

2018 Annual Report *to the* School Community



KOLBE CATHOLIC COLLEGE, GREENVALE LAKES

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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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

9 May 2019

Our College Vision

Vision

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

Mission Statement

Our Mission at Kolbe Catholic College is to

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

College Overview

Kolbe Catholic College Greenvale Lakes is a Catholic Co-educational Secondary College serving the families for the Archdiocese of Melbourne, the northern region of the 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 982 students. *Our sixth group of Year 12 students graduated from the College at the end of 2018.*

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

In my first year as Principal of Kolbe Catholic College, I found myself challenged and gazing in wonderment at the incredible opportunities this College creates for both boys and girls to develop their talents in so many diverse areas.

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

As a Catholic school in 2018, we aspired to be true to the virtues of Faith, Courage and Compassion. Our College was implicitly and explicitly Catholic. The College Board continued its review and ratification of school policies and held us to account to ensure they were (and continue to be) informed by Gospel values.

Our College aspires to lead all people to the freedom and joy of Christ; to be the best version of ourselves; to be joyful and open to the Holy Spirit; to value the traditions of the Church and to be part of the Sacramental life of the Church; to know God and to live in a reality that expresses this belief. The completion of the College Chapel, the centrepiece of our school, was achieved in 2018. Regular whole school masses and House liturgies occurred in this space. Prior to the VCE Year 12 English Examination, the community witnessed our students spontaneously gather together in a circle and pray the Our Father. It was a poignant, reflective and beautiful moment for me as Principal.

Kolbe Catholic College places the physical, emotional and social wellbeing of students as central to their learning and physical development. The wonderful relationships developed amongst the students and staff in the vertical House System exemplifies the pastoral nature of the College. The introduction of a Responsible Thinking Classroom was one of many initiatives that support this. We are committed to the safety and protection of all students in our care and to embedding Child Safe Standards into the culture of our College in tangible and explicit ways.

In 2018 we focussed on providing teachers with the best possible opportunities to develop professionally. Recognising the importance of 'know thy impact', we sought comprehensive data to allow teachers to individualise their teaching. In the spirit of effective collaboration, teachers eagerly attended and contributed to professional development opportunities with a key focus on learning from each other. The College Pedagogical Coaching Program was expanded, subsidies for those studying, or wishing to begin, their Masters was tripled, external experts were engaged to work with individual teachers who wished to develop a particular skill, especially in the teaching of VCE and VCAL subjects.

Last year, Kolbe Catholic College was recognised as fertile ground for the development of leaders in education. As a relatively new school, members of the Kolbe community (including staff) had many opportunities to influence the future directions of the College via change and innovation. As a consequence of building a relationship with QELi, staff were offered the opportunity to further build their leadership capacity. In total, seventeen staff chose to join the professional development program, to expand their knowledge of leadership in education and pursue a leadership project of choice. The College fully funded this program. Kolbe Catholic College is truly an exciting place for staff wishing to be on a journey of growth and be agents of change. Kolbe prides itself on being a nursery for future educational leaders.

In 2018, Kolbe Catholic College focussed heavily on improving the learning and teaching environment for students and teachers. This agenda was driven by the entire community with a passion to allow students who want to learn, the opportunity to do so and for teachers to be the best they could be; a passion for all to aspire to be more. The staff had a greater focus on agreed standards to ensure a consistency of expectation; a clarity of 'getting the simpler things right'.

A thorough review of our Year 7-12 curriculum and all learning programs was completed. The College focussed on enhancing opportunities to improve the Literacy and Numeracy skills of our students and piloted acceleration programs to ensure those more academically gifted students were provided with opportunities to thrive. We strengthened our relationship with Corwin Education (Visible Learning) and initiated a partnership with the University of Melbourne Network of Schools (UMNOS) to ensure our focus was on highest yield strategies informed by the latest research. This has resulted in a comprehensive suite of initiatives and the operation of a wide range of contemporary learning programs modelled on best practice research, as highlighted in the Learning and Teaching section of this Annual Report.

One of the true success stories in 2018 was STEM at Kolbe. A broad range of programs were introduced including Science Mindz, the Tournament of Minds, Science Talent Search, a focus on girls in STEM and Plan for the Planet. This latter program culminated in a group of our students being invited to attend a sustainability conference in Mauritius and some workshops in Singapore.

