

# 2016 Annual Report *to the* School Community



**KOLBE CATHOLIC COLLEGE, GREENVALE LAKES**

REGISTERED SCHOOL NUMBER: **2051**

# Contents

<b>Contents.....</b>	<b>2</b>
<b>Contact Details.....</b>	<b>3</b>
<b>Minimum Standards Attestation.....</b>	<b>3</b>
<b>Our College Vision .....</b>	<b>4</b>
<b>College Overview .....</b>	<b>5</b>
<b>Principal’s Report .....</b>	<b>6</b>
<b>Education In Faith .....</b>	<b>8</b>
<b>Learning &amp; Teaching .....</b>	<b>9</b>
<b>Student Wellbeing.....</b>	<b>11</b>
<b>Child Safe Standards .....</b>	<b>13</b>
<b>Leadership &amp; Management.....</b>	<b>14</b>
<b>College Community .....</b>	<b>16</b>
<b>VRQA Compliance Data.....</b>	<b>18</b>

## Contact Details

---

<b>ADDRESS</b>	Lysterfield Drive Greenvale Lakes VIC 3059
<b>PRINCIPAL</b>	Mr Anthony Kirley
<b>PARISH PRIEST</b>	Fr Varghese Kurisingal
<b>CANONICAL ADMINISTRATORS PRESIDENT</b>	Sr Beth Calthorpe rsm
<b>TELEPHONE</b>	03 8339 3060
<b>EMAIL</b>	<a href="mailto:principal@kolbecc.catholic.edu.au">principal@kolbecc.catholic.edu.au</a>
<b>WEBSITE</b>	<a href="http://www.kolbecc.catholic.edu.au">www.kolbecc.catholic.edu.au</a>

## Minimum Standards Attestation

---

I, Anthony Kirley, attest that Kolbe Catholic College Greenvale Lakes 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

15 June 2017

## ***Our College Vision***

---

### ***Purpose Statement***

Kolbe Catholic College is an integral part of the local and universal Church, a community of people sharing a common belief in the Gospel with its life centred on Jesus Christ.

As a Catholic school Kolbe Catholic College seeks to educate the whole person, and integrate Faith with the culture and life of a developing young person in Australian society. Priority is given to fostering each person's best expression of self. Particular attention is given to the holistic view of a contemporary curriculum, with an emphasis on teaching vital skills such as literacy, numeracy and social co-operation, whilst integrating knowledge, skills and values across all learning areas.

The College community is inspired by the legacy of St Maximilian Kolbe – a story of heroism, courage and self-sacrifice; a beacon of hope for the future. Kolbe's life and death inspires us to follow Jesus as he did; his faith, his commitment to those in need no matter what it would cost him and his passionate concern for excellence in living his faith.

The Kolbe Catholic College community recognises the primary right and duty of parents to be educators of their children. It therefore accepts the role of co-educators leading young people along the path of maturity to be responsible and responsive within Church and society.

St Maximilian Kolbe was a man of our time, whose inspiration lives on in the modernity of Church and society. Thus, we strive to create a joyous environment with faith, courage and compassion, where all who learn, and all who teach, can expand their minds and hearts in striving toward academic and personal excellence.

## 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 CEOM, 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 current Year 7 – 12 enrolment is 905 students. *Our fourth group of Year 12 students graduated from the College at the end of 2016.*

Planning events and celebrations for acknowledgment of Kolbe's first 10 years 2008 – 2018 is now under way.

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 pre existing 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

The college community is inspired by the legacy of St Maximilian Kolbe – a story of heroism, courage and self-sacrifice; a beacon of hope for the future.

God works through ordinary women and men who serve God in the nitty gritty areas of life. God often speaks silently through people who not long before were ready to give up. There are more miracles wrought where our humanity meet's God's grace than this world dreams of.

