

Kolbe Catholic College

Greenvale Lakes

2021

Annual Report to the School Community



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

13/05/2022

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

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.

The context for the Kolbe Catholic College 2021 Annual Report is that approximately 50% of the school days were in a remote learning environment. This had a significant impact on the year as we maintained a keen focus on the health and safety of everyone in our community. We also ensured learning was optimised and that our pastoral care support structures and our opportunities for faith development were available to all.

As with 2020, 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, I am pleased to report that 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 2021, 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 2021. We recognised our need to be Christian in deed as well as word when it was most needed and so we continued with the Kolbe Roadside Food Pantry. Also fundraising opportunities were activated, especially when the students were onsite. Supporting Project Compassion culminated with the Kolbe Houses taking part in a coin line up. We also supported COTS and the MacKillop Family Services annual Christmas Appeal.

Most importantly, many of our staff members, and our families lost loved ones in 2021. Our faith kept us focused on the hope of the resurrection and Jesus was made present by the support, love and care we were able to offer each other during these tough times.

Kolbe Catholic College places the physical, emotional and social wellbeing of students as central to their learning and physical development. In 2021 not only did we continue with the tiered wellbeing and mental health support for students and staff but we recognised, very early, what is becoming obvious in education nationally as a consequence of COVID. The constant disruption to onsite learning and social interactions made a level of behavioural dysregulation quite evident in schools. Rather than just hoping the students would naturally learn to return to a pre COVID normal, at Kolbe Catholic College we implemented a Social Emotional Learning program delivered via our timetabled Pastoral Care Structures.

Social Emotional Learning (SEL) is a methodology that helps students of all ages to better comprehend their emotions, to feel their emotions fully, and demonstrate empathy for others. These learned behaviours are then used to help students make positive, responsible decisions, create frameworks to achieve their goals, and build positive relationships with others.

We identified SEL as a key to the ongoing success of Kolbe for the development of self and academic success. It was trialed in 2021 and following positive reviews it will be a key aspect of the pastoral care sessions and structures in 2022.

Along with this, we implemented the Respectful Relationships program to support the development of emotional literacy and interpersonal skills. Throughout 2021, the topics of respect and consent gained greater prominence in the national psyche. As a pilot school in the Respectful Relationships program we consider ourselves leaders in this area of great importance. In 2021 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.

Finally during COVID, the use of social media was employed to promote wellbeing tips during Remote Learning and transition strategies prior to the return of school. We also continued with 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.

The staff also experienced a very difficult 2021 as a consequence of the pandemic. I take this opportunity to recognise the extraordinary efforts by both Education Support Staff and the Teachers to ensure our young people received the best possible support and education during 2021. New employees who join our community, unanimously comment on how supportive the staff are of each other. Even with isolation imposed by COVID restrictions this spirit of Kolbe Catholic College lived on and thrived. With this said, the pandemic has taken its toll on us all, including the staff. The College attempted to provide opportunities for consultation to ensure we understood the specific difficulties that arose. An active Consultative Committee and the introduction of a monthly Staff Round Table provided the forum for feedback to the Leadership Team.

Other areas of student wellbeing and staff support worth highlighting for 2021 include:

- Embedding Agreed Standards across classrooms and the yard, including a focus on Active Presence and teachers speaking to every student in every class every lesson
- Introduction of an appraisal process for Middle Leaders and development of an Annual Review process for teachers based around student feedback on their learning
- Ongoing data analysis of behaviour trends and individual plans to support students with behavioural challenges and support early intervention practices
- Extension of Library hours (7.30am-5pm) to enhance duty of care and expand opportunities for students to study in a safe and conducive environment
- Development of child friendly documents - Child Safe Commitment and Complaints Process - to empower students and continue to enhance child safety at Kolbe.

In 2021, the pandemic continued to force our students and teachers into a unique set of circumstances with classes online and on site.

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 launched a tuition program with a focus on Literacy, Numeracy and subject specific skill building. This was to address perceived gaps in learning due to the unique nature of schooling in 2021.

