

# 2019 Annual Report *to the* School Community



**KOLBE CATHOLIC COLLEGE, GREENVALE LAKES**

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## ***Minimum Standards Attestation***

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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

08 May 2020

# *Our College Vision*

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## **Vision Statement**

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

## **Mission Statement**

Our Mission at Kolbe Catholic College is to

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

## College Overview

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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 Year 7 – 12 enrolment in 2019 is 982 students. *Our seventh group of Year 12 students graduated from the College at the end of 2019.*

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

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

- the Catholic School as a faith filled community where curriculum and pedagogy centers around the education of the whole person.
- the presence of the Gospel values as an inherent part of the curriculum and all learning programs
- the diversity of each learner in their abilities, interests, learning styles, backgrounds and aspirations
- strong learning relationships where teachers, students and families are co-learners and engage in active communication and collaboration
- learner engagement, learner connectedness and pride, learner leadership and ownership over learning
- authentic and meaningful learning experiences that enable learners to break preexisting boundaries and further their discovery of self
- stimulating learning environments that are learner centered, contemporary, flexible, safe, inclusive, supportive, challenging and enable student pathways
- the purposeful integration of digital technologies as a tool to personalise and extend learning
- the role of the local and global community as partners in the learning process and contributors to interfaith dialogue
- a collaborative learning culture that is inclusive and cherishes the input, knowledge and expertise of each individual.

# Principal's Report

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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 2019, 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. The Board also worked tirelessly to review, rewrite and publish the College Vision. The renewed vision informed the development of the Kolbe Catholic College Strategic Plan 2020 - 2024.

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 College Chapel, the centrepiece of our school, was officially opened by Archbishop Peter A. Comensoli in 2019. Regular whole school masses and House liturgies occurred in this space.

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 2019 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 were 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 a 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, sixteen 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 2019, Kolbe Catholic College focussed heavily on improving the learning and teaching environment for students and teachers. This focus was highlighted by the completion of our \$4.7 million Building B, which includes 12 'state of the art' GLAs. The 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 the acceleration program 'Ignite' to ensure those more academically gifted students were provided with the opportunity 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 2019 was STEM at Kolbe. A broad range of programs continued 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 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 2019 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.

Last year, 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 28 enrolments above the previous year's total intake.

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 2019 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. Following a comprehensively positive review by the VRQA and the CEM in 2019, 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:

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

## Achievements

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

## Value Added

- Daily morning prayer in each Pastoral Care room
- Whole School prayer every Friday morning led by students
- Participation in Partnering to Learn project
- Staff prayers each Monday 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
- Blessing and Opening of College Chapel by Archbishop Comensoli
- Feast Day
- St Maximilian College Chapel and Adoration Chapel used by staff and students
- Assemblies have a prayer focus
- Spirituality Ambassadors as student leaders
- Youth Minister 2019
- All published publications have a prayer
- Graduation Mass
- Kolbe Youth Group formed 2019
- Year level Masses and Reconciliation
- Refugee Week 2019
- 11 Retreat
- Year Level Reflection Days
- Liturgy Focus on Year 7 and 9 Camps
- Wellbeing/Faith Reflection Days
- Interfaith Liturgy 2019
- World Environment Day 2019
- Catholic Education Week 2018/19
- Student Leaders attendance at dialogue with Bishop
- Student Leaders and Staff attendance at ACYF in Perth

## Social Justice

- Project Compassion
- COTS former student
- Mackillop Family Services
- Whole community shoe drive
- Kidsview Social Justice forum held at school 2019



# Learning & Teaching

## Goals & Intended Outcomes

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

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

This continues to be achieved through a strategic focus on:

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

## Achievements

- Launch of a revised Strategic Plan for Learning and Teaching.
- 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 differentiated coaching models and the expansion of pedagogical filming as a data source to assist with the measurement of impact and celebration of growth.
- Expansion of the College’s pedagogical partnership with the University of Melbourne through the UMNOS Program (University of Melbourne Network of Schools). This continues to focus on the establishment of Collective Efficacy and the capacity building of staff and students to assist with the successful execution of best practice related to Literacy, Growth Data and Hattie’s Visible Learning Research.
- Review and renovation of the College Targeted Testing and Assessment Program for the collection and analysis of student data to inform learning design and practice. This includes the implementation of a Data Analytics Team as well as ongoing research for the design of a Growth Data/Business Intelligence Tool to track student progress, measure pedagogical impact and inform student academic pathways. Complementing this was a Professional Development Program for staff surrounding the use of data to inform practice.
- Development of Primary School Literacy Partnerships (Inclusive of shared Professional Learning, Coaching and Observation etc.).
- Completion of 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.
- Expansion of the College Program for International Learning Tours to incorporate opportunities for Languages, STEM, Accelerated Learning etc.
- Expansion of formal acceleration opportunities for students across Years 7-12, including the introduction of Enrichment Groups (English and Mathematics) across Years 7-9, Enrichment Electives (Year 9 LEAD and Year 9 Inquiring Minds Program), VCE/VCAL/VET Acceleration Opportunities and the University Acceleration Program.
- Research, design and resourcing of the Year 7 2020 Accelerated Learning Program – The Ignite Program.
- Implementation of a CEM Literacy Coaching Program.
- Revision of the process for NCCD Data Collection and the development of Student Personalised Learning Plans to enhance support.
- Implementation of Agreed Standards to enhance teacher practice.
- Review of the curriculum and learning experiences offered across Years 7-10 (Example: ALL Languages Program, implementation of revised Religious Education Curriculum etc.).
- Execution of the second phase of the College curriculum restructure and renovation across Years 7-12 to expand academic pathways on offer for students and to address key elements of the College Academic Data Narrative. This includes the expansion of VET, VCE and VCAL onsite, the successful design and execution of STEM based programs across Years 7-10, the introduction of formalised pathways for accelerated learning and enrichment, updated curriculum models for Access 10, the Year 8 Inquiring Minds Program, the Year 9 LEAD Program and Year 7, 8 and 9 English and Mathematics, and renovated programs to target Literacy and Numeracy.
- Design of a Year 9 Thematic English Pilot for launch in 2020.

- Expansion of University Partnerships to assist with the provision of research, authentic learning experiences and pathways opportunities for students post Year 12.
- Implementation of revised processes for summative assessment and examinations.
- Commencement of the revision of Mathematics Pathways across Years 7-12.
- Development of a STEM Cluster/Partnerships with a focus on High Impact STEM Strategies/Experiences.
- Investigation and employment of Literacy Tools to support student learning (Example: Renaissance.).
- Renovation to College structure for Parent Teacher Student Interviews with a focus on data and feedback.
- Renovation to focus and format of Parent Information Evenings (Example: VCAL Information Evening, Year 12 Information Evening etc.).
- Expansion of parameters to enhance student voice in relation to the Learning and Teaching Strategic Plan (Example: Introduction of Academic Ambassadors, renovation of Student Learning Panels etc.).
- Completion of Phase Two of the College Assessment and Reporting Review, inclusive of the introduction of a revised Numerical Grading Scale, review of protocols and processes for assessment, and the implementation of individual student learner profiles.
- Refurbishment and development of College Learning Environments to support the implementation of Evidence Based High Impact Teaching Strategies and the execution of contemporary pedagogy. This includes the development of facilities for the Middle School, VET, STEM, Health and Physical Education, the College Elective Program etc.
- Expansion of Personalised Learning Programs for Acceleration and Enrichment.
- Expansion of formal learning support opportunities for students across Years 7-12, inclusive of greater opportunities for in class support, targeted withdrawal groups (Literacy, Numeracy and Strategic Skill Building), individualised programs and the establishment of community pathways programs/experiences.
- Expansion of the College Cocurricular Program to include greater opportunities for Acceleration and Enrichment.
- Design of a College Instrumental Music Program for launch in 2020.
- Establishment of STEM Learning Partnerships with State, National and International Organisations.
- Establishment of a VCE Mentoring and Moderation Program for VCE Unit 3 and 4 students and members of College staff.
- Review of the College VCAL Program.
- Implementation of a Community Engagement Team to assist with the strengthening of learning partnerships and expansion of opportunities for students.
- Design of a College Sporting Academy for launch in 2021.
- Implementation of a revised timetable structure.
- Renovation of the Student VCE Masterclass Program.
- Expansion of parameters to celebrate student achievement and showcase learning (Example: Learning Display Evenings/ Exhibitions, Academic Awards Assemblies, Speech Night etc.).
- Expansion of learning partnerships with feeder primary schools, local parishes and the wider community to enhance learning and teaching and enrolments at the College (Example: Afterschool Primary School Workshops, Discovery Day etc.).
- Revision of tools and processes for Student Academic Support.
- Expansion of Academic Weeks and/or Thematic Curriculum Weeks.
- Use of data and research to review learner resources and subject tools to enhance student learning and complement the 1:1 ICT Device Framework.
- Continued implementation of a three-tiered Staff Professional Learning Plan associated with the 5 Ls of Learning, Visible Learning Research and Evidence Based High Impact Teaching Strategies.
- The operation and expansion of College Think Tanks that aim to research and implement fresh and innovative approaches to learning and teaching.
- Expansion of the College Homework Club to incorporate specialist areas of support for student learning – Literacy, Mathematics, EAL, VCE etc.
- Design and implementation of the Afterschool EAL Program and expansion of the EAL Withdrawal Program.
- Implementation of a Sustained Silent Reading Program across Years 7-10.
- Renovation of Learning Enhancement Teacher Program.
- Extension in the range of Year 9 and 10 elective offerings available.
- Expansion of College Academic Competitions, providing further Local, State, National and International learning opportunities for students.
- Expansion 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.
- Implementation and renovation of academic policies (Example: College Co-Curricular Policy.).
- Continued implementation of the 5 Ls of Learning as a vehicle to ensure key elements from the College Learning and Teaching Charter, the school improvement targets and current values/philosophies are embedded into all areas of culture and practice.