**The fruit of silence is prayer,  
The fruit of prayer is faith,  
The fruit of faith is love,  
The fruit of love is service,  
The fruit of service is peace.**

*(St Teresa of Kolkata)*

## ***The Journey Continues***

The College review process in 2014/2015 led to the development of a 2016 - 2019 School Improvement Plan. The goals for the next four years outlined below:

- ***Education in Faith:*** As a Catholic school within the legacy of St Maximilian Kolbe we seek as a faith community, meaningful, relevant engagement of all (students, parents and staff) in their spiritual journey.
- ***Learning and Teaching:*** To foster independent, collaborative, confident and resilient life-long learners who thrive on challenge and contribute to our community of learning.
- ***Student Wellbeing:*** To develop student engagement and connectedness to Kolbe Catholic College arising out of positive relationships, being valued and feelings of pride.
- ***School Community:*** To continue to build and promote a college culture that fosters appropriate, authentic and supportive partnerships between students, families, staff, the local and wider community
- ***Leadership and Management:*** To provide a professional and collaborative culture of supportive leadership that nurtures and engages all staff.

## ***Enrolment Projections***

2016	905
2017	925
2018	975

## ***Building Program 2016 - 2017***

- Construction of a College Chapel, to seat 250 people
- Construction of Food Technology rooms; College canteen
- Relocation and design and Construction of Maintenance facilities
- Design of general purpose learning areas for Years 8 – 10; upgrading the original modular Building B

## ***Farewell to some members of the College Leadership Team***

*Mrs Moira West* joined Kolbe Catholic College in 2009 – our first year at Greenvale Lakes. Since that time, Moira was firstly the Director of Organisation, and from 2013 the Director of Student Wellbeing.

*Mr Adam Calderone* joined the College in 2011, firstly as a House Leader. Since 2013, Adam was the Director of Faith and Community.

*Mrs Sharon Lehtonen* joined the College in 2013, as the Director of Staff Formation.

My personal gratitude is sincerely extended to *Moira, Adam and Sharon* for their incredible work, dedication, support and care of all members of the Kolbe community and for the leadership of the College.

Ms Tanya Hutton joined Kolbe Catholic College in 2010 as the College's first Deputy Principal. Ms Hutton left the College at the end of Term 3. Her invaluable contributions are not hidden from us. Ms Hutton's outstanding work helped the College significantly move forward; influencing the making of the future, for the students, staff members and families. *Our gratitude, my gratitude, is sincerely extended to Tanya.* Kolbe Catholic College sincerely thanks Tanya for her loyalty, friendship and dedication.

### **Appreciation**

For all that has been achieved in 2016, I convey my thanks and appreciation to the dedicated and professional Kolbe staff. Our gratitude and ongoing friendship are extended to those who continually offer unheralded support to myself and to the staff, students and families of the College, namely, the *Delegated Canonical Administrators*: Sr. Beth Calthorpe, Mr Tony Tuohey, Mr Adrian Klep, Mr Jarrod Coysh; *Chaplain/Board member*: Fr Varghese Kurisingal; other *Clergy*: Fr Francis Denton (Our Lady's Parish), Fr Maher Gurses (Our Lady Guardian of the Plants) and Fr Anh Nguyen (Good Shepherd Parish); the *parent representatives on the College Board*: Mrs Deb Quirk, Mr Peter Rassool; the members of the *College Leadership Team* listed above, along with Mr Jim Flynn (Business Manager) and Mr Dane Calleja (Assistant Principal).

### **The Games of the 31<sup>st</sup> Olympiad**

The Rio Olympics and Paralympics 2016 brought a real sense of joy, hope, excitement and optimism to the world.

This, however, was contrasted by world political crises, the constant threat of terrorism and the experiences of insecurity and uncertainty in nations less fortunate than Australia.

Thus, our context in 2016 was one of unity, celebration and hope - for a peaceful world, for a peaceful nation, for a peaceful joyous Kolbe community.

Achievement at the highest level doesn't occur by chance. Success is influenced by personal commitment, dedication, talent, willingness to learn and the support (and positive challenge) of others.