The College Co-Curricular Program was once again extended and I thank the high proportion of staff who voluntarily contributed to provide students with an opportunity to explore their areas of interest. It was also most encouraging to note that a large number of students committed themselves to school sport in 2018 and represented the College in the wide range of sporting competitions on offer. We achieved a high level of competitiveness in a number of sports.

In 2018, the College realised that enrolment growth was not increasing. Following the appointment of a Marketing Manager, strategic initiatives were developed to ensure our feeder, other local primary schools and the local community, learned more about the strengths of the College. We concluded the year with an increase of 50 enrolments above the previous year's total intake. This high demand for enrolments continues.

Marketing was developed through a renewed approach to school tours, including Student Ambassador hosts and Pathways Presentations that aimed to inform prospective families about the wide range of benefits associated with being a Kolbe Catholic College student. There was significant use of social media and local media to celebrate achievements and highlights and a digital advertising campaign to enhance the external profile of the College commenced. The College offered a range of programs and events to engage the community and extend students' learning opportunities beyond the College, including after school programs for Grades 4, 5 and 6 students. These provided members of College staff with the opportunity to be creative and work with members of the wider community.

The College could not have operated as efficiently as it did in 2018 without the support of the administrative staff, maintenance and grounds staff, canteen staff, resource centre staff, laboratory staff and our parents.

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

Education in Faith

Goals & Intended Outcomes

- As a Catholic school within the legacy of Maximilian Kolbe we seek as a faith community, meaningful, relevant engagement of all (students, parents and staff) in their spiritual journey
- Our College aspires to lead all people to the freedom and joy of Christ;
- To be the best version of themselves
- To be joyful and open to the Holy Spirit
- To value the traditions of the Church and be part of the Sacramental life of the Church
- To know God and to live in a reality that expresses this belief.

Achievements

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

Value Added

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| <ul style="list-style-type: none"> • Daily morning prayer in each Pastoral Care room • Whole School prayer every Friday morning led by students • Staff prayers Tuesday morning • Reading of Sunday Gospel each Thursday morning • Prayers before all meetings • Pop up prayer spaces • Feast Day celebrations and Mass • Leadership Team Mass at the commencement of each year • Staff Mass at the start of the year • Opening School Mass • Ash Wednesday Liturgy • Lenten Prayer Space • ANZAC Liturgy • House Patron Days • Assemblies have a prayer focus • Spirituality Ambassadors as student leaders | <ul style="list-style-type: none"> • Youth Minister 2019 • All published publications have a prayer • Graduation Mass • Kolbe Youth Group formed 2019 • Year level Masses and Reconciliation • Harmony Day 2018 • Refugee Week 2019 • 11 Retreat • Year Level Reflection Days • Liturgy Focus on 7 and 9 Camps • Wellbeing/Faith Reflection Days • Interfaith Liturgy 2019 • World Environment Day 2019 • Catholic Education Week 2018/109 • Student Leaders attend dialogue with Bishop • Theology in the Staffroom discussions 2018 • Teacher attended WYD • Plenary Council input as a school |
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Social Justice

- Project Compassion
- COTS former student
- Hume Relay for life
- Mackillop Family Services
- Kidsview social Justice forum student leaders attended 2018
- Kidsview Social Justice forum at school 2019

Learning & Teaching

Goals & Intended Outcomes

To provide a liberating and wholistic education characterised by the 5 Ls of Learning that aims to:

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

This continues to be achieved through a strategic focus on:

- Improving Literacy Outcomes for students.
- Improving Numeracy Outcomes for students.
- Improving VCE results for students – ATAR and Study Scores.
- Expanding and further establishing existing pathways for student acceleration and enrichment.
- Enhancing individualised learning through the systematic use of data and the execution of best practice models for feedback.
- Enhancing pedagogical practice through the incorporation of evidence based ‘Highest Yield Strategies’.