### ***Student Learning Outcomes***

Using its Growth Data Tools and Targeted Testing and Assessment Program, Kolbe Catholic College continues to complete an analysis of all student academic data, constructing a narrative to inform learning design and practice, and monitor student growth. An analysis of the NAPLAN Data across 2017, 2018 and 2019 shows consistency in the trends evident for areas of student achievement. For the years of data analysed, Numeracy and Reading continue to be areas where the highest proportion of Year 9 students meet the stipulated National Minimum Standard. This is the case for Year 7 also.

When comparing the three years of focus, the proportion of Year 7 students who met the National Minimum Standard was highest for all areas tested in 2019. This fluctuates per area of testing where the data for Year 9 is considered.

Various programs and strategies put in place in response to the College academic data narrative 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 College has also implemented a full curriculum restructure and revised the knowledge and skills targeted within each area of the curriculum with a particular emphasis on Literacy and Numeracy.

The expansion and design of programs by Learning Enhancement Teachers continue 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) continue to provide vehicles for the growth of the College Pedagogical Coaching Program that operates on a dual platform to build staff capacity in relation to the employment of Evidence Based High Impact Teaching Strategies. This has resulted in best practice continually being embedded across all Learning Areas to positively impact student growth. Other strategies such as the Primary School Literacy partnerships, the introduction of the College Professional Learning Plan and the development of learning-based partnerships with external agencies continue to build upon the existing culture and practice, targeting key areas within the College data narrative.

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

# Student Wellbeing

Kolbe Catholic College is committed to an authentically student-centered approach to Wellbeing that is responsive to the individual needs of each student. The overarching goal of our approach is to ensure all students are able to develop into young women and men of faith, courage and compassion who can engage impactfully in the world. Informed by Catholic Education's Horizons of Hope Strategic Framework and the eXcel principles, the College acts with intentionality in the development of students' mental health, identity, social development, emotional regulation and decision-making. Students are supported to gain a deep sense of belonging, reverence, and faith. Clear and consistent student support and management policies and processes ensure the school environment is safe and welcoming, giving all students the opportunity to learn and experience success.