Our young people may wish to consider:

*Who might be the first Kolbe students to represent Australia at future Olympic Games?*

*Who might be the former Kolbe students to champion for those less fortunate: working in government in policy making or law, working overseas in poverty areas, being able to influence how the world looks after its people?*

*Most importantly, who of the current Kolbe students are champions for our community, achieving at her/his very best, in aspects of school life such as academic progress, sport, social justice, leadership?*

### **Annual Report**

I commend to the community the excellent summaries in this Report, prepared by members of staff in consultation with the leadership of the College.

# Education in Faith

## Goals & Intended Outcomes

- Our responsibility has been to build upon the faith community we currently have, in the Catholic tradition, and to create a culture at Kolbe defined by a firm belief in the legacy of St Maximilian Kolbe
- As a Catholic school, within the legacy of St Maximilian Kolbe, we seek as a faith community, meaningful, relevant engagement of all stakeholders in their spiritual journey
- To practise and model the Catholic, Christian values that are taught in the school
- Our call to a loving relationship with God and each other that is celebrated through Eucharist and prayer
- To reach out in service to the school family, the parish and local communities
- To continue to develop critical thinking in our student cohort, in order to underpin post critical belief style
- Enter into inter-faith dialogue with other faiths
- To begin the process of recontextualisation of Christianity and hence our Catholic school identity formation in the midst of plurality
- Promote faith across the curriculum
- Begin the process of Fire Carrier project to link our College with Indigenous education

## Achievements

- Celebration of the College Feast Day and Church Feast days and celebrations through Liturgy, activities, curriculum and prayer
- Students leading various liturgies – formation of a student-led Liturgy Group
- Year level Reflection Days (e.g. Father Rob Galea at Year 12)
- House Patron Feast Days with a liturgical component linking the House values
- Student participation in Community Service Programme at Years 10 and 11
- Ongoing support for House Charities: House-based social justice initiatives
- Steven Lechowicz of Year 11 travelled to Krakow, Poland this year with a group of young people from the Archdiocese for World Youth Day celebrations.
- Our journey towards reconciliation with our Indigenous brothers and sisters continued at Kolbe, with the College being recognised formally as a Fire Carrier school. We appointed students to the Fire Carrier role as they share the passion for learning about Aboriginal culture and history and are committed to sharing this knowledge and promoting reconciliation within and beyond the school community.
- In addition to supporting Caritas and Loi Ha Parish, Vietnam in 2016, community service and outreach has extended to supporting the Missionaries of Charity in Fitzroy, the Melbourne arm of St Teresa of Kolkata's charity soup kitchen. We have also supported the Edmund Rice Refugee Children Tutoring Program at Sunshine Harvester Primary School.

## Value Added

- Evidence of a strong Catholic identity, celebrating of our faith tradition.
- We sincerely thank our College Chaplains, Father Varghese Kurisingal and Father Anh Nguyen for their readiness to support our faith events at the College. In addition, I wish to also thank Reverend Father Maher Gorges and Father Francis Denton who have also availed themselves at various Masses and Retreats over the past year. Their willingness to lead prayer, sacraments and liturgy at Kolbe has ensured that our students and staff continue to live out the Gospel values and are fully connected with their own spirituality and faith and truly know what it means to be a member of a Catholic school in the 21<sup>st</sup> century.
- Students who attended the community service and volunteer opportunities came away from these experiences enriched, with a real sense of 'the other', compassion and grateful for what they truly had in life.
- The three core values of a Fire Carrier are – Spirituality, Cultural Recognition and Awareness and Practical Reconciliation and Justice. In conjunction with this, a large contingent of students and staff attended The Long Walk at the MCG in May to celebrate Reconciliation Week.
- Development of inter-faith dialogue opportunities
- Spirituality was explored through prayer and reflective practice at every opportunity including assemblies, Pastoral Care gatherings, House groups classes and information sessions
- Staff members participating in community action/service

# Learning & Teaching

## Goals & Intended Outcomes

With the development of a contemporary curriculum for a modern world at Kolbe Catholic College, the content, pedagogical approaches and learning strategies/intended outcomes aim to establish Kolbe Catholic College as an engaged learning community and:

- Foster an authentic and meaningful learning culture among students
- Provide a broad, differentiated and integrated approach to learning that enables students to be confident and self-directed learners, pursuing pathways of choice
- Value girls and boys equally and respond to their needs equitably
- Integrate the use of a range of technology to enable students to be skilled and creative technicians, enabling success in the digital age and contemporary society
- Create a school environment which responds creatively to the cultural and linguistic diversity within Australian society and includes appropriate support in relation to the contemporary literacies (Literacy, Numeracy and ICT) and EAL
- Affirm students as persons of dignity and worth through an acknowledgment of their gifts and talents
- Support and celebrate the unique nature and the learner progression of each individual.