Achievements

- Expansion of the College Program for International Learning Tours to incorporate opportunities for STEM and Accelerated Learning.
- Expansion of the College Pedagogical Coaching Program to support staff capacity building and to assist with the implementation of Evidence Based High Impact Teaching Strategies and Hattie’s research related to Visible Learning. This includes the introduction of pedagogical filming as a data source to assist with the measurement of impact and celebration of growth.
- Continued participation in the CEM Collaborative Impact Program (Visible Learning) to assist with the integration of the Visible Learning Strands across Years 7-12 and the integration of Hattie’s research regarding Evidence Based High Impact Teaching Strategies.
- Establishment of a pedagogical partnership with the University of Melbourne through the UMNOS Program (University of Melbourne Network of Schools) that focuses on the establishment of Collective Efficacy and the capacity building of staff and students to assist with the successful execution of best practice related to Literacy and Hattie’s Visible Learning Research.
- Execution of a curriculum restructure and renovation across Years 7-12 to expand academic pathways on offer for students and to address key elements of the College Academic Data Narrative. This includes the expansion of VET, VCE and VCAL on site, the successful design and execution of STEM based programs across Years 7-10, the introduction of formalised pathways for accelerated learning and enrichment, updated curriculum models for Access 10, the Year 8 Inquiring Minds Program, the Year 9 LEAD Program and Year 7 and 8 English and Mathematics, and renovated programs to target Literacy and Numeracy.
- Expansion of University Partnerships to assist with the provision of research, authentic learning experiences and pathways opportunities for students post Year 12.
- Refurbishment and development of College Learning Environments to support the implementation of Evidence Based High Impact Teaching Strategies and the execution of contemporary pedagogy.
- Expansion of formal acceleration opportunities for students across Years 7-12, including the introduction of Year 7 and 8 Enrichment Groups (English and Mathematics), Enrichment Electives (Year 9 LEAD and Year 9 Inquiring Minds Program), VCE/VCAL/VET Acceleration Opportunities and the University Acceleration Program.
- Implementation of Personalised Learning Programs for Acceleration and Enrichment.
- Expansion of formal learning support opportunities for students across Years 7-12, inclusive of greater opportunities for in class support, targeted withdrawal groups (Literacy, Numeracy and Strategic Skill Building), individualised programs and the establishment of community pathways programs/experiences.
- Review and renovation of the College Targeted Testing and Assessment Program for the collection and analysis of student data to inform learning design and practice. This includes ongoing research and the design of data based tools to track student progress, measure pedagogical impact and inform student academic pathways. Complementing this was a Professional Development Program for staff surrounding the use of data to inform practice.
- Commencement of the College Assessment and Reporting Review, inclusive of the introduction of a revised Numerical Grading Scale and data for the creation of individual student learner profiles.
- Introduction of Learning Enhancement Teachers to provide support and lead programs related to Literacy and Numeracy Development.

- Expansion of the College Co-Curricular Program to include greater opportunities for learning enhancement and enrichment, STEM, Performing Arts, English, Public Speaking etc.
- Establishment of STEM Learning Partnerships with State, National and International Organisations.
- Establishment of VCE Mentoring and Moderation Program for VCE Unit 3 and 4 students and members of College staff.
- Execution of the College Timetable Review, resulting in a restructure of lesson times to enhance student learning outcomes.
- Use of data and research to review learner resources and subject tools to enhance student learning and complement the 1:1 ICT Device Framework.
- Update to structures in place for Parent Teacher Student Conferences to support pathways planning and student ownership of learning.
- Continued implementation of a three tiered Staff Professional Learning Plan associated with the 5 Ls of Learning, Visible Learning Research and Evidence Based High Impact Teaching Strategies.
- The operation and expansion of College Think Tanks that aim to research and implement fresh and innovative approaches to learning and teaching.
- Expansion of the College Homework Club to incorporate specialist areas of support for student learning – Literacy, Mathematics, EAL etc.
- Design of a Year 7-10 Sustained Silent Reading Program for implementation in 2019.
- Extension in the range of Year 9 and 10 elective offerings available.
- Expansion of College Academic Competitions, providing further Local, State, National and International learning opportunities for students.
- Introduction of Student Academic Ambassadors and Student Learning Panels to lead College design and learning innovation.
- Introduction of a Middle Leader Coaching Program to build the capacity of the College Curriculum Leaders and assist with the achievement of key outcomes within the College Strategic Plan for Learning and Teaching.
- Further customisation of the Curriculum Module within the College Learning Management System to facilitate the use of data for differentiation, student reports, curriculum delivery, learning design and learner communication.
- Increased resourcing of VCE, VET and VCAL Programs.
- Renovation of College Academic Goal Setting Process.
- Implementation of a Student Development Program to assist with Student Growth Mindset and maximising student achievement.
- Introduction of Community Based Learning Programs inclusive of the College Discovery Day, the Science Mindz Program, the Young Writer's Workshop etc.
- Continued implementation of the 5 Ls of Learning as a vehicle to ensure key elements from the College Learning and Teaching Charter, the school improvement targets and current values/philosophies are embedded into all areas of culture and practice.

