



Kolbe Catholic College Greenvale Lakes

2022 Annual Report to the School Community



Registered School Number: 2051

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

31/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

Our Mission at Kolbe Catholic College is to

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

College Overview

Kolbe Catholic College 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 2022 is 1116 students.

The College is named after St Maximilian Kolbe. 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 is inspired by the legacy of St Maximilian Kolbe: a story of heroism, courage and self-sacrifice, and a beacon of hope for the future. As a Catholic School in the Franciscan tradition, we strive to provide 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 Kolbe Catholic College 2022 Annual Report is a snapshot of an unusual year in which we, along with all Melbourne metropolitan schools, returned to face-to-face learning after two years of COVID lockdowns. This had a significant impact on the year as we supported students and staff to adapt to a new COVID normal and reignited onsite initiatives, this adaptation presented challenges that required leadership to be nimble and adjust priorities accordingly.

In 2022, our key priorities were:

- The health and safety of everyone - as the physical reality of COVID and its emotional effects were ever-present
- Balancing strategic initiatives with staff and student capacity
- Recruitment amid a national teacher shortage
- Adjustment of workplace conditions as a new Enterprise Bargaining Agreement was developed
- Reviewing our Leadership Team structures and commencing the recruitment of excellent leaders to support the development of our growing school
- The design and development of a second campus as approved by MACS
- Conducting an extensive landscaping project and developing a new STEM centre
- Further strengthening the high quality pastoral care of children in our care, especially the most vulnerable
- Enhancing the Catholicity of the College
- Continuing to action our strategic plan

Acknowledging all the complexities of 2022, 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 face of Christ for each other. Our goal was to lead everyone in the community to deepen their personal relationship with God; to create a warm, inclusive community that believes faith and life are inextricably woven and that the implicit and explicit curriculum in Faith development are equally important. We were able to celebrate liturgy onsite along with daily prayer in 2022. We recognised our need to be Christian in deed as well as word when it was most needed. This included Senior VCAL students organising donations of clothes and toys for an orphanage in Kenya and, in the lead up to Kolbe Feast Day, Pastoral Care Groups collecting items for a backpack to be given to COTS for distribution to the needy on the streets of Melbourne.

In 2022, the dream of building a Community Hub was realised. The hub focused on supporting families to build reading, writing and speaking skills as well as providing opportunities for exploration and community immersion. Families learned about the College and strategies for establishing parent partnerships through the acquisition of the English Language.

Finally, Brother Damien Price skilfully led the staff through a day of Encounter for the Staff Spirituality Day 2022. We met each other as guests, honouring story by focusing on presence and the innate dignity of each person; followed by a compassionate view of the other which leads to freedom for all. We were reminded of the importance of “hill” moments whereby we renew ourselves, as Jesus modelled, allowing us to continue to come back to the “crowds” in our various lives and roles. It was a wonderful experience and one that we hope to build on in the future by creating ways to share this with students and families.

Kolbe Catholic College places the physical, emotional and social wellbeing of students as central to their learning and physical development. In 2022, we recognised the constant disruption to onsite learning due to COVID and loss of social interactions over the previous two years had impacted on the capacity of some to regulate their behaviours. Rather than just hoping the students would seamlessly 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.

SEL is but one of the initiatives implemented to support student wellbeing in 2022. Others include:

- Progressive Horizontal Pastoral Structures were introduced.
- Development of the KCC Social-Emotional Skills Self-Reflection Tool for Students
- Development of the Student Leadership Role Descriptions using student voice.
- Development of the Year 7-11 student representative leadership structure to be called the Student Senate
- Review of the Student Exit Processes to enhance communication and follow-up
- Presentation to the Catholic Cluster of Respectful Relationships about implementation of program at Kolbe
- Analysis of data from Allied Services (First Aid, IT, Wellbeing, Student Services) to analyse student distress indicators
- Appointment of the Student Leadership Co-coordinators
- Introduction of the Transitions Coordinator role to enhance Transition processes for students into and out of the College

In 2022, Learning and Teaching strategic goals continued to focus on providing a holistic and liberating education that maximised student outcomes and established learner pathways that were tailor made to suit the needs and interests of each individual. With a focus on Growth Data and Individualised Learning, Literacy, Numeracy, VCE Performance, Pedagogy and Acceleration/Enrichment, the College designed many projects to align with the established measurable outcomes and to assist with the implementation of consistent evidence based high impact practice. 2022 outcomes include:

- Development of a Business Intelligence Tool to track student performance and growth, and expand the information available to teachers to inform learning and teaching.