Kolbe Catholic College employed a Data Analyst in 2021 with this specific task of developing a Growth Data/Business Intelligence Tool. As head of the Data Analytics Team, Dr Steve Mason's primary focus was to develop an effective tool to track student progress, measure pedagogical impact and inform student academic pathways. While Kolbe Catholic College teachers were delivering effective individualised learning, the Business Intelligence Tool, finally provided them, via the Business Intelligence Class Dashboard, with empirical evidence to optimize the learning of individuals within their classrooms.

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 Menu.

This report has highlighted that at Kolbe Catholic College, in 2021 we were able to manage the complexities of the pandemic and its associated restrictions whilst enacting our strategic goals, especially in the sphere of pastoral care and learning.

We believe this has strengthened our reputation in the local community as applications for enrolments continued to increase. Our Marketing Manager continued to implement strategic initiatives to ensure our feeder, other local primary schools, and the local community, learned more about the strengths of the College. We concluded 2021 with over 300 enrolment applications for 216 places in Year 7. Kolbe Catholic College has become the school of choice for many local families.

The College could not have operated as efficiently as it did in 2021 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, School Advisory Council, 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.

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 9 and 10 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
- Year 11 Retreat
- Catholic Education Week 2021 celebrated by the College

- Ash Wednesday Liturgy online
- ANZAC prayer focus online
- Refugee Week focus 2021 online
- Feast Day Mass online
- Remembrance Day online
- Retreat Days online
- Graduation Mass
- Christmas Liturgy online
- Staff Spirituality Day
- 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
- All publications have a prayer
- Kolbe Youth Group continued online during 2021
- Students wrote letters to local Retirement Villages to offer support during lockdown which were very gratefully received
- Parents/caregivers, students and staff weekly letter from the Director of Faith and Community during lockdown providing prayer resources and weekly Sunday Mass links.

Social Justice

- Project Compassion: Coin line-up
- COTS
- Mackillop Family Services annual Christmas appeal
- Kolbe Roadside Food Pantry in operation throughout Term 4
- Guest speakers throughout the year linked to RE curriculum focus on Social Justice.

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 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 ‘Highest Yield Strategies’
- 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

- 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.

NAPLAN, Progressive Achievement Testing (PAT), the Allwell Testing and the VCE Data Service illustrate that student growth and high pedagogical impact continue to be evident. This is complemented by data from internal College assessment which illustrates a 'value add' at different milestones within the secondary educational journey across each student cohort.

One of the key areas of growth illustrated was in the area of Literacy with particular growth evident for Reading across all year levels. This directly correlates with multiple strategies put in place as part of the Learning and Teaching Strategic Plan.

In response to the College academic data narrative, various programs, structures and pedagogical approaches have been employed to maximise student growth and development. Each of these continue to have a positive impact on student outcomes.

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. Of particular focus has been expanding the parameters for acceleration, enrichment and strategic skill building.

Subject Teachers and Learning Enhancement Teachers continue to develop programs that aim to build student capacity in relation to foundational skills. This is supported by the continued implementation of initiatives across all subject areas such as Sustained Silent Reading, a focus on strategic skill building and the activation of the College Tuition Pathways to support the completion of coursework and preparation for assessment.

The expansion of the various strands of the College Homework Club paired with initiatives such as the Growth Data/Business Intelligence Tool, the Assessment and Reporting Review and the College Targeted Testing and Assessment Program continue to provide a wealth of data for staff to use as part of their learning design and for the College to track learner growth and pedagogical impact.

The operation of the College Pedagogical Coaching Program and its focus on Evidence Based High Impact Teaching Strategies continues to result in best practice being embedded across all Learning Areas to positively impact student growth. Paired with the College Professional Learning Plan and the development of learning based partnerships with external agencies, staff and students continue to work together to target key areas within the College data narrative.

