



Kolbe Catholic College Greenvale Lakes

2020

Annual Report to the School Community



Registered School Number: 2051

Table of Contents

Contact Details2

Minimum Standards Attestation2

Our College Vision.....3

College Overview4

Principal’s Report6

Education in Faith.....9

Learning & Teaching11

Student Wellbeing17

Child Safe Standards.....24

Leadership & Management26

College Community30

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Minimum Standards Attestation

I, Nicholas Scully, attest that Kolbe Catholic College is compliant with:

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

18/06/2021

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

Our College Vision

VISION STATEMENT

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

MISSION STATEMENT

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 Greenvale Lakes is a Catholic Co-educational Secondary College serving the families for the Archdiocese of Melbourne, the northern region of the CEM, the local parishes, the local community and the City of Hume. As a college community we are committed to building strength of character within our children; encouraging them to become resilient, compassionate, principled, responsible, caring members of the community. These values and qualities are built over time, through experience and with careful guidance and modeling.

The College was officially established by the Archdiocese in late 2006. The Priority Catholic Parishes and primary schools linked with Kolbe are Our Lady's Parish Craigieburn/Roxburgh Park, Good Shepherd Parish Gladstone Park/Greenvale and Holy Child Parish Meadow Heights/Dallas.

Kolbe welcomed our first group of students to Year 7 in January 2008 at a temporary site - Windrock Avenue Craigieburn - that was the 'future site' of Mother Teresa Catholic Primary School for 2009. The College moved to the permanent site at Lysterfield Drive Greenvale Lakes in February 2009, with 252 students in Years 7 and 8 and 28 staff. The Year 7 - 12 enrolment in 2020 is 1008 students.

The College is named after St Maximilian Kolbe. His legacy is a story of heroism, courage and self-sacrifice; a beacon of hope for the future. St Maximilian Kolbe's Feast Day is 14th August - the day he died at the Auschwitz Concentration Camp in 1941, at the age of 47 - having offered his life in substitution for the life of a fellow prisoner who had been condemned to death. The College motto - Faith, Courage, Compassion - encompasses the legacy of St Maximilian Kolbe and a vision to provide students with every opportunity to make the most of what life has to offer, to strive to be their very best and be inspired to serve others.

Kolbe Catholic College strives to make every effort to meet the needs of individual students. The Kolbe community aims to be an outstanding and engaged community of learning characterised by the following values:

- the Catholic School as a faith filled community where curriculum and pedagogy centers around the education of the whole person.
- the presence of the Gospel values as an inherent part of the curriculum and all learning programs
- the diversity of each learner in their abilities, interests, learning styles, backgrounds and aspirations
- strong learning relationships where teachers, students and families are co-learners and engage in active communication and collaboration
- learner engagement, learner connectedness and pride, learner leadership and ownership over learning
- authentic and meaningful learning experiences that enable learners to break preexisting boundaries and further their discovery of self

- stimulating learning environments that are learner centered, contemporary, flexible, safe, inclusive, supportive, challenging and enable student pathways
- the purposeful integration of digital technologies as a tool to personalise and extend learning
- the role of the local and global community as partners in the learning process and contributors to interfaith dialogue
- a collaborative learning culture that is inclusive and cherishes the input, knowledge and expertise of each individual.

Principal's Report

Kolbe Catholic College, inspired by the legacy of St Maximilian Kolbe - a story of heroism, courage and self-sacrifice; a beacon of hope for the future, provides our students with the opportunity to become the men and women they want to be - courageous leaders, academics, life-long learners, musicians, artists, trades people, sports people... the options are endless. Above all, Kolbe provides an environment where our students can grow into responsible young Christian women and men.

Only a few weeks into 2020, along with every school in Victoria, the onset of COVID-19 created a new normal. We immediately developed a plan to ensure our day to day operations were flexible and our strategic plan would remain active.

Our key priorities were:

- the health and safety of everyone
- that students onsite or engaging remotely would experience authentic and effective learning
- the pastoral care of children in our care, especially the most vulnerable, was to be strategically and thoroughly catered for
- the workplace was to be equitable
- opportunities to enhance the Catholicity of the College were to be explored
- to meet our governance/institutional regulations and requirements
- to communicate to all in our community promptly and regularly
- that our EAL families would receive regular communication in their first language to ensure they understood the implications of COVID-19
- to cater for the losses experienced by our senior students
- for our ICT systems to be reliable
- to continue to action our strategic plan
- to be nimble.

As the State and/or Metropolitan Melbourne experienced a series of lockdowns and students and staff worked remotely, the Leadership Team were faithful to these priorities. As a consequence, we believe we provided the best possible learning environment for the children in our care, we were able to support everyone's health and wellbeing during a pandemic, and we actually improved the connections with our families.