- Building staff capacity to use data and fostering meaningful dialogue about student performance data in Learning Team meetings
- Delivery of the Differentiated Pedagogical Coaching Program, with staff collaborating to develop high impact evidence based teaching strategies in the areas of Literacy, Numeracy, VCE Performance, Individualised Learning and Growth Data, Acceleration and Enrichment, and High Impact Pedagogy.
- Establishment of a three-tiered Professional Learning Plan to build staff capacity across whole-school, team and individual levels.
- Individualised consultation with VCE Teachers to review their VCE Data and identify opportunities for future growth
- Expansion of the College Tuition Program to support students impacted by their Remote Learning experiences in 2020 and 2021.
- The launch of literacy and numeracy withdrawal groups across Years 7, 8 and 10.
- Expansion of the Ignite Program into Year 10, to provide academically able students the opportunity to be extended and to have access to pre-VCE Units, specialist acceleration community-based programs etc.

The return from COVID made 2022 a particularly difficult year for staff. It is well established that staff at Kolbe support each other constantly through the good times and the tough times. In 2022, it was most evident that staff consistently performed beyond their duties to support the young people in their care.

Teaching is a truly noble vocation - particularly in relation to our educators - but it is becoming an increasingly difficult job. The difficulty our nation is facing with a shortage of teachers became critical in 2022. A recent research article highlighted the extent to which media coverage is predominantly negative about the teaching profession. If the perception and the subsequent messaging has been negative, I explicitly countered this in 2022 and categorically stated that I believe in teachers. In partnership with families, teachers engaged, encouraged and enthused young people. They opened previously unexplored pathways for faith development, career opportunity and/or improved self-esteem. Every day I was privileged to witness excellent teachers educate and inspire young people at Kolbe Catholic College in 2022.

The post COVID difficulties and perceptions of the teaching profession demanded a particularly strategic response to recruitment. During Term 2, we recognised that there was potentially three years worth of staff movement about to occur in one year. As a consequence we activated a number of initiatives including an Employer Branding focus group to identify Kolbe's points of difference (employee perspective), engagement of Lyngcoln Consulting to support recruitment efforts, increased use of social media to build College profile and employer branding, the inaugural Recruitment Information Evening (including billboard advertising for the event), introduction of the incentives scheme, investigation of international recruitment, the ongoing recruitment of tutors for 2022, introduction of formal exit interviews of exiting staff members, and the continuation of our Staff Round Table initiative, including themed Round Tables, to provide opportunities for staff to feedback suggestions, issues etc.

Along with recruitment initiatives, a new Enterprise Bargaining Agreement was being developed by employers and the Union. In 2022, Kolbe Catholic College monitored and prepared for the impact of possible changes with great diligence. We listened carefully to staff and implemented a number of strategies via the Consultative Committee. In 2022, our focus was to “smooth the path” in front of teachers to ensure they could teach to the best of their abilities.

This report has highlighted that at Kolbe Catholic College, in 2022 we were able to manage the complexities of returning to onsite learning from the pandemic and enact 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 primary schools, other local primary schools, and the local community learned more about the strengths of the College. We concluded 2022 with over 340 enrolment applications for 216 places in Year 7. Kolbe Catholic College has become the school of choice for many local families. As a consequence, to cater for the increasing demand for enrolments, Kolbe Catholic College successfully applied to MACS to open a second campus in Mickleham in 2026. Planning for this new campus began in 2022.