## Achievements

- Launch of the 5 Ls of Learning 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
- Audit, review and renovation of the existing curriculum to facilitate the introduction of the Victorian Curriculum and enable the 5 Ls of Learning and contemporary literacies to be strategically embedded and targeted at each year level
- Continuation and introduction of Learning Projects: ICT For Learning, Learner Profiles, Targeted Testing and Assessment Program, SEQTA implementation, the Refugee Support Program, Research and Innovation (VCAL and Access 10), Project Based Learning etc.
- Participation in the CEM Collaborative Impact Program (Visible Learning) to assist with the integration of the 5 Ls of Learning and Visible Learning Strands across Years 7-12
- Implementation of a process for coaching, mentoring and reflection focused on embedding the 5 Ls of Learning and Visible Learning Strands into learning design and practice
- Introduction of a pedagogical focus to target learning practice in relation to Differentiation, Literacy and ICT
- Expansion of formal learning support programs and acceleration opportunities for students across Years 7-12
- The development of a College Think Tank and Professional Learning Teams that aim to research and implement fresh and innovative approaches to learning and teaching
- Expansion of specialist programs to target Literacy, Numeracy and EAL across Years 7-12
- Expansion of the 'Senior Years Program' with inclusion of greater opportunities in relation to VET, VCAL, School Based Apprenticeships and VCE
- Extension in the range of Year 9 and 10 elective offerings available
- Reconstruction of the following curriculum programs to further enhance student pathways: Year 11 and 12 Religious Education, Year 10 Mathematics, Year 10 Science and VCAL
- Through the Targeted Testing and Assessment Program implementation of incremental academic testing at Years 7-10 to monitor and track student growth
- Renovation of the College Goal Setting Program to support student development
- Further customisation of the Curriculum Module within the College Learning Management System to facilitate the use of data for differentiation, academic goal setting, student reports, curriculum delivery, learning design and learner communication
- Renovation and expansion of the Year 7-10 alternative programs: Stepping Stones, the Inquiring Minds Program, Learning Enhancement Activity Day, Pathways and Access 10
- Review of learner resources and subject tools to complement the 1:1 ICT Device Framework and enhance student learning
- Expansion of the College Co-Curricular Program
- Reporting & Assessment - All planning, assessment and reporting documentation is reflective of current ACARA, CEM and VCAA frameworks.

**Student Learning Outcomes**

The key findings from the 2016 NAPLAN data appear below:

- Comparison of the Year 9 2016 results with those of the same cohort in Year 7 2014 show value added by the College
- Areas where the most Year 7 students were above the National Minimum Standard were Spelling and Numeracy
- Areas where the most Year 9 students were above the National Minimum Standard were Numeracy and Reading
- The results for Year 7 2016 show that approximately 95% of students were at or above the National Minimum Standard in Literacy related areas
- The results for Year 7 2016 show that approximately 96% of students were at or above the National Minimum Standard for Numeracy
- The results for Year 9 2016 show that over 80% of students were at or above the National Minimum Standard across the various Literacy related areas
- The results for Year 9 2016 show that 97% of students were at or above the National Minimum Standard for Numeracy.