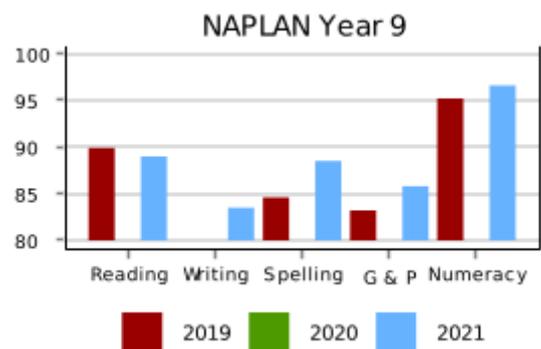
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	548.1
Year 9 Reading	554.5
Year 9 Spelling	562.4
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	90.3	-	-	88.0	-
YR 07 Numeracy	96.1	-	-	92.6	-
YR 07 Reading	92.9	-	-	94.6	-
YR 07 Spelling	90.8	-	-	90.4	-
YR 07 Writing	95.1	-	-	91.8	-
YR 09 Grammar & Punctuation	83.2	-	-	85.8	-
YR 09 Numeracy	95.2	-	-	96.6	-
YR 09 Reading	89.9	-	-	89.0	-
YR 09 Spelling	84.6	-	-	88.5	-
YR 09 Writing	66.7	-	-	83.5	-

* 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 transparent classroom expectations that foster safe and positive learning environments for every student
- To enhance pastoral and wellbeing structures that respond to student needs
- To effectively use data to analyse and cater to students' wellbeing needs
- To foster students' belonging and engagement in the College, supporting connectedness and active participation in College life
- To build social-emotional capacity and emotional intelligence of students through targeted and proactive social emotional learning
- To enhance the self-efficacy of students as learners, building their confidence, self-management, motivation and resilience
- To deepen partnerships between staff, students and parents.

Achievements

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

- Introduction of 5th Agreed Standard for classrooms - Active Presence - inspired by the audacious goal of teachers striving to speak to each individual student in every lesson in every class
- Ongoing embedding of the four Agreed Standards for classrooms: a formal beginning and end to classes; enforcing punctuality; one person speaking at a time in the classroom; and the consistent use of the RTC by teachers
- Ongoing professional learning sessions on Agreed Standards and Restorative Practice
- Streamlining of the RTC process through the introduction of a digital referral process
- Increased presence of the Pastoral Team – and specifically the House Leaders, Directors of Students and Deputy Principal – in learning areas throughout the day, with members of the team regularly walking through buildings and classrooms
- Clarification of the role of ESEs in reinforcing expectations with students – such as uniform, punctuality, chewing gum, mobile phones, care for the environment etc – ensuring that all members of the community are communicating the same messages to students
- Cyclical analysis of student behaviour data with a strong focus on identifying the function of challenging behaviours and to target early and purposeful intervention to support students struggling to meet expectations
- Launching of Kolbe Stars - an initiative developed by the Student Leadership Team to publicly commend students who are contributing positively to the community
- The House Leaders and Director of Students (7-9) undertook formal appraisals with an external reviewer to acknowledge achievements and provide recommendations for future learning
- A review of Reflection Days, Wellbeing Days and Retreat program to audit consent education commenced

- Ongoing engagement in Professional Learning on Gender Identity, Self-Harm, School Refusal and attendance issues, Mental-Health and other SWB foci
- Implementation of a student feedback survey on classroom learning as the key tool for teacher goal setting and continuous improvement
- 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
- Re-development of the Our Values document to provide an accessible resource to Staff, Students and Parents on Student Wellbeing processes at Kolbe
- Development of Teacher Performance Management Process to enhance student learning experiences
- Development of proposal to introduce a Support Animal to enhance wellbeing supports
- Staff Professional Learning about classroom adjustments to support students with disabilities
- PWC Audit of the actual costs of supporting Students with Disabilities
- Strong support for Non-English-Speaking Background (NESB) and Language Background Other Than English (LBOTE) families
- Application and further development of tiered wellbeing and mental health supports for students and staff in the Remote Learning Environment created by COVID-19
- 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
- Use of social media to promote Wellbeing tips and Respectful Relationships during Remote Learning and transition strategies prior to the Returns to School
- Phone calls made to all families during the two periods of Remote Learning to assist in monitoring student wellbeing
- Further development of Remote Learning attendance and contact protocols to ensure close monitoring of Student Wellbeing and Child Safe practices in the online environment
- 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
- Repeated personalised wellbeing checks on Year 12 students
- Organisation and distribution of Year 12 Care packages to support senior students to manage the challenges of a second year of remote learning
- Provision of targeted transition strategies for students with higher social-emotional needs including staged return, negotiated attendance, hybrid learning arrangements and mentoring