The College could not have operated as efficiently as it did in 2022 without the support of the administrative staff, maintenance and grounds staff, Resource Centre staff, laboratory staff, technicians, Wellbeing Services team, nurses, learning support officers, multicultural aides, tutors, casual relief teachers, canteen staff, and our parents. I particularly recognise the service of Mr Dane Calleja, Deputy Principal, as he concluded his tenure of 12 years at Kolbe.

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.

School Advisory Council Report

As chair of the Kolbe Catholic College School Advisory Council, I have reflected on the challenges over the past year and I am so pleased to see the excitement and energy return to our school.

The School Advisory Council provided a forum for consultation and participation in the priorities of compliance, policy overview, the Kolbe brand, school community engagement, the Capital Development Plan and, of course, the financial position of the College.

I extend a special thanks to my fellow members of the School Advisory Council, including Deb Quirk (Deputy Chair), Fr Dishan Candappa (Custodian of Mission), Anna Colosimo, Blanca Acosta and Judy Constantine. We welcomed new members Katherine Livori and Peter Waldron who joined with new perspectives and ideas. I would like to specially thank our retiring members, Anna Colomiso and Judy Constantine who have been such valuable contributors to the council since 2018.

Mr Nick Scully, College Principal, presented regular Principal Reports which provided a detailed insight into the performance of the School Improvement Plan and Strategic Plan. Mr Russell Saunders, Business Manager, presented financial reports which provided great confidence towards the management and viability of the college.

We were especially grateful for the opportunity to see Kolbe in action, with regular reports from Tracey Kift about Student Wellbeing, Robyn Herrera about Marketing and Enrolments, Dane Calleja about Learning and Teaching and many presentations throughout the year from our College Captains, STEM MAD Competition winners, Maha Abdulkareem about the amazing MEA Community Hub to name a few.

Through the College Executive Team's planning and analysis of the current and future needs of the student population, the School Advisory Council is confident of their management to ensure the viability of the school into the future. A large number of significant initiatives were progressed this year including major landscaping that is starting to take shape, planning of a new STEM Centre and the planning of a second campus. In such an environment, Kolbe Catholic College students will continue to thrive.

I pay tribute to Mr Scully and the Senior Leadership Team, Mr Calleja, Ms Kift, Ms Malone, Ms McLaughlin, Ms Mizzi and Mr Saunders for their outstanding effort, thank you. I also acknowledge the dedication and endless energy of our teaching, administrative and support staff towards the College, the students and their families, it is very much noticed and appreciated. I also thank Jody Charles (School Advisory Council Secretary) for ensuring the smooth running of the council.

Mr Peter Rassool

School Advisory Council Chair

Catholic Identity and Mission

Goals & Intended Outcomes

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

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

Achievements

Ensuring that the interruption of COVID outbreaks did not prevent opportunities for spiritual growth and celebration, the agility of moving to online liturgical celebrations and faith based activities

- Daily morning prayer in each Pastoral Care room via the Student Memo
- Whole School prayer every Thursday 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 12 Reflection Day
- Year 11 Retreat
- Year 10 Half Day Seminar
- Catholic Education Week 2022 celebrated by the College
- Ash Wednesday Liturgy
- ANZAC prayer focus
- Refugee Week focus 2022
- Feast Day Mass

- Remembrance Day
- Retreat Days
- Graduation Mass
- Christmas Liturgy
- 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

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.

VALUE ADDED

- One of the unique aspects of daily life at Kolbe Catholic College is the openness to professing belief in Jesus Christ and to aspire to follow his teachings
- Faith Education is seen to be a real point of difference in our College and students proudly talk about and give witness to their beliefs
- Families support the Catholicity of the College which enables us to be easily identified as a Catholic College
- Liturgy and prayer are intertwined into our daily practices
- The strength of our College is the Faith Community aspect that is present and readily identified and felt.