Student Learning Outcomes

Using its 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. An analysis of the NAPLAN Data across 2016, 2017 and 2018 shows consistency in the trends evident for areas of student achievement. For the years of data analysed, Numeracy continues to be one of multiple areas where the most Year 9 students performed above the National Minimum Standard. In addition to Numeracy, other areas across the three years where the most Year 9 students performed above the National Minimum Standard were Spelling (2017 and 2018) and Reading (2016). For the years of data analysed, Spelling continues to be one of multiple areas where the most Year 7 students performed above the National Minimum Standard. In addition to Spelling, other areas across the three years where the most Year 7 students performed above the National Minimum Standard were Grammar and Punctuation (2017) and Numeracy (2016).

Various programs and strategies have been put in place in response to the College academic data narrative that continue to have a positive impact on student outcomes. As part of the academic pathways on offer the College has expanded its offerings for acceleration and enrichment as well as renovated its intervention programs for strategic skill building. The introduction of Learning Enhancement Teachers to build student capacity in relation to Literacy and Numeracy and the implementation of a Year 7-10 Sustained Silent Reading Program complement this. College involvement in the Collaborative Impact Program (Visible Learning) and the University of Melbourne Network of Schools (UMNOS) have provided vehicles for the growth of the College Pedagogical Coaching Program that operates on a dual platform to build staff capacity in relation to the employment of Evidence Based High Impact Teaching Strategies. This has resulted in best practice continually being embedded across all Learning Areas to positively impact

student growth. Other strategies such as the College Curriculum Restructure whereby opportunities have been strategically embedded into the curriculum for the development of Literacy and Numeracy skills have also had maximum impact.

The College Targeted Testing and Assessment Program continues to expand, providing staff with a wealth of data to use as part of their learning design. This in addition to the employment of various data based platforms enables staff and students to become familiar with data as a tool to track growth and measure impact, leading to improved outcomes across multiple data sets.

Student Wellbeing

Kolbe Catholic College is committed to a holistic education through an emphasis on Student Wellbeing. The Horizons of Hope Strategic Framework for schools, and the eXcel principles targeting the learning and holistic development of all students in Catholic schools provide the landscape for the College to practice pedagogy in seeking positive mental health which leads to the experiences of belonging, identity, reverence, compassion and faith. The College is committed in providing each student the opportunity to live with positive mental health as they seek liberation and justice in a post-post-modernist society continually evolving in what is a rapidly changing world context. At Kolbe, Student Wellbeing is real and authentic as the students are engaged and identified as contributing members of their community. This is achieved because through belonging and identity, students are not just a part of a community, but rather are agents of change; shaping and adjusting the context with the authority and blessing to be sons and daughters of God. Student Wellbeing is supported by clear Student Support and Management policies and processes which continue to build an environment which is safe, welcoming and enhances learning opportunities. This is the direct outcome of a commitment to Student Wellbeing through Faith, Courage and Compassion.