**Post School Destinations**

Tertiary Study	43%
TAFE / VET	26.0%
Apprenticeship / Traineeship	10.0%
Deferred	7.0%
Employment	14.0%

# ***Student Wellbeing***

The College is committed to holistic education through learning and teaching across 5 key aspects of student growth; the Emotional, Spiritual, Social, Academic and Physical spheres of development. At the centre of this commitment exists an emphasis on Student Wellbeing that is rich and prosperous. Student Wellbeing is supported by strong Behaviour Management policies and processes which clearly state that each member of the school community has the right to respect and the responsibility to show respect to others. With this consideration, we continue to build an environment which is safe, welcoming and enhances learning; respects the individuality and particular needs of each person; recognises that growth requires an opportunity to make free choices and to experience the consequences of these choices; recognises that making mistakes and taking risks is integral to growth, to learning and self-discipline; fosters the wellbeing of all students and staff; ensures that rules and sanctions are just, reasonable and enforceable; uses restorative practices as the means for prevention of, and intervention in, the management of behaviours in social interactions of students.

## ***Goals and Intended Outcomes***

To continue to be a Catholic Community that:

- Is welcoming and supportive
- Helps each member realise his or her own self-worth and potential in an atmosphere where each person is accepted and valued
- Teaches acceptance of responsibility for personal actions
- Implements the restorative practices framework on a formal basis throughout the college
- Consolidates the vertical house system for pastoral care
- Implements effective transition programs/strategies for all students, particularly at Year 7
- Provides opportunities for student leadership
- Is committed in implementing student wellbeing strategies/programs for all

## ***Achievements***

The College has met targets to achieve the following:

- Education focusing on Holistic Personal Development through the Pastoral Care Program
- Ongoing implementation of the Vertical House system
- Activities on College Feast Day
- Liturgies
- Wellbeing Days for Years 7, 8 and 10
- Peer Support for Year 7 with Year 10 leaders
- Implementation of Year 9 Leaders at the end of 2016 for the 2017 school year
- Excursions
- Continued access to trained psychologists for counseling
- Increased liaison with external agencies for welfare support
- Implementation of targeted programs to enhance prevention and intervention
- Inter-House carnivals
- Annual Presentation Night
- Parent support group meetings for students with special learning needs
- Support for Non-English Speaking Background (NESB) families
- Specific support for new arrival families (Refugee Status)
- Specific work with Foundation House
- Professional development for staff focusing on interactions with students and behaviour management

**Non attendance**

To address non-attendance, the College provides the following strategies:

- Parents are notified by SMS of any absences that have not been notified to the school office
- Parents are contacted by the Learning Advisor (Homeroom teacher) in the case of extended absences which exceed three days
- Attendance requirements apply for satisfactory completion of subjects, especially for VCE
- Truancy or long-term absenteeism is addressed with the support of families or relevant authorities/welfare agencies in a case management approach. Such approach includes the setting up of short-term and long-term goals to improve attendance

**Value Added:**

The following achievements are noted:

- Continued sense of belonging, engagement, safety and security through the Vertical House system
- Curriculum choices for Year 10 – 12 include reach academic options, applied learning and extension pathways
- Satisfaction with the transition process for Year 11 and 12 in 2016 with most students achieving their pathways goals
- Continue to explore to further understand the impact of key issues in society that affect the wellbeing of young people, e.g., ICT use and misuse (cyber-bullying); exclusion; discrimination; mental illnesses
- Extensive wellbeing programs through Pastoral Care that target prevention and promotion of Mental Health
- Sustainability curriculum aimed at practical approaches to care for the environment

**Student Satisfaction**

The following strategies were implemented to promote Student Satisfaction:

- Points for the House system and awarding of the Calthorpe Shield
- Development of relationships amongst students across year levels through the house system
- Focus programs at years 7 – 9; electives in Year 9 – 10; guided pathways at years 11 – 12
- Choosing subjects for Year 11 - 12 2017 VCE and VCAL in a nurtured and manner
- Seeing the school continue to grow and develop
- Teacher commitment and care shown
- Awards for academic progress and achievement
- Whole school assemblies with special themes e.g. ANZAC Day
- Celebrations, e.g., house patron feast days, footy jumper day, etc.