Learning and 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

- Further implementation of a Business Intelligence Tool (or other) for tracking student performance and growth
- Review and renovation of the Targeted Testing and Assessment Program for the collection and analysis of student growth data
- Review of College structures and processes for Assessment and Reporting
- Review of Terms of Reference and opportunities for team collaboration about learning and growth data
- Staff Professional Learning and Mentoring: Using data to inform practice.
- Review of Parent Teacher Student Interviews
- Design of Growth Data Think Tank Series for Parents and Students
- Renovation and expansion of the program for Differentiated Pedagogical Coaching
- Design and implementation of a three-tiered College Professional Learning Plan
- Enrolment and participation in the Teaching English in Multilingual Classroom (TEMC) Program
- Design of the curriculum, resources and enrolment mechanisms for the VCE Vocational Major Pathway

- Review of Education Support Structures and associated high-impact programs/partnerships
- Introduction of blocked differentiated class groupings/curriculum for English across Years 7-10 (Ability/gender etc.) with a focus on the development of Literacy skills
- Launch of the STEM Academy, aiming to provide opportunities outside of timetabled classes
- Participation in the MACS STEM MAD (Making A Difference) Competition. This enabled the College to showcase work from the Year 8 IMP, Year 9 LEAD, Ignite and Co-curricular Programs Multiple teams won their allocated categories within the State Finals and have progressed to the National Finals. This was a wonderful opportunity for the College to celebrate the high calibre of STEM-based learning being exhibited within these programs
- Implementation of a Professional Learning Plan/Program for the English Learning Area Team focusing on the development of Literacy Skills
- Expansion of the Sustained Silent Reading Program across Years 7-10
- Expansion of the College EAL Program to include greater options for withdrawal and in-class support
- Implementation of a Parent EAL Program
- Design and implementation of Tuition Pathways and Programs across Years 7-12
- Employment of Tutors to enhance student support and intervention
- Enrolment and participation in the Teaching English in Multilingual Classroom (TEMC) Program
- Development of a Think Tank to investigate the operation of a Dual Language Pathway at the College
- Introduction of STEM Initiatives into the Year 7-9 curriculum
- Design of STEM Facilities to support the curriculum
- Introduction of blocked differentiated class groupings/curriculum for Mathematics across Years 7-10 (Ability/gender etc.) with a focus on the development of Numeracy skills
- Implementation of a Professional Learning Plan/Program for the Mathematics Learning Area Team focusing on the development of Numeracy Skills
- Review and renovation of Mathematics Pathways across Years 7-12
- Design and implementation of Tuition Pathways and Programs across Years 7-12
- Employment of Learning Enhancement Tutors to enhance student support and intervention
- Review of curriculum offerings/structures and parameters for subject selection across Years 7-12
- Implementation of Literacy and Numeracy based intervention across Years 7-10
- Update to the College VCE Data Analysis Process (and tools) inclusive of parameters for Learning Area Teams/Faculties and Subject Teachers

- The VCE Data Analysis Process involving all 2021 VCE Unit 3 and 4 subject teachers has been completed. The data analysed illustrated improvements in student outcomes and the overall ability of students to perform at their capacity. As part of the process, staff members have established goals, moderation partnerships, mentoring and professional learning plans
- Establishment of VCE Mentoring Program and Moderation Partnerships for staff
- Expansion of VCE Masterclass Professional Learning Workshops
- Review of subject-based resources for VCE courses
- Design and implementation of Tuition Pathways and Programs across Years 7-12
- Design of the curriculum, resources and enrolment mechanisms for the VCE Vocational Specialisation Pathway
- Design and implementation of an Academic Masterclass Program across Years 7-9
- Introduction of differentiated class groupings/curriculum/pathways across Years 7-12
- Implementation of specialist curriculum programs for Acceleration and Enrichment (Example: Year 9 LEAD enrichment stream.)
- Implementation of Personalised Learning Plans for Learning Enrichment/Acceleration
- Implementation of co-curricular parameters for student Acceleration and Enrichment (Example: High Achievers Club, Tournament of Minds, Plan for the Planet etc.)
- Design and implementation of Tuition Pathways and Programs across Years 7-12
- Implementation of a Professional Learning Plan/Program for the Ignite Learning Area Team focusing on the development of skills to cater for Acceleration and Enrichment.