Acknowledging all the complexities of 2020, we believe our College was implicitly and explicitly Catholic. Kolbe Catholic College aspires to lead all people to the freedom and joy of Christ; to be the best version of ourselves; to be joyful and open to the Holy Spirit; to value the traditions of the Church and to be part of the Sacramental life of the Church; to know God and to live in a reality that expresses this belief. We were able to celebrate liturgy virtually along with daily prayer in

2020. We recognised our need to be Christian in deed as well as word when it was most needed and so the Kolbe Roadside Food Pantry was established. Also, with facemasks compulsory across Melbourne, the College coordinated a project to produce and deliver masks to individuals and organisations in our local community. A partnership was formed with Northern Health and approximately 750 masks were hand sewn, laundered, packaged and delivered to front-line workers. Students, as part of their Religious Education classes, wrote notes of encouragement and support to accompany each mask.

Kolbe Catholic College places the physical, emotional and social wellbeing of students as central to their learning and physical development. In 2020, we developed tiered wellbeing and mental health supports for students and staff in the Remote Learning Environment created by COVID-19. The use of social media was employed to promote Wellbeing tips during Remote Learning and transition strategies prior to the Returns to School. We also developed student wellbeing structures adapted to the Remote Learning Environment including a Virtual Wellbeing Room, Year 12 Wellbeing sessions, a virtual Year 12 Common Room, online social activities including after school classes run by Student Leaders, House-based competitions, and remote counselling. Phone calls were made to all families during the two periods of Remote Learning to assist in monitoring student wellbeing. Strategically, we developed an implementation plan for the Respectful Relationships program to support the development of emotional literacy and interpersonal skills. In 2020, we remained committed to the safety and protection of all students in our care and to embedding Child Safe Standards into the culture of our College in tangible and explicit ways.

In 2020, circumstances drove the need to review and develop our College Remote Learning Plan and infrastructure. Teachers and students were forced into a unique set of circumstances with both interacting via a computer screen rather than in person. Our learning platform, SEQTA, was effective as were our ICT infrastructure capabilities. Kolbe Catholic College teachers were required to invest an exhausting amount of time into preparing and delivering remote lessons and the students actively engaged in what was on offer. Initiatives such as live reporting and microtesting were introduced to further enhance feedback cycles and learner autonomy. Parent Teacher Student interviews were renovated to cater for the remote engagement of families. We also began to design a multi pathway tuition program for launch in 2021 with a focus on Literacy, Numeracy and subject specific skill building. This was to address perceived gaps in learning during to the unique nature of schooling in 2020.

Recognising the importance of 'know thy impact', we sought comprehensive data to allow teachers to individualise their teaching. We reviewed and renovated the College Targeted Testing and Assessment Program for the collection and analysis of student data to inform learning design and practice. This included the implementation of a Data Analytics Team as well as ongoing research for the design of a Growth Data/Business Intelligence Tool to track student progress, measure pedagogical impact and inform student academic pathways. Complementing this was a Professional Development Program for staff surrounding the use of data to inform practice in the context of Remote Learning. We also expanded the College Pedagogical Coaching Program to support staff capacity building and to assist with the implementation of Evidence Based High Impact Teaching Strategies and Hattie's research related to Visible Learning. This included a specific focus on Remote Learning and also involved the design of a Differentiated Pedagogical Coaching Program for launch in 2021.

A thorough review of our Year 7-12 curriculum and all learning programs was completed. The College focussed on enhancing opportunities to improve the Literacy and Numeracy skills of our students and expanded the acceleration program 'Ignite' to ensure those more academically gifted students were provided with the opportunity to thrive. Plans were developed for the launch of thematic English in Year 9 and the College Sporting Academy in 2021. We strengthened co-curricular opportunities in 2020. There was the development of STEM Cluster/Partnerships with a focus on High Impact STEM Strategies/Experiences. There were greater opportunities for Acceleration and Enrichment, Performing Arts, Sport, Afterschool Clubs etc and Kolbe Catholic College introduced an Instrumental Music Program.

The College realised that enrolment growth was not increasing. Following the appointment of a Marketing Manager, strategic initiatives were developed to ensure our feeder, other local primary schools and the local community, learned more about the strengths of the College. The College sought permission to increase its Year 7 enrolment capacity from 189 to 216 in 2020. We concluded the year with 240 applications for these 216 places and therefore created a waiting list. Kolbe Catholic College has become the school of choice for many local families.

Marketing was developed through a renewed approach to school tours (many of them virtual), including Student Ambassador hosts and Pathways Presentations that aimed to inform prospective families about the wide range of benefits associated with being a Kolbe Catholic College student. There was significant use of social media and local media to celebrate achievements and highlights, and a digital advertising campaign to enhance the external profile of the College commenced.

The College could not have operated as efficiently as it did in 2020 without the support of the administrative staff, maintenance and grounds staff, canteen staff, resource centre staff, laboratory staff and our parents.

I have been fortunate to be supported by the College Leadership Team, College Board, School Captain and Vice Captains and the staff and students of Kolbe Catholic College. I have confidence in our vision for the continuous school improvement of Kolbe Catholic College as a learning community for the twenty-first century. The year proved to be challenging but our future looks bright as we continue to 'aspire to be more'.

Education in Faith

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

- 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.