## **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 initiatives:

- Expansion of student counselling support services with access for students to trained psychologists, counsellors, social workers and youth workers.
- Consolidation of restorative practices and the Reflective Thinking Classroom (RTC), including a targeted Professional Learning for staff to support consistent practices.
- Implementation of mindfulness as part of behaviour regulation (including the targeted learning for staff and students during wellbeing days).
- Continued improvement in student punctuality and the wearing of the College uniform, through real-time communication with families.
- Ongoing case management of 'at risk' students.
- Further improvement of the Personal Development Plan implemented through the Pastoral Care Program.
- Strategic planning for implementation of Be You Wellbeing Program for staff and students, including initial staff, parent and student surveys regarding mental health and wellbeing.
- Further embedding of the Vertical House system for pastoral care.
- Continued improvement in student participation and attendance at College Feast Day and liturgies;
- Successful Wellbeing Days for Year Level cohorts.
- Enhancement of Peer Support programs between Year 7 students and Year 10 leaders.
- Ongoing development of the Student Leadership program and planning for the introduction of a Student Leadership Coordinator in 2020.
- Effective cooperation with external welfare agencies to support students with acute wellbeing needs, including Foundation House, Headspace and the Hume City Council.
- Consolidation of targeted Social Emotional and Mental Health programs to enhance prevention and intervention.
- Opportunities for enhancing student belonging and School and House Spirit, such as highly successful Inter-House carnivals.
- Increased engagement by families and students in Student Wellbeing initiatives, such as increased attendance at Presentation Nights.
- Review and implementation of renewed practices to support students with additional learning needs meeting the evidentiary requirements of the Nationally Consistent Collection of Data (NCCD).
- Strong support for Non-English-Speaking Background (NESB) and Language Background Other Than English (LBOTE) families.
- Targeted support for new arrival families (Refugee Status).

- Ongoing Professional learning for staff on student wellbeing, supporting students with additional learning needs and behaviour management.
- Targeted Staff and Student Wellbeing foci, such as R U OK Week activities for staff and students.
- Strategic planning for participation in the Respectful Relationships Program, to be implemented from 2020.
- Planning for refurbishment of Building K for specialised learning programs.

### **Value Added**

To enhance students' wellbeing, provide them with opportunities to connect with their peers and to explore their passions, talents and interests, students have the chance to participate in a diverse co-curricular and extracurricular program. Amongst the many offerings are:

#### **Camps and Retreats**

- Year 7 Camp
- Year 9 Camp
- Year 11 Retreat
- VCE Outdoor Education Camps
- VCAL Camp

#### **Coaching/Sports**

- SACCSS Volleyball
- SACCSS Basketball
- SACCSS Futsal
- SACCSS Tennis
- SACCSS Rugby
- SACCSS Swimming
- SACCSS Netball
- SACCSS Cricket
- Premier League Volleyball
- Premier League Basketball
- Premier League Soccer
- Premier League Tennis
- Premier League Rugby
- Premier League Netball
- Kolbe Fit

#### **Community**

- Community Service
- Prayer Group
- Homework club
- Year 10 Work Experience

#### **Special Interests**

- Musical Showcase
- Choir
- DAV Debating
- Book Club
- Mathematics club
- Science Talent Search
- STEM Workshop
- Tournament of the Minds
- Italian speaking competition
- Creative Writing Competition
- Science Competition
- Afterschool Robotics Club
- Afterschool Science Mindz
- Afterschool EAL Literacy Program
- Plan for the Planet

#### **Events**

- Are you OK Day?
- Year 7 Cyberday
- Year 7-12 Wellbeing Days
- Year 8 Medieval Day
- Year 12 Formal
- Year 10 Dinner
- Kolbe Art Exhibition
- Illuminate Nextgen Challenge
- International Women's Day Breakfast
- ANZAC Day Ceremony
- Guest Speakers eg. Headspace; Victoria Police
- Excursions & Incursions eg. Melbourne Writers' Festival, Watta Watnanda Day

### **Student Satisfaction**

The 2019 CEMSIS data indicates that students feel confident in the learning environment at Kolbe. The Overall School Positive Endorsement – an aggregate of the positive responses to all students' survey questions – was above average, compared with all Catholic secondary schools across Melbourne.

In particular, students commended the Rigorous Expectations of the College – believing that teachers hold them to high expectations with respect to their effort, understanding, persistence and performance – and were very positive about the learning mindsets of Kolbe students. The students rated their experience of having Voice and the Catholic Identity of the College above average.