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

As NAPLAN did not occur in 2020, growth rates for students in 2022 is not available.

The proportion of year 9 students who are above the National Minimum Standard in all NAPLAN areas has increased compared to 2021.

Compared to students with similar backgrounds, year 9 students at Kolbe Catholic College performed well above their matched peers across Australia in NAPLAN Writing. This is an improvement over previous years, where the College has not seen achievement well above since 2017 in Writing. In all other areas, year 9 Kolbe students performed similarly to their matched peers, continuing an ongoing trend.

VCE

In 2022, the median study score was 24.9 with scores in the top 50% being higher than the VCAA predicted scores suggesting that these students performed better than expected compared to their GAT results.

The majority of studies saw students achieve higher than predicted study scores, in particular, Chemistry (+3.5), English (+2.2), Further Mathematics (+2.0) and Psychology (+1.7) with adjusted estimates higher than in previous years.

According to the College’s On Track report, a greater proportion of Kolbe 2022 year 12 students are planning to undertake further study (77.9%) compared to both Hume (71.7%) and Victoria (72.2%), with the remaining Kolbe students either taking part in employment (9.1%), looking for employment (2.6%), deferring their studies (9.1%) or not in the labour force or studying (1.3%).

MEDIAN NAPLAN RESULTS FOR YEAR 9

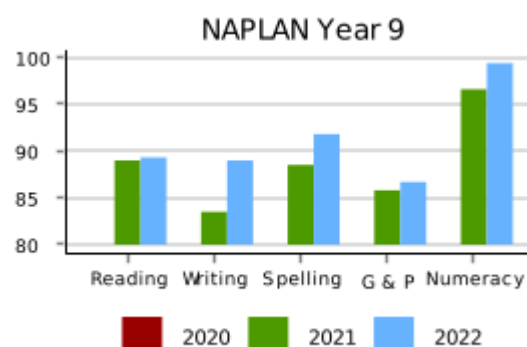
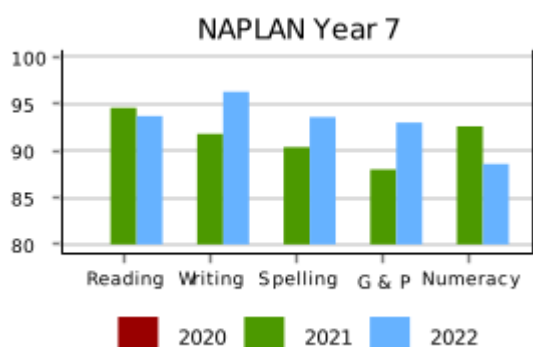
Year 9 Grammar & Punctuation	548.3
Year 9 Numeracy	564.4
Year 9 Reading	554.8
Year 9 Spelling	569.0
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	88.0	-	93.0	5.0
YR 07 Numeracy	-	92.6	-	88.6	-4.0
YR 07 Reading	-	94.6	-	93.7	-0.9
YR 07 Spelling	-	90.4	-	93.6	3.2
YR 07 Writing	-	91.8	-	96.3	4.5
YR 09 Grammar & Punctuation	-	85.8	-	86.7	0.9
YR 09 Numeracy	-	96.6	-	99.4	2.8
YR 09 Reading	-	89.0	-	89.3	0.3
YR 09 Spelling	-	88.5	-	91.8	3.3
YR 09 Writing	-	83.5	-	89.0	5.5

* 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
- Changed structure to Horizontal and Year Level focus.