# Child Safe Standards

---

## **Goals and Intended Outcomes**

- Consistent with the College commitment to child safety, Kolbe Catholic College continued the implementation and enrichment of the Child Safe Standards commenced in late 2015. The underlying intention is to create a culture of active child protection and to ensure that reporting processes are clear and regularly communicated to all stakeholders.
- The Child Safe Code of Conduct is now an embedded foundation document outlining clear expectations of appropriate behaviour and interactions between adults and students.
- The leadership of the College is clear in the reporting practices and communication of breaches of Child Safe. This knowledge and understanding is communicated to the staff.
- Human Resource processes include full explanation of the Code of Conduct at induction and through annual professional learning. This includes volunteers and pre-service teachers. Structure and reporting of concern practices are widely published and discussed.
- Strategies to identify and reduce the risks of child abuse are constantly applied to all student activities. This is evident through documented processes. Staff gender ratios are consistently monitored for student activities and excursions. Working With Children Checks are collected as per legislation.

## **Achievements**

- College policies and procedures have been reviewed and updated to indicate explicit reference to the Child Safe Standards and expectations. Policies and documentation are readily accessible on line, for internal and external perusal
- The Mandatory Reporting Module (online) has been completed by staff members
- Recruitment practices are fully compliant with new staff being informed of the Kolbe Child Safe Code of Conduct, through the employment application process, as part of the interview, via the reference checks and as part of the official contracts.
- College visitor sign-in procedures have been updated to include signing of the Kolbe Code of Conduct. Digital sign-in solutions are now being sought to streamline the recording process
- External organisations, including SACCSS (inter-school) sport, camp and outdoor education providers are compliant with their own and Kolbe's Child Safe policies and expectations.
- Students are instructed re the Child Safe concepts through the wellbeing program at each year level and through the pastoral care program.
- Parents are informed of the Child Safe Standards through information available on the College website, through the year level based Parent Information Evenings and other regular communication.

# Leadership & Management

## Goals and Intended Outcomes

### 2016 Theme: # Making Learning Visible

Relationships precede learning if we hope to enhance learning in schools.

#### The Gospel Message

- Jesus, the ultimate Great Teacher, gave everyone a chance.
- Jesus spoke the Truth in humility and straightforwardness.
- Jesus taught by example. Example is the most powerful teaching tool of all.

*Wisdom, understanding and knowledge* – During 2016 we endeavoured to know and walk in the true meaning of these words, so others would see and know the handiwork of God in our lives! Our prayers were for the truth of God's Word to fill us with faith, courage and compassion as we sought to know the outworking of these words more and more in our lives.

### 5 Ls of Learning: Visible Learning Project 2016 - 2019

The School Improvement Framework review process in 2015 led to the development of a curriculum foundation at Kolbe known as the '5Ls of Learning', launched in 2016.

Many references to the '5Ls of Learning' have been included in newsletters and other documentation around the school and on line.

In order to effectively continue the implementation of the '5Ls of Learning' project, the College was successful in our application to Catholic Education Melbourne / Dept of Education, to participate in a 3 year curriculum development program entitled '*Collaborative Impact Program – Visible Learning*'.

External facilitators will work with Kolbe Staff to assist with

- articulating school improvement needs, based on the college's School Improvement Plan
- outlining growth trends over time in students' learning outcomes and the setting of future goals
- developing more initiatives centred around our College theme: # *Making Learning Visible* and future themes
- creating stronger links between student learning and supportive student wellbeing behaviour management strategies
- building and articulating a shared narrative about the contemporary nature of learning
- building a collaborative culture of professional inquiry amongst staff
- maximising our resources, evidenced in the quality of teaching and the effective leadership practices already available within the college.

## Achievements

- Staff professional learning programs in curriculum, leadership, student wellbeing, Religious Education delivered by external experts in the respective fields, and from within the College
- Professional Learning Teams – Towards Transformation (ICT), Literacy, Numeracy, Emotional Intelligence, MakerSpace.
- Working with Corwin Australian and CEM on the *Collaborative Impact Program*
- Appointment of and induction of 10 new staff members for 2017
- Child Safety Standards - professional learning; policy development; Code of Conduct
- Updated implementation of CareMonkey to assist with student management administration
- Successful outcomes identified through the School Improvement Framework Review
- Planning events and celebrations for acknowledgment of Kolbe's first 10 years 2008 – 2018.