Amongst the most positive year levels were the Year 7s, indicating the effectiveness of the transition program in enabling them to feel safe and settled into secondary school. Senior students were particularly positive about Teacher-student relationships, with the vast majority of students – well over the CEM average - believing teachers were respectful and invested in them. Senior students were also very positive about School Safety, with both male and female students commending the school for the low instances of bullying and physical altercations in the school.

**Student Attendance**

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

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

## **Achievements**

In 2019, the following actions and achievement enabled Child Safe Standards to be embedded in all aspects of College life:

- The College maintains a zero-tolerance approach to all forms of Child Abuse; staff are required to report any reasonable suspicions of abuse.
- Staff are required to maintain exemplary professional boundaries in their interactions with students; these expected behaviours are clearly outlined in the College's Child Safe Standards.
- Child Safety is a standing agenda item for DCAs, College Board, Leadership and Staff meetings.
- Child Safe Standards are incorporated in the College Website to familiarise the community with the new expectations and safeguards in place for the children in our care.
- 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' has been implemented.
- All staff are required to complete the Mandatory Reporting Module, and a range of other Child Safety focussed professional learning was available, including through Policy Plus each year.
- All of our staff, volunteers, pre-service teachers, contractors and visitors sign the Child Safe 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.
- 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.
- Child Safety Officers are appointed and trained to provide support to students and staff in monitoring and reporting any breaches of Child Safety.
- Posters of Child Safety Officers appear prominently around the campus to direct students to key personnel who can assist them if they ever feel unsafe.
- The Wellbeing Team meets fortnightly to discuss 'at risk' students and develop action plans for support.
- Child Safe Human Resources practices ensure that Kolbe staff are best placed to safeguard students' wellbeing.
- The College conducts rigorous risk assessments of activities, excursions and programs to ensure students' safety is central.
- Supervision of students in and out of the classroom is designed to provide the best possible care.
- Pastoral Care structures and Wellbeing Services provide extensive avenues for students to access support if they feel unsafe or experience any form of physical, emotional or sexual abuse.
- Cybersafety programs and initiatives support students to develop their understanding of protective online behaviours.
- Ongoing communication and access to information about Child Safety via the College Newsletter, College Website and the Learning Management System, SEQTA is made available to staff, students and families.
- Continuous reviewing of the College's Child Safety Policies and provisions to seek ongoing improvement in care and support.

# Leadership & Management

## **Goals and Intended Outcomes**

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

## **Achievements**

Recognising the need to address our increasing enrolments and, with the resignation of two key leaders in 2019, the college undertook a restructure of the Leadership Team and planned for the introduction of two Deputy Principals in 2020. This required a review of position descriptions for other Leadership Team members. Greater clarity of role was achieved.

Associated with this was the ongoing appraisal process for members of the Senior Leadership Team, with the AP - Staffing and Operations receiving overwhelmingly positive feedback in her mid-contract review. A key outcome of the review was the employment of a HR Manager in late 2019. Through the collaboration of the HR Manager and AP - Operations and Staffing, the College worked closely with Complispace to enhance compliance in all areas including Child Safe, Finance, OH & S and Policy.

In 2019, we continued to resource the College Delegated Canonical Administrators and the Board and explored ways for them to further contribute to College life. Following a thorough process of nomination, induction and formation, the College Board membership grew from 5 to 9 members. The Board met regularly, through 2019, 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 2019.

Kolbe Catholic College was recognised as fertile ground for the development of leaders in education in 2019. 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, sixteen 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. This was only one aspect of the implementation of a thorough Staff Professional Learning Strategic Plan.

Processes for recruitment, retention and professional development of staff were improved in 2019. 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.



Significant work was undertaken in 2019 to continue to expand the opportunities and facilities available to students in the college. The College Chapel was blessed and the construction of the Middle School Building concluded. 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.