VALUE ADDED

- Daily morning prayer in each Pastoral Care room via the Student Memo.
- Whole School prayer every Friday morning led by students where possible and the Director of Faith and Community via SEQTA when needed.
- Continued teacher participation in the Partnering to Learn project.
- Units of work redesigned for the Year 7 and 8 Religious Education programs to reflect the 'Pedagogy of Encounter' structure supported by MACS.
- Staff prayers each Monday morning during Briefing.
- Staff reading of the Sunday Gospel each Thursday morning during Briefing.
- Prayers before all meetings.
- Leadership Team Mass at the commencement of each year.
- Staff Mass at the start of the year.

- Opening School Mass.
- Ash Wednesday Liturgy.
- ANZAC prayer focus.
- Feast Day Mass online.
- St Maximilian College Chapel and Adoration Chapel used by staff and students when possible.
- Assemblies continue to have a prayer focus.
- Faith and Community Captains as Student Leaders.
- Youth Minister role continuation during 2020.
- College Chaplain role continuation during 2020.
- All published publications have a prayer.
- Graduation Mass.
- Kolbe Youth Group continued online during 2020.
- Refugee Week focus 2020 online.
- Year 11 Retreat.
- World Environment Day 2020 prayer focus.
- Catholic Education Week 2020.

Social Justice

- Project Compassion.
- COTS.
- Mackillop Family Services.
- Kolbe Roadside Food Pantry established.

Learning & Teaching

Goals & Intended Outcomes

To provide a liberating and holistic education characterised by the 5 Ls of Learning 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 Literacy Outcomes for students.
- Improving Numeracy Outcomes for students.
- Improving VCE results for students - ATAR and Study Scores.
- 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.
- Enhancing pedagogical practice through the incorporation of evidence based 'Highest Yield Strategies'.
- Improving student, staff and parent accessibility, understanding and application of learning based growth data.

Achievements

- Launch of the next stage of the 5 year Strategic Plan for Learning and Teaching.
- Design and implementation of the College Remote Learning Plan.
- Design and implementation of the College Remote Learning Platform and Infrastructure.
- Review and enhancement of structures for Parent Teacher Student Interviews and the establishment of learning partnerships. This includes a renovation to the format and structure of Parent Information Evenings to complement the platform for Remote Learning.
- Implementation of Live Reporting, Micro Testing and mechanisms to further enhance feedback cycles and learner autonomy.
- Design of a new staff structure for the leadership of Learning and Teaching for launch in 2021.
- Design of a multi pathway tuition program for launch in 2021 that focuses on Literacy, Numeracy and subject specific skill building.
- Review and renovation of the College Targeted Testing and Assessment Program for the collection and analysis of student data to inform learning design and practice. This includes the implementation of a Data Analytics Team as well as ongoing research for the design of a Growth Data/Business Intelligence Tool to track student progress, measure pedagogical impact and inform student academic pathways. Complementing this was a Professional

Development Program for staff surrounding the use of data to inform practice in the context of Remote Learning.

- Expansion of the College Pedagogical Coaching Program to support staff capacity building and to assist with the implementation of Evidence Based High Impact Teaching Strategies and Hattie's research related to Visible Learning. This included a specific focus on Remote Learning and also involved the design of a Differentiated Pedagogical Coaching Program for launch in 2021.
- Completion of the UMNOS Program (University of Melbourne Network of Schools). This focused on the establishment of Collective Efficacy and the capacity building of staff and students to assist with the successful execution of best practice related to Literacy, Growth Data and Hattie's Visible Learning Research.
- Establishment of the next phase of the College partnership with the University of Melbourne through the Metrics for Success Program.
- Expansion of formal acceleration opportunities for students across Years 7-12, including the introduction of the Year 7 Ignite Program, Enrichment Groups (English and Mathematics) across Years 7-9, Enrichment Electives (Year 9 LEAD and Year 8 Inquiring Minds Program), VCE/VCAL/VET Acceleration Opportunities and the University Acceleration Program.
- Research, design and resourcing of the Year 8 and 9 2021 Accelerated Learning Program - The Ignite Program.
- Research, design and resourcing of a College Sporting Academy for launch in 2021.
- Execution of the third phase of the College curriculum restructure and renovation across Years 7-12 to expand academic pathways on offer for students and to address key elements of the College Academic Data Narrative. This includes the expansion of VET, VCE and VCAL onsite, the successful design and execution of STEM based programs across Years 7-10, the introduction of formalised pathways for accelerated learning and enrichment, updated curriculum models for Access 10, the Year 8 Inquiring Minds Program, the Year 9 LEAD Program and Year 7, 8 and 9 English and Mathematics, and renovated programs to target Literacy and Numeracy.
- Completion of a Year 9 Thematic English Pilot and design of a program for launch in 2021.
- Expansion of University Partnerships to assist with the provision of research, authentic learning experiences and pathways opportunities for students post Year 12.
- Implementation of revised processes for summative assessment and examinations.
- Continued revision of Mathematics Pathways across Years 7-12.
- Development of a STEM Cluster/Partnerships with a focus on High Impact STEM Strategies/Experiences.
- Continued implementation of Literacy and Numeracy Tools to support student learning (Example: Renaissance, Fountas and Pinnell, Mathletics etc.).
- Expansion of parameters to enhance student voice in relation to the Learning and Teaching Strategic Plan (Example: Introduction of Academic Captains/Vice Captains and Year 9 Academic Leaders, renovation of Student Learning Panels etc.).
- Refurbishment and development of College Learning Environments to support the implementation of Evidence Based High Impact Teaching Strategies and the execution of contemporary pedagogy.