***Expenditure and teacher participation in professional learning******Description of PL undertaken in 2016***

- 'Collaborative Impact Program – Visible Learning'
- Integration of technology within the Curriculum
- VCE and VCAL curriculum development
- Professional learning programs for individual staff members
- Leadership Professional Learning
- First Aid Training; Anaphylaxis Training
- Faith and Spirituality
- Professional Learning Teams

**Number of teachers who participated in PL** 83

**Average expenditure per teacher for PL** \$803.00

***Teacher satisfaction***

Staff expressed satisfaction in the following areas:

- Catholic culture of the school
- Successful Staff professional learning days
- Support from and responsiveness of colleagues and College Leadership; a sense of community and teamwork
- Professional Learning Teams – participation; presentations; value-adding
- ICT - Effective use of resources
- Development of facilities
- Planning for expansion of resources; development of the property and staged building projects
- Student engagement and sense of belonging
- SEQTA – Learning Management System – effective; well utilised.

# College Community

The College aims to embrace learning and teaching as a conduit that links the school setting with its Community. The anticipated growth of the College, and the continued addition of students to the community has been a positive experience in 2016. The College Community is supported by a strong commitment to education that illustrates learning as student centred, and is focused on social interaction and holistic development. In order to achieve this ideal, the College relies on the support and involvement of the extended Kolbe Catholic College community. The perspective that “it takes a village to raise a child” is so precise to our story at Kolbe, as we rely on families, teachers and processes to enhance learning and nurture growth.

## **Goals & Intended Outcomes**

- Continue to increase student enrolment at the College to reflect anticipated growth rate and student numbers
- Continue the implementation of strategies reflecting findings and recommendations (School Community) from the School Improvement Framework in 2014-15
- Implementation of marketing strategies to enhance community engagement
- Continue to build and maintain strong connections with the Catholic feeder primary schools
- Enhancement of the College’s identity through connections with the local and extended community
- Continue to increase family involvement and participation in all aspects of school life
- Continue to develop networks and partnerships in the Hume Council area
- Enhance accessibility to community based groups for families

## **Achievements**

- Year Level Information Nights; Curriculum Information Nights; Chaldean and Assyrian Information Nights
- Parent Teacher Interviews – subject interviews Term 1 and 3; student conferences Term 2
- House Assemblies
- Display Night for Year 8 Inquiring Minds Program; Year 7 Ancient Civilisations program
- Visits by Kolbe staff to feeder schools for the Year 6 into Year 7 transition process; back to school visits with Year 7 2016 students
- Continue to build on links established with Priests from the Chaldean and Assyrian communities; visits from Parish Priests
- Participation in forums and meetings in the Hume Council region for Careers information, and Vocational Education and Training options for senior students
- Student participation in community service learning programs (tutoring younger students)
- Participation in the RESP program with Foundation House and the Centre for Multicultural Youth
- Increase attendance at transition and pathways events held by tertiary education providers
- Involvement in the Catholic Teacher Education Consortium program (CTEC) - Student Placement program facilitated in partnership by the College and the Australian Catholic University
- Monthly College tours
- Kolbe open evening
- Participation in the Hume 3064 Education Expo
- Additional multicultural aides (staff members) employed to support the adaptation and inclusion of Non-English Speaking Background students; offering translation services when communicating with parents

## **Value Added**

- Calthorpe Shield House Competition
- Parent forums to discuss matters concerning the College community
- Participation in ICAS English and Australian Mathematics Competitions
- Science Talent Search Competition
- Homework Club for students
- College Choir
- Work undertaken by the social justice group
- Student Leadership framework, training days and continued development
- Year 7 Transition Camp
- Year 9 LEAD Camp

- Year 7 – 12 Religious Education Reflection Days
- Year 7 – 12 Wellbeing Days
- Year 10 and 11 Community Service
- Year 11 Retreat
- Age Careers Expo
- Feast Day Celebrations
- Kolbe's Got Talent Concert during Feast Day
- Sport Carnivals and SACSSS Competitions.