- 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, House Leaders Team and Directors of Students Team
- Provision of Wellbeing Seminars for students presented by Headspace and Batyr
- 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
- 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
- Establishment of Student Working Party to develop a proposal to add shorts to the girls' summer uniform
- Establishment of Working Party to review school approaches to gender and identity
- Appointment of 2022 Student Leaders and the Student Leadership Induction Day to prepare appointees to take up their roles
- Development of role descriptions for Student Leaders, utilising student voice
- Mental Health Week event with presentations, activities, parent communication and targeted readings for Sustained Silent Reading times for students
- Development of House Spirit and excellent participation by students in the annual Athletics Carnival in Term 1
- Ongoing review of individual management plans for students with high medical needs to ensure appropriate risk management processes
- Ongoing review of yard duty areas to provide the best possible supervision of students onsite
- Further review of security cameras to maximise student safety
- Continued use of online transition 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
- Extension of Library hours to 7.30am-5pm Monday to Thursday to provide greater access to students to learning resources outside of class time
- In response to COVID-19, extending the temporary move to horizontal Pastoral Care Groups and embedding Year Level Leaders, with strategic placement of subject teachers in Pastoral Care
- Review of Pastoral Care Structures for 2022
- Preparation for Year Level Leaders Day to establish shared vision ahead of the formal launch of the Progressive Horizontal Pastoral Care structure

- Planning for the implementation of Respectful Relationships curriculum in 2022
- Trialing of a social-emotional learning program for Pastoral Care and the launch of the GEAR-UP structure for SEL Learning
- Trialing of a new timetable, with Pastoral Care relocated to after recess in preparation.

VALUE ADDED

A key strategy in fostering student wellbeing is the provision of diverse opportunities for students to connect with peers, explore interests, foster their talents and discover their passions. While the COVID-19 pandemic and extended periods of remote learning prevented many of the activities in the College's diverse co-curricular and extra-curricular program from running, the following activities were able to continue - either online or during the periods of onsite learning throughout the year:

Camps and Retreats

- Year 7 Camp
- Year 8 Camp
- Year 9 Camp
- Year 11 Retreat
- 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 & Online)
- Year 7 2021 Summer School
- Primary School After School Program (Face-to-face & Online)
- Peer Support
- International Women's Day Event.

Special Interests

- Choir
- Afterschool Robotics Club
- Kolbe Youth
- Manga/Anime Lunchtime Club
- Lunchtime Bookzines Club
- Science Talent Quest
- Creative Writing Competition
- Politics Club
- EAL Afterschool Club
- Plan for the Planet.

Events

- Year 7 Cyberday
- Kolbe Art Exhibition (Online)
- Kolbe Feast Day (Online)
- Kolbe's Got Talent (Online)
- Year 11 Dinner
- Year 12 Farewell (Online) and Year 12 Graduation (Onsite)
- Online Guest Speakers eg. Headspace, Batyr.

STUDENT SATISFACTION

The 2021 data collected indicates that, while COVID had an impact on school engagement and belonging, overall 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. 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 2021. Students also commented on the effectiveness of Agreed Standards and the expectations in place.

STUDENT ATTENDANCE

The College strives to ensure students maintain the highest possible attendance and communicates with families to address obstacles to attendance – whether in remote or onsite learning. 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 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 and SEQTA to alert parents to:
 - Holiday dates
 - Changes/alterations to daily programs
 - Return to school dates/times.