- Expansion of the implementation of Personalised Learning Programs for Acceleration and Enrichment.
- Expansion of formal learning support opportunities for students across Years 7-12, inclusive of greater opportunities for in class support, targeted withdrawal groups (Literacy, Numeracy and Strategic Skill Building), individualised programs and the establishment of community pathways programs/experiences.
- Expansion of the College Cocurricular Program to include greater opportunities for Acceleration and Enrichment, STEM, Performing Arts, Sport, Afterschool Clubs etc.
- Implementation of a College Instrumental Music Program.
- Implementation of revised structures, groupings and curriculum for VCAL.
- Continued establishment of STEM Learning Partnerships with State, National and International Organisations.
- Review of the College Meeting Schedule and terms of reference for staff collaboration.
- Expansion of the VCE Mentoring and Moderation Program for VCE Unit 3 and 4 students and members of College staff.
- Investigation and design of structures to enhance the College EAL Program. This includes the research of structures associated with Community/Parent Classes etc.
- Renovation of the Student VCE Masterclass Program.
- Expansion of parameters to celebrate student achievement and showcase learning (Example: Learning Display Evenings/ Exhibitions, Academic Awards Assemblies, Speech Night etc.).
- Expansion of learning partnerships with feeder primary schools, local parishes and the wider community to enhance learning and teaching and enrolments at the College (Example: Afterschool Primary School Workshops, implementation of joint curriculum units between primary and secondary schools etc.).
- Revision of tools and processes for Student Academic Support.
- Use of data and research to review learner resources and subject tools to enhance student learning and complement the 1:1 ICT Device Framework.
- Continued implementation of a three tiered Staff Professional Learning Plan associated with the 5 Ls of Learning, Visible Learning Research and Evidence Based High Impact Teaching Strategies.
- The operation and expansion of College Think Tanks that aim to research and implement fresh and innovative approaches to learning and teaching.
- Expansion of the College Homework Club to incorporate specialist areas of support for student learning - Literacy, Mathematics, EAL, VCE etc. This includes the implementation of structures to support Remote Learning.
- Review and expansion of the Sustained Silent Reading Program across Years 7-10.
- Renovation of Learning Enhancement Teacher Program.
- Extension in the range of Year 9 and 10 elective offerings available.
- Activation of Phase One the Subject Selection Process Review.

- Expansion of College Academic Competitions, providing further Local, State, National and International learning opportunities for students.
- Further customisation of the Curriculum Module within the College Learning Management System to facilitate the use of data for differentiation, student reports, curriculum delivery, learning design and learner communication.
- Increased resourcing of VCE, VET and VCAL Programs.
- Implementation and renovation of academic policies (Example: College Home Study Policy etc.).
- Continued implementation of the 5 Ls of Learning as a vehicle to ensure key elements from the College Learning and Teaching Charter, the school improvement targets and current values/philosophies are embedded into all areas of culture and practice.

STUDENT LEARNING OUTCOMES

Using its Growth Data Tools and Targeted Testing and Assessment Program, Kolbe Catholic College continues to complete an analysis of all student academic data, constructing a narrative to inform learning design and practice, and monitor student growth. Due to the context of COVID-19, NAPLAN did not occur in 2020. As such, the College continued with its internal assessment and also used Progressive Achievement Testing (PAT), the Allwell Testing and the VCE Data Service to monitor student growth, review pedagogical practice and assist with the development of structures for the continued enhancement of student learning.

Student growth and high pedagogical impact continued to be evident as each data source was analysed throughout 2020.

Various programs and strategies have been put in place in response to the College academic data narrative that continue to have a positive impact on student outcomes. As part of the academic pathways on offer the College continues to expand its offerings for acceleration, enrichment and strategic skill building whilst developing programs to support students following the various periods of Remote Learning. The College also continues to implement its multi-phased curriculum restructure with a particular emphasis on establishing learner pathways and developing Literacy and Numeracy skills.

The expansion and design of programs by Subject Teachers and Learning Enhancement Teachers continue to build student capacity in relation to Literacy and Numeracy. This is supported by the implementation of initiatives such as Year 7-10 Sustained Silent Reading and the various strands of Homework Club in operation. College involvement in programs such as the University of Melbourne Network of Schools (UMNOS) continue to provide vehicles for the growth of the College Pedagogical Coaching Program that operates on a dual platform to build staff capacity in relation to the employment of Evidence Based High Impact Teaching Strategies. This has resulted in best practice continually being embedded across all Learning Areas to positively impact student growth. Other strategies such as the introduction of the College Professional Learning Plan and the development of learning based partnerships with

external agencies continue to build upon the existing culture and practice, targeting key areas within the College data narrative.