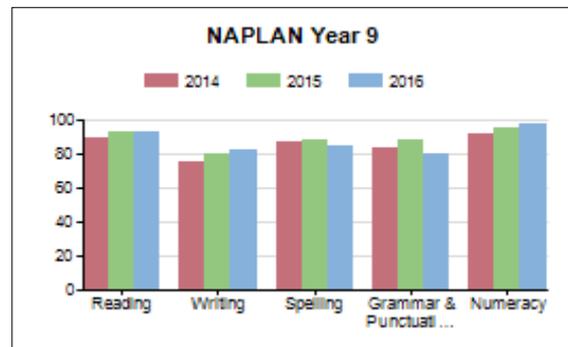
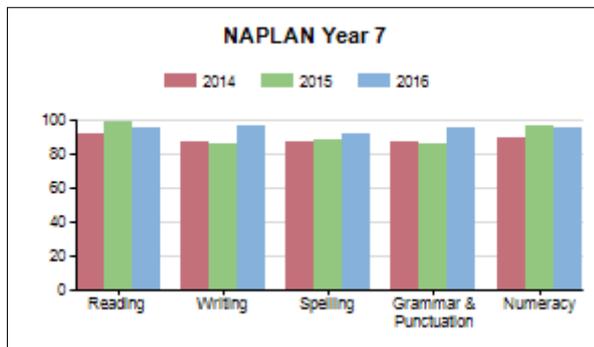
### ***Parent Satisfaction***

Areas acknowledged through the year included:

- Ongoing communication between the College and families
- Responding to the needs of our community, particularly with emerging needs deriving from cultural facets
- Quality of curriculum offered
- Committed, caring professional staff
- Integrated programs at Year 7, Year 8 and Year 9
- The Pathways subject in Year 10
- Access10 Program at Year 10
- Opportunity for students to undertake VCAL at Year 10 (Foundation Program)
- Elective programs at Years 9 and 10
- Diversity of VCE and VCAL subjects in the Senior School Years
- Consistent approach to enforcing school policies
- Parent/teacher/student conferencing at end of Semester One
- Student connectedness to the College
- Sporting opportunities including SACSSS (inter-school) sport
- Responding effectively to transition needs of students for Year 6 into Year 7
- Acknowledgement of our diversity and multiculturalism

## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014	2015	2014 - 2015	2016	2015 - 2016
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	91.9	98.8	6.9	95.2	-3.6
YR 07 Writing	86.9	86.3	-0.6	96.6	10.3
YR 07 Spelling	87.3	88.1	0.8	91.8	3.7
YR 07 Grammar & Punctuation	87.3	85.5	-1.8	95.2	9.7
YR 07 Numeracy	89.3	96.8	7.5	95.9	-0.9
YR 09 Reading	89.4	92.6	3.2	93.0	0.4
YR 09 Writing	75.9	80.4	4.5	82.7	2.3
YR 09 Spelling	87.1	88.6	1.5	84.5	-4.1
YR 09 Grammar & Punctuation	83.9	88.6	4.7	80.0	-8.6
YR 09 Numeracy	92.5	95.2	2.7	97.5	2.3



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	88.13%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.66
Year 8	93.64
Year 9	92.14
Year 10	90.80
Overall average attendance	92.81

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.72%

STAFF RETENTION RATE	
Staff Retention Rate	85.53%

TEACHER QUALIFICATIONS	
Doctorate	2.90%
Masters	20.29%
Graduate	56.52%
Certificate Graduate	11.59%
Degree Bachelor	95.65%
Diploma Advanced	5.80%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	85
FTE Teaching Staff	82.348
Non-Teaching Staff (Head Count)	42
FTE Non-Teaching Staff	40.447
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	555.20
Year 9 Writing	534.90
Year 9 Spelling	557.40
Year 9 Grammar & Punctuation	533.30
Year 9 Numeracy	563.60

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26
VCE Completion Rate	100%
VCAL Completion Rate	95%

**Note:**

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)