Where concerns regarding a student's attendance arise - such as school refusal - the College has developed clear and transparent procedures including communication processes with parents, strategies to identify and address underlying issues or obstacles to attendance, and engagement with external agencies to provide support as required.

YEARS 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	93.2%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	95.0%
Y08	94.7%
Y09	93.0%
Y10	91.3%
Overall average attendance	93.5%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26.0
VCE Completion Rate	99.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	42.0%
TAFE / VET	24.0%
Apprenticeship / Traineeship	12.0%
Deferred	1.0%
Employment	14.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	6.0%

Child Safe Standards

Goals & Intended Outcomes

The physical, emotional and social wellbeing of students is fundamental to their learning and physical development. Kolbe Catholic College is committed to highest standards of care for the students in our care, and to fostering a Child Safe culture (ministerial order 870) that prioritises the wellbeing, safety and protection of all.

Achievements

In 2021, the following actions and achievement enabled Child Safe Standards to be embedded in all aspects of College life:

- Extending the focus on Child Safety as a key responsibility of all staff, both in online and onsite learning modes
- Ongoing professional development of staff to foster a zero-tolerance approach to all forms of Child Abuse and empower staff to identify and report all reasonable suspicions of risk to a child
- Reinforcement of the exemplary professional boundaries for staff outlined in the College's Child Safe Standards in their interactions with students in both virtual and face-to-face environments
- Ensuring Child Safety is a standing agenda item in meetings of the School Advisory Council, College Leadership Team, 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
- Development of a child-friendly version of the Child Safe Standards to promote student awareness of their rights to feel safe and be kept free from abuse
- Development of a Child Friendly Complaints Process
- 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
- Ongoing review of mandatory reports, utilising the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' process, 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
- Initial review of College procedures and processes against the proposed 11 new Child Safe Standards to identify areas for ongoing improvement

- Vigilant tracking of Working with Children Checks and VIT Registration information to ensure all teaching, non-teaching staff, volunteers and visitors meet the requirements to work safely with our students
- Ongoing professional development and training of Child Safety Officers to support students and assist staff in monitoring and reporting any breaches of Child Safety
- Initial implementation of MARAM Framework commenced, implementing recording procedures for making or responding to requests for information under CISS and FVISS
- Prominent display of photographs of the Child Safety Officers in all buildings to assist students to readily recognise personnel who can assist them if they ever feel unsafe
- Fortnightly meetings of the Directors of Students, Wellbeing Services and House Leaders Teams to monitor 'at risk' students and develop action plans for support
- Thorough risk assessments for all excursions, activities and programs to ensure students' safety is prioritised
- Regular review of duty of care provisions – on the yard, in classrooms and online - to ensure supervision of students affords the best possible care
- Abundant opportunities for students to access support via the Pastoral Care structures and Wellbeing Services, with frequent communications encouraging students to seek assistance if they ever feel unsafe or experience any form of physical, emotional or sexual abuse
- Cybersafety programs, mental health activities, wellbeing seminars and other initiatives to support students to develop their understanding of protective online behaviours, particularly in the Remote Learning environment
- 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 recognized the ongoing COVID situation 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 2021 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
- Planning for key capital projects continued in 2021. 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
- The Introduction of the HR software platform My Recruitment plus streamlined the recruitment processes for candidates including onboarding processes
- Our induction processes were moved online via the Complispace platform

- We continued to solidify the Kolbe Catholic College brand through structured and targeted digital marketing campaign, College tours, after school programs for grade 4, 5 and 6 students, large format billboard advertising and advertising through our feeder primary school newsletters and other forms of communication
- The College vision that “everyone grows at Kolbe” was clarified and enacted regularly via Staff Meetings (as a standing agenda item) and newsletters
- We continue to foster our relationships with the universities, supporting thirty pre-service teachers in 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Growth Data
- Pedagogical Impact Coaching - Evidence Based High Impact Teaching Strategies
- Agile School Leadership Program
- Spirituality and Accreditation Training (Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education)
- Child Safety and Mandatory Reporting
- Partnering to Learn - Religious Education Initiative
- Enhancing Catholic School Identity, Spirituality and Faith Development
- University of Melbourne - Metrics For Success
- Literacy and Numeracy
- ICT For Learning
- Remote Learning Platform and Suite
- Acceleration and Enrichment
- VCAA Modules - VCE, VET, VCAL and Vocational Specialisation
- Learning Adjustments, NCCD and Additional Learning Needs
- Respectful Relationships
- CPR and First Aid
- Be You Mental Health First Aid
- Postvention Training
- Agreed Standards
- Behaviour Management
- Anaphylaxis