Initiatives such as the College Targeted Testing and Assessment Program, the Assessment and Reporting Review, and the emphasis on the development of learning partnerships continue to provide staff with a wealth of data to use as part of their learning design. This in addition to the employment of various Growth Data Tools enables staff and students to become familiar with data as a tool to track growth and measure impact, leading to improved outcomes across multiple data sets.

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

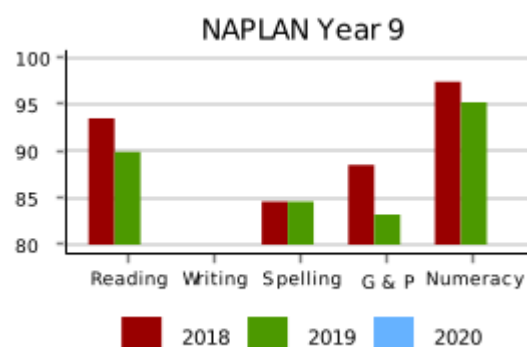
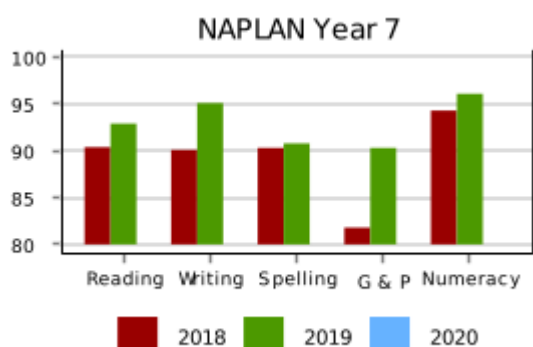
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	81.8	90.3	8.5		
YR 07 Numeracy	94.3	96.1	1.8		
YR 07 Reading	90.4	92.9	2.5		
YR 07 Spelling	90.3	90.8	0.5		
YR 07 Writing	90.1	95.1	5.0		
YR 09 Grammar & Punctuation	88.5	83.2	-5.3		
YR 09 Numeracy	97.4	95.2	-2.2		
YR 09 Reading	93.5	89.9	-3.6		
YR 09 Spelling	84.6	84.6	0.0		
YR 09 Writing	75.3	66.7	-8.6		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- To embed consistent and clear expectations that ensure all classrooms are safe, positive learning environments for every student.
- To continue to enhance pastoral and counselling structures to effectively support student wellbeing.
- To effectively use data to identify and respond to students' wellbeing needs and social-emotional development.
- To continue to strengthen students' belonging and engagement, supporting students to feel connected and to be active participants in all aspects of College life.
- To actively develop the social-emotional capacity and emotional intelligence of students.
- To build the self-efficacy of students as learners, enabling them to enhance their confidence, self-management, motivation and resilience in and beyond the classroom.
- To continue to foster positive, respectful, supportive, collaborative and authentic relationships between staff, students and parents.

Achievements

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

- The collaborative establishment of four Agreed Standards for classrooms through a series of staff workshops and professional learning.
- Implementation of the Agreed Standards in Year 7-12 Classrooms and surveying of students and staff to monitor the progress of implementation.
- Developing tiered wellbeing and mental health supports for students and staff in the Remote Learning Environment created by COVID-19.
- Use of social media to promote Wellbeing tips during Remote Learning and transition strategies prior to the Returns to School.
- Development of student wellbeing structures adapted to the Remote Learning Environment including a Virtual Wellbeing Room, Year 12 Wellbeing sessions, a virtual Year 12 Common Room, online social activities including after school classes run by Student Leaders, House-based competitions, and remote counselling.
- A Mail-out of Year 12 Care packages to support senior students to manage the challenges of the unique year.
- Introduction of Mental Health Week with presentations, activities, parent communication and targeted readings for Sustained Silent Reading times for students.
- Phone calls made to all families during the two periods of Remote Learning to assist in monitoring student wellbeing.
- Regular Student Surveys to monitor student wellbeing throughout the year.

- Use of a variety of structures to monitor and case manage students with significant wellbeing concerns including the Pathways Team, Wellbeing Team, House Leaders Team and Directors of Students Team.
- Provision of targeted transition strategies for students with higher social-emotional needs including staged return, negotiated attendance, hybrid learning arrangements and mentoring.
- Development of Remote Learning attendance and contact protocols to ensure close monitoring of Student Wellbeing and Child Safe practices in the online environment.
- Implementing a three-tier strategy to support Student Wellbeing in the return to school that personalised support for students with additional social-emotional needs in the lead-up to and throughout the experience of returning to school.
- Developing targeted social-emotional intervention program based around the CASEL Five Core Social-Emotional competencies and trialling this with student groups.
- Extensive planning undertaken to develop a morning Boxing program to provide access to Wellbeing Services for students unlikely/unwilling to engage in counselling.
- Establishment and training of a Postvention Emergency Response Team Working to develop Postvention protocols to respond effectively to critical incidents resulting in death.
- Developing an implementation plan for the Respectful Relationships program to support the development of emotional literacy and interpersonal skills.
- Review of attendance procedures and development of an attendance flow chart to map out a clear escalation procedure to address absences and provide support to students and families struggling with absenteeism.
- Further refining of NCCD processes to support students with disabilities and enhance teacher understanding of adjustment strategies and documentation processes.
- Development of House Spirit and excellent participation by students in the annual Swimming Carnival in Term 1.
- Individualised adjustments made to students' study programs during the Remote Learning Environment to support students with individual learning needs to manage the increased challenges - academic and emotional - of the online learning environment
- Employment of a specialist teacher to provide a dedicated onsite program for students with acute learning needs throughout Remote Learning.
- Review of individual management plans for students with high medical needs to ensure appropriate risk management processes.
- Development of a bank of Sensory Objects in the Library for students to borrow in order to self-manage sensory needs.
- Consolidating the clarity of follow-up processes to ensure escalated behaviour concerns are addressed in a timely and decisive manner.
- Further developing relationships with external support agencies (eg. Arabic Welfare Service, RCH, DHHS, Orygen, Headspace) to refer families requiring more intensive support.
- Provision of Wellbeing Seminars for students presented by Headspace and Batyr.

