Across the Disciplines (Group 1 Maths & Science)
Teaching Language Across the Disciplines: The Arts
Top Arts 2024 Online Teacher Briefing
Transforming Attendance with the Multi-Tiered System of Supports
Understanding the revised Digital Technologies curriculum 7–10
Vala Induction Day
VATE State Conference
VATI Congress 2024,Catholic Leadership Centre
VCAA Assessor of Italian Exam
VCAA Legal Studies Assessor Training
VCAA Supervisor Training
VCAA VET Health exam marking PD
VCAA webinar: Understanding the revised Arts curriculums F–6
VCE Assessment: A guide to writing and assessing SACs in 2024
VCE History Conference and Examination Reports
VCE PD&T Unit 1 & 3 Face to Face Teacher Workshop (PL2405)
VCE Vocational Major and Victorian Pathways Certificate workshops: Planning for 2025
VCV Annual VCD Conference
VisCon24
VU Careers Practitioners Day
Work Futures Conference
Youth National Team Talent Identification Coaches' Workshop

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2024	117
Average expenditure per teacher for PL	\$931.00

Teacher Satisfaction

All schools rely on staff performing additional work outside of regular school hours in order to provide a rich and positive experience to our community. In 2024, the College Leadership Team worked closely with staff in implementing Time in Lieu as part of the CEMEA in a fair and equitable way.

Very high levels of staff satisfaction were reported, most notably in the domains of Catholic Identity, Instructional Leadership, Feedback, School Leadership, Staff Safety, Professional Learning and Support for Teams.

Teacher Qualifications	
Doctorate	1
Masters	36
Graduate	27
Graduate Certificate	8
Bachelor Degree	102
Advanced Diploma	5
No Qualifications Listed	20

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	117
Teaching Staff (FTE)	109.55
Non-Teaching Staff (Headcount)	106
Non-Teaching Staff (FTE)	83.97
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To engage families, in partnership with the College, in the holistic development of students.

In 2024, Kolbe Catholic College aimed to further strengthen family engagement, fostering meaningful connections between parents, students, and the broader community. Our goal was to create an inclusive, supportive, and collaborative environment that enhances student well-being and development.

Achievements

Kolbe Catholic College remained dedicated to building a strong, engaged, and inclusive community through various initiatives that reinforced family-school partnerships and holistic student support.

Building Community Through Family Engagement

- **Mother's and Father's Day Breakfasts** – These well-attended events celebrated the role of parents and caregivers, fostering a welcoming school culture and strengthening family connections.
- **Parents in the Kitchen** – A hands-on cooking experience where parents built relationships in a relaxed setting, reinforcing their sense of belonging in the school community.
- **Parent and Student Paint & Sip Event** – A creative and interactive experience encouraging meaningful parent-child engagement outside academic settings.
- **After-School Programs for Primary Students** – These sought-after programs for Years 4-6 eased the transition to secondary school by fostering early connections with staff and peers.
- **Reintroduction of the Parents & Friends Association (PFA)** – A revitalised platform for parental involvement, providing a structured space for collaboration and community-building.

Community Support and Engagement

- The Community Hub continued to be a vital resource, offering English conversation classes, employment skills workshops, and certification support for CALD families.
- A cultural cooking initiative enabled parents to share their heritage while strengthening ties within the school community.

Strengthening Home-School Communication

The College conducted a communications audit to refine messaging, reduce duplication, and ensure parents receive clear, concise, and timely information, enhancing engagement.

Strategic Marketing Campaign for New Campus

With the upcoming Mickleham Campus, Kolbe launched a strategic marketing campaign to generate awareness and excitement.

- A multi-channel strategy positioned the campus as a premier choice for Catholic education.
- Community information sessions provided families with insights into the new learning environment, fostering early enrolment interest.

Community Outreach and Social Justice Initiatives

- **Handover HeARTwork Project** – Students decorated bags for the Northern Hospital's palliative care unit, replacing impersonal plastic bags with thoughtful, artistic alternatives to support grieving families.
- **Christmas on the Streets (COTS)** – The College continued its support for this initiative, deepening students' commitment to social justice and community service.

At Kolbe Catholic College, our commitment to fostering strong community connections remains unwavering. Through ongoing family engagement, outreach initiatives, and communication strategies, we continue to build a supportive and inclusive environment.

Value Added

- Increased enrolment applications, reflecting the College's strong reputation.
- Expanded parent engagement through workshops, events, and the PFA.
- Strengthened community partnerships, enhancing local visibility.
- A successful communications audit ensuring clear and effective messaging.
- High-demand after-school programs supporting primary-to-secondary transition.
- Engaged prospective families through well-received Mickleham Campus information sessions.
- MACSSIS Family Survey data confirms parent satisfaction above the MACS average.

Parent Satisfaction

The 2024 MACSSIS Family Engagement Survey reaffirms Kolbe Catholic College's dedication to strong parent-school relationships.

- Family Engagement scores higher than the MACS average, highlighting our commitment to meaningful collaboration with families

- School Fit results confirmed that families see Kolbe as well-aligned with their child's developmental needs
- Communication ratings above the MACS average, reflecting the success of our streamlined messaging strategies.

These results affirm Kolbe Catholic College's dedication to fostering strong parent-school relationships, ensuring families feel valued, informed, and connected to their child's learning journey.

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.

For more detailed information regarding our school please visit our website at www.kolbecc.catholic.edu.au