Goals & Intended Outcomes

To continue to be a Catholic Community that:

- Is welcoming, inclusive and supportive of all
- 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 through positive conduct and action
- Applies the Restorative Practices Framework to enhance responsibility and growth in the individual
- Consolidates the Vertical House System for Pastoral Care
- Implements effective transition programs/strategies for all students throughout the school
- Increases the opportunities for formal and informal student leadership development
- Is committed to implementing student wellbeing strategies/programs which reflect the Horizons of Hope and eXcel frameworks as mandated by Catholic Education Melbourne

Achievements

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

- Review and improvement in the facilitation of student counselling support services with a continued access to trained psychologists through Catholic Care for counseling
- Introduction of the Reflective Thinking Classroom (RTC) to enhance restorative practices
- Improved attendance, punctuality and uniform wear through consistent monitoring of student management
- Review and adjustments to enhance comfort and better wear of the College Uniform
- Case management of 'at risk' students
- Improvement of the Personal Development plan taught through the Pastoral Care Program
- Continuous implementation of the Vertical House system for pastoral care
- Increased numbers attending all activities on College Feast Day
- Increase attendance and frequency of celebrations of Liturgies
- Wellbeing Days for Years 7, 8 and 10
- Peer Support for Year 7 with Year 10 leaders
- Implementation of more Ambassador Leadership roles across Sports, Community, Faith, the Arts and Academic streams; increased number of Year 9 Leaders
- Frequency of excursion opportunities for the students
- Increased liaison with external agencies for welfare support; specific work with Foundation House, Headspace and the Hume City Council
- Implementation of targeted programs to enhance prevention and intervention
- Inter-House carnivals
- Increased attendance at Presentation Nights
- 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)
- Professional development for staff focusing on interactions with students and behaviour management

Value Added

- Improved attendance rates
- Increased punctuality rates
- Better wear of the College Uniform
- Better use of resources by students (playground, sports facilities, library)
- Greater awareness of the relevance of mental health within the community
- Continued experiences that enhance sense of belonging, engagement, safety and security through the Vertical House system, the application of restorative practices and the increase in case management of students at risk
- Increased curriculum choices for Year 10 – 12 include extensive VCE academic options, applied learning (VET and VCAL), and extension pathways (University Programs)
- Satisfaction with the transition process for Year 11 and 12 in 2018 with all students achieving their pathways goals
- Use of the eXcel framework in order to design and implement improved preventative measures of student support
- Continue to develop the extensive wellbeing programs available for delivery through the Pastoral Care Program to target prevention and promotion of Mental Health
- Continue to explore and promote a sustainability curriculum aimed at practical approaches to care for the environment

Student Satisfaction

The following strategies were implemented to promote Student Satisfaction:

- A sense of belonging and identity through the House System
- Review of the uniform, using student voice, as a key component of the research. Adjustments were made in consultation with families and student leaders
- Provision of study spaces for senior students
- Points for the House system and awarding of the Calthorpe Shield at the conclusion of the school year
- Focused programs at years 7 – 9; electives in Year 9 – 10; guided pathways at years 11 – 12; extension programs
- Informed processes for Year 11 - 12 2019 VCE, VET and VCAL subject/program selections
- Specialised use of Building K
- Teacher commitment and care demonstrated through the Restorative Practices method
- Awards for academic progress and achievement
- Formal whole school assemblies with special themes
- Increased frequency of informal assemblies
- Celebrations, e.g., house patron feast days, footy jumper day, Feast day, etc.

Student 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 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
- Use of SMS/letters (CareMonkey) to alert parents to:
 - Holiday dates
 - Changes/alterations to daily programs
 - Return to school dates/times

Child Safe Standards

Goals and Intended Outcomes

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

Achievements

- Child Safety is a standing agenda item for DCAs, College Board, Leadership and Staff meetings.
- All staff are required to complete the Mandatory Reporting Module, and a range of other Child Safety focussed professional learning is available, including through Policy Plus.
- Staff are routinely updated in changes to the legal requirements.
- All of our staff, volunteers, pre-service teachers, contractors and visitors sign the code of conduct and are inducted into the child safe policies and procedures.
- Our policies and procedures are current, ensured by Policy Plus via Complispace, and staff are educated about any changes, reflecting legal, social and community standards to safeguard the children in our care.
- In 2019 we are looking at ways to strengthen wellbeing education in our pastoral care, Religious Education and PE Health curriculums.
- Child Safe Standards have been incorporated in the College Website to familiarise the community with the new expectations and safeguards in place for the children in our care.
- All of our non teaching staff and volunteers have current Working with Children Checks, as do visitors to the College who work with our students.

Leadership & Management

Goals and Intended Outcomes

To build a cohesive and united professional learning community characterised by:

- high expectations; and
- a focus on continuous improvement.