Achievements

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

- The implementation of Respectful Relationships curriculum
- Implementation of a social-emotional learning program for Pastoral Care and the launch of the GEAR-UP structure for SEL Learning
- Ongoing imbedding 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
- Implementation of Student Senate, supporting the growth of student leadership opportunities in years 7 to 11
- 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 Year Level Leaders, Directors of Students and Deputy Principal – in learning areas throughout the day, with members of the team regularly walking through buildings and classrooms
- 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 target the early and purposeful intervention to support students struggling to meet expectations
- Continuum of Kolbe Stars - an initiative developed by the Student Leadership Team to publicly commend students who are contributing positively to the community
- Year Level 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
- Initiation of My Mahi Pilot Program as a platform for SWB.
- 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
- Implementation in 2022 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
- 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
- Repeated personalised wellbeing checks on Year 12 students
- 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, Year Level Leaders and Directors of Students Team

- Provision of Wellbeing Seminars for students presented by Headspace and Batyr
- Provision of Wellbeing Seminars for Parents presented by Wellio.
- Implementation of BI tool to acknowledge
- 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
- Ongoing Student Working Party to implement a proposal to add shorts to the girls' summer uniform
- Appointment of 2023 Student Leaders and the Student Leadership Induction Day to prepare appointees to take up their roles
- Development of role descriptions for Student Leaders
- Mental Health Week event with presentations, activities, parent communication and targeted readings for Sustained Silent Reading times for students
- 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
- Introduction of additional review of security cameras to maximise student safety and vape detectors
- 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
- Implementation of a new timetable, with Pastoral Care relocated to after recess in preparation.

VALUE ADDED

Camps and Retreats

- Year 7 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)
- Year 7 2022 Summer School
- After School Program for children in grades 4, 5 and 6
- Parents in the Kitchen
- EAL Parent Community Project
- Peer Support
- International Women's Day Event.

Special Interests

- Science Talent Quest
- Creative Writing Competition
- Politics Club
- EAL Afterschool Club
- Plan for the Planet
- Chess Club.

Events

- Year 7 Cyberday
- Kolbe Art Exhibition
- Kolbe Feast Day
- Kolbe's Got Talent
- Year 10 Dinner
- Year 12 Costume Parade/ Breakfast and Year 12 Graduation

- Guest Speakers eg. Headspace, Batyr.

STUDENT SATISFACTION

In 2022, after two severely interrupted years of schooling and another with a cloud of disruption, data showed that students still felt that their teachers had high expectations of them as learners, continued to give effort and persist in their learning. Despite interruptions students were attentive and invested in schooling due to the learning partnerships established by teachers and the supplementary programs added by the College.

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 9.30am 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 student's 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	89.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.9%
Y08	89.1%
Y09	88.6%
Y10	88.4%
Overall average attendance	89.0%

SENIOR SECONDARY OUTCOMES

VCE Median Score	25.0
VCE Completion Rate	97.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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 2022, 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 11 new Child Safe Standards to identify areas for ongoing improvement

- Professional learning for staff on the 11 new Child Safe Standards
- Whole staff participation in disclosure training.
- 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
- Implementation of MARAM Framework, 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, mental health issues and strategies
- Continuous review of the College's Child Safety provisions to strive for ongoing improvement in care and support
- Whole school implementation of Respectful Relationships to foster inclusive and a safe environment for all.

Leadership

Goals & Intended Outcomes

- To continually adapt the College organization structure to meet the needs of the college
- To improve processes for recruitment, retention, and the professional development of staff
- To ensure our compliance is accurate and effective; policies are reviewed and monitored
- To providing high quality resources and facilities to enable delivery of optimum teaching and learning outcomes
- To ensure children are protected by our child protection policies and procedures.

Achievements

- COVID continued to challenge our day-to-day operations due to staff shortages. The 'Permission to Teach' process for final year undergraduates eased some of the pressure. It also provided us with an opportunity to observe some potential employees in action.
- EBA negotiations proceeded to Fair Work, and we anticipated these would have a significant impact on our staffing and financial arrangements. We placed ourselves in an excellent position to cater for the changes by proactively recruiting additional teaching staff to account for growth and anticipated changes to VCMEA
- We introduced a Transitions Coordinator to support the student transition processes
- The role of 'Registrar' was filled to meet the demands of our growing interest and enrolment numbers
- There was an emphasis on the importance on strengthening our relationships with the universities. We started 2022 off strong by hosting 8 preservice teachers in Term 1 (7 from ACU and 1 from Monash)
- We have also developed a partnership with ACU for our tutoring program and had great success with our summer school program prior to the commencement of Term 1
- We introduced a formal Exit Interview of exiting staff members
- We continued to develop processes for purposeful recruitment of staff, a targeted induction program and ongoing professional learning opportunities for all staff
- In 2022 we launched our inaugural Prospective Teachers Information Evening
- We established an Employer Branding focus group to identify Kolbe's points of difference (employee perspective)
- We developed and deployed social media recruitment advertisements to attract expressions of interest
- We increased the use of social media to build College profile and employer branding
- Our Employer Branding project commenced to enhance the development of an effective Employee Value Proposition to attract high quality teaching staff