- In response to COVID-19, temporarily moving to horizontal Pastoral Care Groups in Term 4, with strategic placement of subject teachers in Pastoral Care.
- The development of a range of Student Support Plan templates that enabled the development of collaborative and personalised support structures for students with acute wellbeing needs.
- 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.
- Continued improvement in student punctuality and the wearing of the College uniform, through real-time communication with families.
- Development of online strategies for Year 7s to support transition in the face of restricted face-to-face transition, including the development of an interactive Virtual Orientation Tour for students.
- Initial implementation of Be You Wellbeing Program for staff and students.
- Ongoing development of the Student Leadership program including the introduction of a Student Leadership Coordinator and the review of Students Leadership Roles.
- Strong support for Non-English-Speaking Background (NESB) and Language Background Other Than English (LBOTE) families.
- Provision of information to students and families about external Wellbeing Support Services, translated into Arabic to ensure accessibility to all families.
- Targeted support for new arrival families (Refugee Status).
- Reviewing yard duty areas to provide the best possible supervision of students onsite.
- Reviewing security cameras to maximise student safety.
- Ongoing Professional learning for staff on student wellbeing, supporting students with additional learning needs and behaviour management.
- Opening of the refurbished Building K for specialised Applied Learning programs.

VALUE ADDED

To enhance students' wellbeing, the College strives to provide them with opportunities to connect with their peers and to explore their passions, talents and interests. As a result, students typically have the chance to participate in a diverse co-curricular and extracurricular program. In 2020, many of these activities were unable to run due to COVID-19. Below are the activities that were able to occur - either online or during Terms 1 and 4 in 2020:

Camps and Retreats

- Year 11 Retreat

Coaching/Sports

- SACCSS Swimming Training

- SACCSS Netball
- SACCSS Cricket
- Premier League Volleyball
- Premier League Basketball
- Premier League Soccer
- Premier League Netball

Community

- Community Service - Mask Making Project
- Homework club (Online)

Special Interests

- Choir (Term 1)
- Afterschool Robotics Club
- Kolbe Youth
- Manga/Anime Lunchtime Club
- Lunchtime Bookzines Club
- Science Talent Quest
- Creative Writing Competition
- Afterschool EAL Literacy Program
- Plan for the Planet

Events

- Year 7 Cyberday
- Kolbe Art Exhibition (Online)
- Kolbe Feast Day (Online)
- Kolbe's Got Talent (Online)
- Year 12 Farewell (Online) and Year 12 Graduation (Onsite)
- Online Guest Speakers eg. Headspace; Batyr; Victoria Police

STUDENT SATISFACTION

The 2020 data collected indicates that students feel confident and safe in the different contexts of learning offered at Kolbe Catholic College. The narrative associated with learner mindsets, student voice, College expectations and support for students was exceptionally positive. Across various platforms, students showcased high levels of engagement, connectivity and feelings of safety. The data analysed also indicates that students felt known, accounted for and that the learning partnerships established were of value.

Students highlighted the positive impact of the programs on offer and the various initiatives in place to assist them at various stages within their secondary educational journey and within the various contexts of learning that operated in 2020. Students also commented on the effectiveness of Agreed Standards and the expectations in place.

STUDENT ATTENDANCE

The College advocates for the highest possible school attendance and works closely with families to strive for strong student attendance. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. Further specific attendance requirements apply for VCE/VCAL classes.

Kolbe Catholic College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from school or class:

- Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification may be provided by telephoning the College and should be made prior to the start of school.
- Where an absence has not been explained by 9.30 am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the College. This notification is made on the same day, as soon as practicable, including for post-compulsory aged students.
- Where the absence remains unexplained the matter will be reported to the House Leader for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.
- The requirement to follow up unexplained absences is included in the role descriptions of identified staff.
- Class teachers take the class roll each lesson, hence the roll is taken six times per day or for each allocated lesson period.

- Student Reception monitors absences and cross references the teacher marked rolls with the parent notifications. Attendance information is stored on the Learning Management System.
- Parents are contacted by the Learning Advisor in the case of extended absences which exceed three days.
- The College utilises Operoo to alert parents to:
 - Holiday dates
 - Changes/alterations to daily programs
 - Return to school dates/times.