Achievements

Recognising the need to address our increasing enrolments, in 2018, the college undertook a restructure of the Leadership Team by introducing two new positions; Director of Middle School and Director of Senior School. This required a review of position descriptions for other Leadership Team members. Greater clarity of role was achieved. Associated with this were the appraisals conducted for the Deputy Principal, Napoleon Rodezno, and the AP - Learning and Teaching, Dane Calleja. They are to be commended for the overwhelmingly positive feedback they received.

A review of the Administration structures of the College was conducted by external consultant, Sonya Slocombe. Over a 12 month period, recommendations from the review were implemented including the employment of a Marketing Manager and Registrar and a clarity of role for all of the staff. AP - Operations and Staffing, Allison Stott, shifted her focus significantly to HR and IR and worked closely with Complispace to ensure the college was compliant in all areas including Child Safe, Finance, OH & S and Policy

Marketing was developed through a renewed approach to school tours, including Student Ambassador hosts and Pathways Presentations that aimed to inform prospective families about the wide range of benefits associated with being a Kolbe Catholic College student. There was significant use of social media and local media to celebrate achievements and highlights and a digital advertising campaign to enhance the external profile of the College commenced. The College offered a range of programs and events to engage the community and extend students' learning opportunities beyond the College, including after school programs for Grades 4, 5 and 6 students. These provided members of College staff with the opportunity to be creative and work with members of the wider community.

In 2018, we continued to resource the College Delegated Canonical Administrators and the Board and explored ways for them to further contribute to College life. Sr Beth Calthorpe, the founding President of the Delegated Canonical Administrators resigned and Mr Tony Tuohey accepted this esteemed position. Sr Beth's untiring contribution to the development of the fledgling Kolbe Catholic College was recognised at a number of events and is highlighted in the report with the gratitude of the entire community. Following a thorough process of nomination, induction and formation, the College Board membership grew from 5 to 9 members. The Board met regularly, through 2018, to develop plans to implement a new strategic plan in 2019. This process began with a comprehensive review of the College Vision. I thank the College DCAs and the Board for all of their work to support Kolbe Catholic College in 2018.

Kolbe Catholic College was recognised as fertile ground for the development of leaders in education in 2018. As a relatively new school, members of the Kolbe community (including staff) had many opportunities to influence the future directions of the College via change and innovation. As a consequence of building a relationship with QELI, staff were offered the opportunity to further build their leadership capacity. In total, seventeen staff chose to join the professional development program, to expand their knowledge of leadership in education and pursue a leadership project of choice. The College fully funded this program.

Processes for recruitment, retention and professional development of staff were improved in 2018. Partnerships with tertiary institutions were broadened. A review of our recruitment techniques was conducted. A staff handbook was introduced to optimise induction procedures and international recruitment was initiated. The College timetable was also reviewed and subsequently changed to ensure teachers were best able to teach in areas of strength.

The staff had greater access to key data (School Improvement Survey data, NAPLAN, the VCE Data Service and Reports) and were encouraged to explore the data in order to identify opportunities to further enhance student outcomes. This approach aimed to create an environment that encouraged teachers to feel a sense of ownership and empowerment to continue to strengthen the college's support of our students and work towards continuous improvement of learning and student wellbeing.

In addition, the College introduced a new student leadership framework. Under the new model, students are able to apply for a number of key leadership roles within the school. This process witnessed the emergence of Junior Leaders

and College Ambassadors. The new roles support those roles already in existence; the College Captains, Vice-Captains, and House Captains.

Significant work was undertaken in 2018 to continue to expand the opportunities and facilities available to students in the college. The College Chapel was completed and the construction of the Middle School Building began. The Food Technology and state of the art Canteen was finally available for use. A Beauty Salon was built for our VET programs and an artist and a landscape designer were engaged to provide plans for three outdoor areas of the College to be developed to provide the community with further identity, beautification, shade, comfort and reflection.

Finally, the celebration of Kolbe's first 10 years, occurred in September 2018 with a gala event. Many past students and staff gathered and listened to Mr Anthony Kirley, the founding Principal, recount many memorable events.