- EAL Pedagogy
- MACS VCE Programs for Learning Areas
- Social Media and Branding
- Individual Staff Professional Learning as per Staff Professional Learning Plans.

Number of teachers who participated in PL in 2021	89
Average expenditure per teacher for PL	\$673.00

TEACHER SATISFACTION

The 2021 data collected consistently reflects staff satisfaction. The narrative associated with School Morale, Empowerment, Professional Growth, School Climate, Supportive Leadership, Instructional Leadership, Staff Safety and Professional Learning remains positive across multiple data sets. This indicates maximised impacts of the strategies employed.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.2%
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TEACHER QUALIFICATIONS

Doctorate	1.2%
Masters	37.2%
Graduate	40.7%
Graduate Certificate	9.3%
Bachelor Degree	94.2%
Advanced Diploma	4.7%
No Qualifications Listed	1.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	89.0
Teaching Staff (FTE)	85.5
Non-Teaching Staff (Headcount)	59.0
Non-Teaching Staff (FTE)	55.4
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

To enhance communication within and beyond the College.

Achievements

Throughout 2021 Kolbe Catholic College continued to experience growth in enrolment demand. We ended the 2021 academic year with a significant waiting list for Year 7 2022.

Through consistent marketing and communication strategies we have strengthened our position and identity and are now a school of choice.

The College continued to improve communication with parents via Operoo, Seqta and SMS.

Keeping our current community informed and connected saw them become our greatest advocates. Here is a snapshot of what some of our parents have said about the College, sharing their satisfaction on social media:

"My daughter is starting Year 7 next year ... My son is already [enrolled at Kolbe Catholic College] and we are really happy with the school. I'm a teacher myself and I've been impressed by many things at Kolbe, in particular, the excellent communication and feedback provide"

"Best school in the district! Not one complaint. Their response to [COVID-19] online learning was phenomenal"

"All I can say is nothing but great things. I have twins ... one in the advanced classes and the other getting additional assistance and they cater for both"

"...we are really happy with the school. They are very responsive and open ... Last year was a little rough with lockdown, but they did everything possible to make it easier. Communication with individual teachers is excellent"

"Wonderful school. Great community. Best decision I ever made!"

Our after-school programs offered students in Grades 4, 5 and 6 an opportunity to experience what Kolbe Catholic College has to offer. The program continued to grow in popularity. Pivoting to an online platform in 2021 gave prospective students and their families an insight into remote learning at Kolbe Catholic College:

".. thank you for your continuous communication and for getting this program to run regardless of the outside world"

"... Thank you immensely for these sessions. It's an amazing program"

"Thank you for continuing to run the after-school program and for the ongoing communication"

Through these programs we formed strong relationships with our feeder primary school parents.

Our digital marketing campaign continued to perform well, seeing engagement above the Education and Training Industry benchmark. Our advertising consistently put our brand in front of our most sought-after customers, ensuring our community became aware of our brand and our message.

We further highlighted student achievements, events and celebrations through our Newsletter and through the Kolbe Catholic College Facebook page.

Our enrolment application process moved online, making applying easier than ever before.

Through Enquiry Tracker all applicant information is held in the one place with Instant visibility into critical analytics and insights to monitor progress, from demographics and event performance to geographic data and feeder school information.

Through the challenges of 2021, we had the opportunity to build an even more closely-knit community through great communication, transparency, flexibility and openness to innovation.

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
- A culture that is talked about in and outside the school.

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.