Where student attendance concerns, such as school refusal, arise, the College has a clear procedure to communicate with parents, address underlying issues or obstacles to attendance and to engage with external agencies to provide support when required.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	95.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	94.4%
Y08	92.4%
Y09	91.3%
Y10	91.1%
Overall average attendance	92.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	26.0
VCE Completion Rate	98.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	56.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	4.0%
Deferred	20.0%
Employment	2.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

Kolbe Catholic College recognises that the wellbeing - physical, emotional and social - of students is central to their learning and physical development. We are committed to the wellbeing, safety and protection of all students in our care and embedding the Child Safe Standards (ministerial order 870) into the culture of our College in tangible and explicit ways.

Achievements

In 2020, the following actions and achievement enabled Child Safe Standards to be embedded in all aspects of College life:

- Utilising the challenges of the Remote Learning environment to focus and prioritise Child Safety as a key responsibility of all staff.
- Continuing the professional development of staff to support a zero-tolerance approach to all forms of Child Abuse and the reporting of all reasonable suspicions of risk to a child.
- Emphasising the requirement of all staff to maintain exemplary professional boundaries in their interactions with students in both virtual and face-to-face environments; these expected behaviours are clearly outlined in the College's Child Safe Standards and were adapted to reflect the unique circumstances of online classrooms.
- Ensuring Child Safety is a standing agenda item in meetings of the DCAs, College Board, Leadership, House Leaders and Staff meetings.
- Publication of the College's Child Safe Standards on the College Website to ensure the community is familiar with the expectations and safeguards in place for the children in our care.
- Review of the implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' and the establishment of a regular Review meeting to ensure a collaborative process of review following all mandatory reports.
- Completion of the Mandatory Reporting Module by all staff and regular updates and briefings throughout the year regarding Child Safety matters and professional development.
- Consistent induction of all staff, volunteers, pre-service teachers, contractors and visitors in child safe policies and procedures, culminating in signing the Child Safe Code of Conduct.
- Review of all Child Safe policies and procedures to ensure they are current and accessible to all staff via the Policy Plus via Complispace.
- Vigilant follow-up to ensure all of non-teaching staff and volunteers have current Working with Children Checks, as do visitors to the College who work with our students.
- Close monitoring of teacher registration to identify that all teaching staff hold current VIT registration, including cyclical police checks
- Ongoing professional development and training of Child Safety Officers to support students and assist staff in monitoring and reporting any breaches of Child Safety.
- Prominent display of posters in all buildings with photographs of the Child Safety Officers to direct students to key personnel who can assist them if they ever feel unsafe.

- Fortnightly meetings of the Wellbeing and House Leaders Teams to monitor 'at risk' students and develop action plans for support.
- Rigorous risk assessments of activities, excursions and programs to ensure students' safety is central.
- Regular review of duty of care provision to ensure supervision of students in and out of the classroom provides the best possible care.
- Extensive avenues for students to access support through the Pastoral Care structures and Wellbeing Services, with clear messages to encourage students to seek assistance if they feel unsafe or experience any form of physical, emotional or sexual abuse.
- Cybersafety programs and other initiatives to support students to develop their understanding of protective online behaviours, particularly in the Remote Learning environment.
- Ongoing communication and access to information about Child Safety via the College Website and the Learning Management System, SEQTA is made available to staff, students and families.
- Continuous review of the College's Child Safety provisions to strive for ongoing improvement in care and support.

Leadership & Management

Goals & Intended Outcomes

- To ensure our compliance is accurate and effective; policies are reviewed and monitored.
- To ensure the vision for the College is clear and regularly communicated to the school community.
- To continue to resource the College DCAs and Board and explore ways to further its contribution to College life.
- To maintain a culture and practice of comprehensive annual planning and evidence based self-review and improvement and to ensure there is progress with the Strategic Improvement Plan with the regular assessment of key performance indicators.
- To improve processes for recruitment, retention and the professional development of staff.
- To build partnerships with tertiary educational institutions.
- To develop a culture of reflection; a workplace culture characterised by purposeful collaboration, teamwork and capacity building; a strengthened culture of professional dialogue and learning (department reviews, ARMs, appraisals) that aims to maximise educative impact and the growth of the individual.
- To continually adapt the College organization structure to meet the needs of the College.
- Following the development of the Strategic Improvement Plan, a Master Plan with 5-10 year projections to be developed to plan for major and minor capital investment projects as well as maintenance and refurbishment requirements.

Achievements

- The College Leadership Team identified the onset of COVID as a critical incident and therefore responded accordingly. Priorities were established to ensure we could focus on the health and safety of everyone whilst delivering an effective, albeit remote, learning experience for our students.
- The unique set of circumstances in 2020 required the Leadership Team to be nimble. A mechanism for the constant monitoring of COVID Updates was established. Responses to change were swift and communications were regularly distributed to all stakeholders.
- These regular communications were commonly translated for our EAL families.
- COVID Safe Plans were regularly updated.
- With all of the distraction of the pandemic, the Leadership Team maintained a focus on enacting our Strategic Plan.
- An external review of our Administration structures was completed to ensure we were catering for our increased student and staff population.
- A full time Business Manager was appointed in 2020.
- Structures were introduced to ensure no family impacted financially by COVID would miss out on an education at Kolbe Catholic College.
- Sound financial management ensured that we were able to resource initiatives.