Expenditure and teacher participation in professional learning

Description of PL undertaken in 2018

- Visible Learning - CIP - Using data to inform practice
- Restorative Practices and the RTC
- VCAA VCE and VET Level/Subject Specific Learning
- First Aid/Anaphylaxis
- Child Safety and Student Wellbeing
- Mental Health First Aid
- Students with Special Needs including ASD, Dyslexia
- Enhancing Catholic Identity
- CEM Masters and Accreditation to teach in a Catholic School Sponsored Study
- Individual PL as per staff Annual Learning Plans

Number of teachers who participated in PL in 2018 90

Average expenditure per teacher for PL \$626

Teacher satisfaction

The 2018 School Improvement Survey Data showed dramatic increases in the motivation indicators for the staff. There were significant jumps in the staff's view of School Morale, Supportive Leadership, Role Clarity, Empowerment, Ownership, Professional Growth and Appraisal and Recognition

College Community

Throughout 2018 Kolbe Catholic College undertook an aggressive push marketing strategy to increase brand awareness and community engagement. Attention was drawn to the fact that, whilst total enrolments were on the incline, the percentage market share did not reflect the percentage increase in enrolments in our priority parish primary schools.

A marketing strategy was developed to increase enrolments by strengthening the brand, community profile and reputation of the College.

In 2018 a diverse range of opportunities and activities were planned and a wide number of initiatives undertaken to promote our learning community including: After School Enrichment programs offered to local primary school students in Grades 4, 5 and 6; a presence at our local parish primary school fetes and art shows; community stands at local shopping centres and involvement in community family days.

A digital campaign was undertaken with the aim of improving the overall perception of Kolbe Catholic College by the wider community. The relationship between the College and the media is a very important one. These relationships were nurtured with media releases generating coverage in the local Leader newspaper and various other media platforms throughout the year.

The College Facebook page was a strong from of promotion throughout 2018. The aim of the Facebook page was to celebrate achievements, promote key events and to increase event and program registrations. The engagement was very positive.

Kolbe Catholic College has continued to consolidate its relationship with local parish primary schools throughout 2018. The inaugural Kolbe Catholic College Discovery Day allowed Grade 5 students to experience a day in the life of a Kolbe student. This event provided a great opportunity to showcase the College, not only to the students who attend, but also to the primary school staff present on that day. This event extended to the implementation of various learning experiences such as Sport Coaching and Mentoring where the Kolbe Catholic College students shared their knowledge, skill and understanding to assist with building the capacity of primary school students.

The College concluded its 10 Year Celebrations with a Reunion and Celebration Day. This was an excellent event to strengthen alumni connections, grow the alumni database and bring together past and current staff as they celebrated the growth of the College.

The consistent and targeted promotions throughout 2018 were aimed at connecting with our community, developing strong links between Kolbe Catholic College and prospective families and building a positive profile of the College to the wider community.

Goals and Intended Outcomes

- Continue to increase student enrolment at the College to reflect the increased student numbers at our priority parish primary schools
- Implement marketing strategies to enhance the profile of the College in the local and extended community
- Continue to strengthen relationships with our priority parish primary schools
- Continue to build community/stakeholder relationships in the Hume area
- Promote a sense of progress in order to position the College as the school of first choice for learning in the area
- Expand general awareness and understanding of Kolbe Catholic College
- Establish an annual reunion event

Achievements

- Increased presence in our priority parish primary schools with involvement in fetes, art shows etc has promoted stronger and positive community awareness of the College
- A schedule of after school enrichment programs established for primary school students
- Regular School Tours held throughout the year
- Community partnership established

- Student focused social media campaign created to increase awareness of offerings, events and accomplishments
- Attendance at community events
- Design and execution of a College Discovery Day
- Consistently targeted coverage in mainstream media outlets such as Leader Newspaper
- Continue to build on links established with the Chaldean and Assyrian communities

Value Added

- Growth in enrolments from priority parish primary schools
- Increase in the number of applications to the College, including the enrolment of students at Years 8 – 11.
- Increased engagement on social media and positive ‘word-of-mouth’
- Increased parent attendance at Year 7 Information Nights
- College presence at:
 - True North Satterley Family Fun Day
 - Craigieburn Central Community Stand
 - Craigieburn Central Anniversary Carnival
 - School of Good Shepherd Primary School Art Show
 - School of Good Shepherd / St Carlo Borromeo Parish Fete
- School Captains visit and presentation to Good Samaritan Primary School
- 5 Year Reunion – Class of 2013