- We focused on building the capacity of Middle Leaders through workshops and reviews with the engagement of Lyngcoln Consulting
- The Manager of Sustainability, Risk and Compliance began on 26 April 2022 and proceeded to have a standing agenda item for the School Advisory Council. It is our intention to add an eighth domain to our Strategic Plan titled “Sustainability”
- All policies that were implemented by MACS or by the College have dedicated scheduled reviews for them. Scheduled alerts have been created to assist with monitoring the review process. All staff were notified of policies that were implemented throughout 2022 and provided with a summary of purpose for each policy
- The School Advisory Council were presented with policies that were implemented within the College and were ratified upon request
- A Compliance Management Program was introduced, to assist with risk identification, incident prevention and control management
- Significant capital projects were underway:
 - "Qantas Lounge" Lockers were completed
 - 9 portables were installed to cope with growing student and staff population
 - ICT upgrades were done, Fibre was replaced throughout the school, new servers were updated, new screens and AV systems were installed in the Chapel, Boardroom and Stadium. Also, implementing ICT Master Plan that will provide the infrastructure needed for delivery of contemporary educational programs
 - Major Landscaping commenced through the heart of the school
 - Planning of a new STEM Centre
 - Planning of new unisex toilets
 - Reviewing the Master Plan to accommodate contemporary teaching methods
 - Developing preventative maintenance program to ensure the ongoing maintenance is budgeted and conducted in a timely manner
 - Approval from the MACS Board to proceed with a second campus and master planning underway
- Child Safety remained at the forefront of our minds, our operations and policy. Tracey Kift presented the New Child Safe Standards to the School Advisory Council.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Aboriginal and Torres Strait Islanders Perspectives
- Accreditation (Catholic)
- Accreditation (Role-related)
- Adolescent Mental Health

- Agreed Standards
- Asthma, Anaphylaxis & Epilepsy Training
- Catholic Identity, Spirituality & Faith Development
- Certificate IV Training & Assessment
- Child Safety Classroom Management and Engagement Strategies
- Consent Education
- CPR & First Aid
- Cybersafety
- Early Career Teacher - Capacity Building
- Effective Staff Performance Management
- Emergency Management
- Epilepsy Management
- Exceptional Customer Service
- Finance
- Franciscan Spirituality
- Gifted Education
- Growth Data and Data Literacy
- Human Resources
- ICT
- Impact Coaching
- Leadership & Management Training
- Learning Area Conferences
- Learning Pedagogy & Differentiation
- Literacy
- Mandatory Reporting and Disclosure Training
- Marketing and Enrolment Processes
- Mentoring
- NCCD
- Numeracy
- Occupational Health & Safety
- Pathways and Careers Education
- RESP (Refugee Education Support Program)
- Respectful Relationships

- Restorative Practice
- Schools and the law
- Social Emotional Learning
- Social Media Training
- Sports coaching
- Student Wellbeing in Schools
- Supporting EAL Students
- Teacher Assistant Training
- VCE Curriculum and Assessment
- VCE Vocational Major

Number of teachers who participated in PL in 2022	96
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Average expenditure per teacher for PL	\$950
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TEACHER SATISFACTION

The return from remote learning to face to face learning had a significant impact on teacher satisfaction early in 2022. The College leadership team listened carefully and worked with the staff to address concerns, especially related to workload, as this year progressed. As a consequence, we believe the year concluded with a very high level of staff satisfaction.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.7%
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TEACHER QUALIFICATIONS	
Doctorate	1.1%
Masters	32.2%
Graduate	33.3%
Graduate Certificate	10.0%
Bachelor Degree	86.7%
Advanced Diploma	5.6%
No Qualifications Listed	8.9%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	96.0
Teaching Staff (FTE)	91.0
Non-Teaching Staff (Headcount)	78.0
Non-Teaching Staff (FTE)	64.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To enhance communication within and beyond the College.