- Planning for key capital projects continued in 2020. Some projects were postponed due to contractors not being permitted to access our site.
- The College worked closely with our governing bodies to ensure a smooth transition from Catholic Education Melbourne (CEM) to Melbourne Archdiocese Catholic Schools (MACS) from January 1 2021.
- As outlined in other sections, Kolbe Catholic College reached its Year 7 enrolment capacity for the first time in 2020. This was due to the great work being completed by all staff of the College to ensure we are considered the 'school of choice' by many families in our local area.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Agile School Leadership Program
- Child Safety
- Partnering to Learn: Religious Education Collective
- Enhancing Catholic Identity, Spirituality and Faith Development
- Data & Analytics Project
- Pedagogical Coaching - Evidence Based High Impact Teaching Strategies
- Academic Growth Data, Growth Data Tools and Individualised Learning
- University of Melbourne Network of Schools (UMNOS)
- Literacy and Numeracy
- ICT For Learning and Remote Learning Strategies
- Acceleration and Enrichment
- VCAA VCE, VCAL and VET Level/Subject Specific Learning
- Learning Adjustments and Students with Additional Needs
- Respectful Relationships Program
- Be You Mental Health First Aid
- Postvention Training
- Agreed Standards
- Greg Mitchell - Student Wellbeing and Behaviour Management Approaches
- Aimee Maxwell - Staff Wellbeing Strategies
- First Aid/Anaphylaxis
- CEM Masters and Accreditation to teach in a Catholic School Sponsored Study
- Individual Professional Learning as per staff Professional Learning Plans

Number of teachers who participated in PL in 2020	86
Average expenditure per teacher for PL	\$570

TEACHER SATISFACTION

The 2020 data collected shows stability in the motivation indicators for staff. The narrative associated with School Morale, Empowerment, Professional Growth, Supportive Leadership, Ownership and Recognition remains positive across multiple data sets. This indicates maximised impacts of the strategies employed.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.0%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	32.1%
Graduate	48.7%
Graduate Certificate	10.3%
Bachelor Degree	96.2%
Advanced Diploma	5.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	86.0
Teaching Staff (FTE)	82.2
Non-Teaching Staff (Headcount)	51.0
Non-Teaching Staff (FTE)	44.4
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

To develop a strategic marketing plan that underpins a stronger College profile in the local and wider community

Achievements

We continued to maintain marketing momentum and interest in our school throughout 2020.

- Throughout 2020 we had to be creative and adapt our marketing strategy to keep our audience engaged. Relationships and experiences are a key part of creating a full picture of what it would be like for a student to attend our school. We moved our school tours online, created a virtual tour of the College and offered parent webinars and online information sessions. We built online experiences that will continue to be used in the future to complement our on-site school tours.
- We had a captive audience online, possibly more engaged than ever before. We used this opportunity to get in front of our prospective families and build on our brand presence and awareness by:
 1. Tweaking our digital marketing campaign to turn off geo-fencing, and allocate these impressions towards prospecting and retargeting
 2. Directing online traffic to view the 360-degree virtual tour to showcase College facilities
 3. Promoting student achievements on Facebook to create positive word of mouth
 4. Advertising through various local community social channels.
- During 2020, student retention was also an area for focus:
 1. Communication to our families increased significantly, providing information as expediently, as clearly and as effectively as possible. We created a website landing page to act as a "hub" for COVID-19 resources, to include timely information now and in the future
 2. To support our students during their remote learning, videos with messages of support and encouragement from the College staff were created and sent to all students.
- Throughout 2020 the College sought opportunities to connect and contribute to our local community:
 1. With facemasks compulsory across Melbourne, the College coordinated a project to produce and deliver masks to individuals and organisations in our local community
 2. A partnership was formed with Northern Health and approximately 750 masks were hand sewn, laundered, packaged and delivered to front-line workers
 3. Students, as part of their Religious Education classes, wrote notes of encouragement and support to accompany each mask.
- To offer support to our families we introduced the Kolbe Catholic College Family Business Directory Facebook page:
 1. This Directory was provided as a free service to encourage the support and promotion of businesses within our community during the period of considerable economic disruption.

The profile of the College within the local community continued to grow and the school experienced an increase in applications for enrolment. We ended the 2020 academic year with a waiting list for Year 7 2021.

VALUE ADDED

- Increase in the number of enrolment applications to the College
- Greater connectivity with the College community through social media and online initiatives
- Community connections strengthened
- Greater brand awareness
- Increased parent engagement
- Effective communication strategies.

PARENT SATISFACTION

The data collected indicated strong responses from parents and caregivers. The narrative associated with Communication, Partnership, Support, Catholic Identity and School Climate remains strong. This indicates a positive impact of the strategies employed within this sphere.