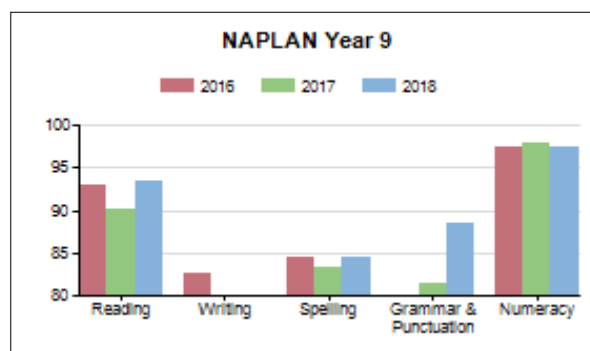
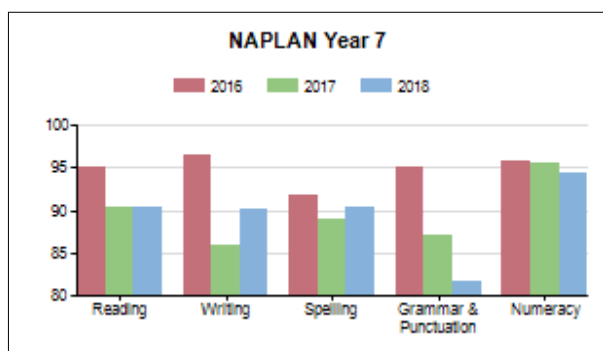
Parent Satisfaction

Areas acknowledged through the year included:

- Ongoing review of Annual Action Plans in consultation with the College Board
- Ongoing communication between the College and families
- Responding to the needs of our community, particularly with emerging needs deriving from cultural facets
- Committed, caring professional staff
- Integrated programs at Year 7, Year 8 and Year 9
- Access10 Program at Year 10
- Opportunity for students to undertake VCAL at Year 10 (Foundation Program)
- Diversity of VCE and VCAL subjects in the Senior School Years
- Consistent approach to enforcing school policies
- Sporting opportunities including SACCSS (inter-school) sport
- Responding effectively to transition needs of students for Year 6 into Year 7
- Acknowledgement of our diversity and multiculturalism

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 – 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	95.2	87.2	-8.0	81.8	-5.4
YR 07 Numeracy	95.9	95.6	-0.3	94.3	-1.3
YR 07 Reading	95.2	90.3	-4.9	90.4	0.1
YR 07 Spelling	91.8	89.0	-2.8	90.3	1.3
YR 07 Writing	96.6	86.0	-10.6	90.1	4.1
YR 09 Grammar & Punctuation	80.0	81.4	1.4	88.5	7.1
YR 09 Numeracy	97.5	98.0	0.5	97.4	-0.6
YR 09 Reading	93.0	90.1	-2.9	93.5	3.4
YR 09 Spelling	84.5	83.4	-1.1	84.6	1.2
YR 09 Writing	82.7	77.8	-4.9	75.3	-2.5



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	80.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	91.1
Year 8	88.3
Year 9	89.2
Year 10	87.8
Overall average attendance	89.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.1%

STAFF RETENTION RATE	
Staff Retention Rate	91.6%

TEACHER QUALIFICATIONS	
Doctorate	2.5%
Masters	30.4%
Graduate	55.7%
Certificate Graduate	11.4%
Degree Bachelor	96.2%
Diploma Advanced	5.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Head Count)	5
Teaching Staff (Head Count)	90
Teaching Staff (FTE)	85.4
Non-Teaching Staff (Head Count)	41
Non-Teaching Staff (FTE)	38.9
Indigenous Teaching Staff (Head Count)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	559.2
Year 9 Reading	560.4
Year 9 Spelling	563.1
Year 9 Writing	523.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26
VCE Completion Rate	100%
VCAL Completion Rate	96%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	45.1%
TAFE / VET	21.1%
Apprenticeship / Traineeship	15.5%
Deferred	8.5%
Employment	5.6%
Other - The category of Other includes both students Looking for Work and those classed as Other	4.2%

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 <http://www.acnc.gov.au>