Achievements

Through consistent marketing and communication strategies we continue to strengthen our position and identity and remain a school of choice for families in our Region. We implemented initiatives that welcomed and included our community.

Kolbe Catholic College continued to experience growth in enrolment demand, ending the 2022 academic year with a waiting list and a significant waiting list for Year 7 2023.

Throughout 2022 we further developed our connections with our local feeder schools to secure enrolments and ensure smooth entry of students from primary school to Year 7

- We continued to offer our after-school program for all primary school students in Grade 4, 5 and 6. The four-week workshops focused on STEM, Coding and Robotics, Science and Food Technology and proved popular with waiting lists for each session.
- Discovery Day remained a major marketing event for Kolbe Catholic College in 2022.
- Discovery Day:
 1. Strengthens the relationships that exist between Kolbe Catholic College and its feeder primary schools. This includes providing a mechanism to support student transition, student enrolments and College marketing.
 2. Provides an opportunity for students attending feeder primary schools to experience 'a day in the life of a Kolbe Catholic College student'.
- We made ourselves more known within the community by participating in the School of the Good Shepherd parish and primary school fete. Staff and students offered a hands-on slime making activity which was extremely popular
- Staff attended an 'Enrolment' day at Good Samaritan Primary School to assist parents with the online application process and to nurture them through the enrolment funnel
- Our College tours provided a vehicle for the wider community to be introduced to and build upon their understanding of the different components of the 'Kolbe Catholic College Education Experience'.

"A quick note to let you know how much we enjoyed the campus visit. [Son] found the experience very valuable. The visit provided us with a better understanding of what Kolbe has to offer. [Son] was ecstatic especially seeing the fantastic basketball courts and the modern and well-designed Science Labs...."

An area of focus for 2022 was parent engagement, to build parent, caregiver, and community participation by offering activities and to increase the degree to which families are partners with the school.

Providing fun activities was just one way to help parents catch the vision of being involved in the school

- 2022 saw the launch of our annual Mother's Day event. This celebrated Mother's Day and provided the Year 12 students an opportunity to thank their mothers, grandmothers and/or significant female figures for supporting them throughout their secondary school journey
- 2022 also kicked off our Parents in the Kitchen - After School Program. This was a great way for parents to simply engage in some fun, to refresh our parent-school relations. This program also provided an opportunity to build partnerships with some local businesses
- This year we also celebrated the important role that fathers, grandfathers and other significant male figures play in the lives of our students at the inaugural Father's Day Breakfast. Our special guest presenter had everyone up on their feet and laughing as they participated in Laughter Yoga.

In 2022 the College established a Community Hub to engage with parents and communities to establish relationships characterised by knowledgeable respect for all cultural groups in the school community

- The college established ways of finding out what parents needed to assist them to engage with their child's learning and offered workshops for targeted groups of parents who required more tailored and individual assistance in understanding school programs and systems
- Throughout 2022 the College conducted parent workshops, English language classes and information sessions
- The College showed a genuine desire to build understanding of students' backgrounds by creating an environment that provides opportunities for students and parents to share their stories and perspectives.

Throughout 2022 the College maintained the timeliness, frequency and quality of communication between school and families

- The College investigated new communication channels such as LinkedIn for inbound marketing and to engage parents through content such as vlogs, info graphs etc.
- This year we developed a communications and brand style guide, setting tone and standard for all forms of communication. We reviewed all existing publications to ensure consistency with the College branding and style guide to create a fresh, cohesive and professional look to help drive community perception
- 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.

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
- Practices support communication between the school and parents from diverse backgrounds
- 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 correlated closely with the MACSSIS average.