### ***Expenditure and teacher participation in professional learning***

#### ***Description of PL undertaken in 2019***

- University of Melbourne Network of Schools (UMNOS)
- Collaborative Impact Program (Visible Learning)
- Leadership Development
- Pedagogical Coaching - Evidence Based High Impact Teaching Strategies
- Academic Growth Data, Growth Data Tools and Individualised Learning
- Literacy and Numeracy
- Restorative Practices and the RTC
- ICT For Learning
- Acceleration and Enrichment
- VCAA VCE, VCAL and VET Level/Subject Specific Learning
- First Aid/Anaphylaxis
- Child Safety and Student Wellbeing
- Mental Health First Aid
- Learning Adjustments and Students with Additional Needs
- Enhancing Catholic Identity, Spirituality and Faith Development
- CEM Masters and Accreditation to teach in a Catholic School Sponsored Study
- Individual Professional Learning as per staff Professional Learning Plans

**Number of teachers who participated in PL in 2018**                      85

**Average expenditure per teacher for PL**                                      \$1069.00

#### ***Teacher satisfaction***

The 2019 School Improvement Survey Data showed 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

## **Goals and Intended Outcomes**

- 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
- To build partnerships with feeder primary schools, Alumni, the broader Catholic education sector, the wider community, local and State government, industry, Church agencies and other major stakeholders
- To develop a strategic marketing plan that underpins a stronger College profile in the local and wider community
- To improve communication with families ensuring that all families, regardless of their background and language spoken at home, can communicate effectively with the College

## **Achievements**

The College continues to actively promote connections with the wider community as an important part of school life.

- Many initiatives that have been developed in previous years, such as the After-School Enrichment Programs offered to primary school students, continued to be enhanced during 2019.
- The students of Kolbe Catholic College valued opportunities to engage with the wider community, especially in a service capacity. Students involved in the Highlands Retirement Village Engagement Program offered the elderly conversation and assistance with technology. Students learnt about their own capacity and abilities whilst doing so.
- Kolbe Catholic College provides many opportunities for parents to liaise with school staff in both informative and social settings. The College Musical Showcase was a sell-out. Information Nights and Subject Selection Nights were well attended.
- Social Media continued to be an avenue of communication for our school community and increased use of Facebook to highlight student achievement and school events was fully embraced by many.
- Interaction with feeder primary schools continued throughout 2019 with visits to the primary schools as well as visits by primary school students to Kolbe Catholic College for scheduled events and activities.
- During 2019, bookings for College tours and events were made through Enquiry Tracker via the College website. The number of visitors to the College at scheduled tours continued to increase throughout the year.

Successful and informative communication with all stakeholders is essential and further enhancement will remain a focus in 2020.

## **Value Added**

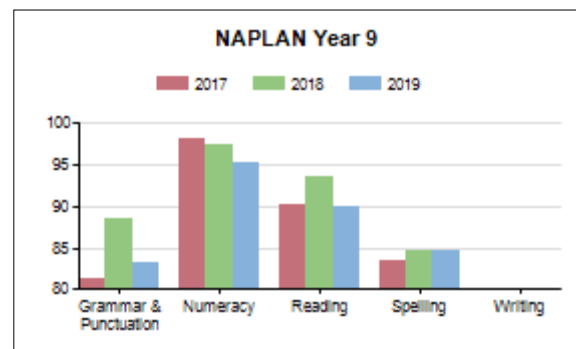
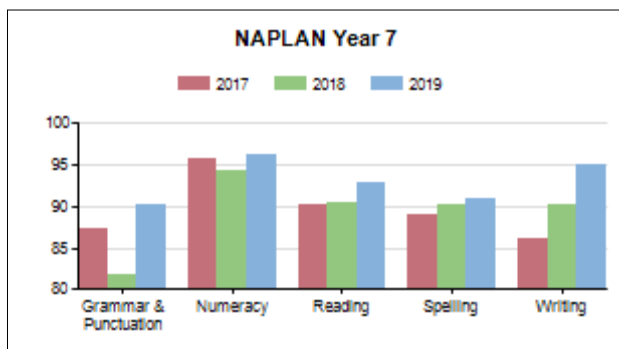
- Increase in the number of enrolment applications to the College
- Greater connectivity with the College community through social media
- After school enrichment programs for primary school students
- Discovery Day
- Increased attendance at College Tours
- Musical Showcase including sessions for senior citizens and primary school students
- Official Blessing and Opening of the College Chapel
- Innovating for the Future Showcase
- Highlands Retirement Village Engagement Program
- Participation at priority parish primary school events
- Attendance at community events

## **Parent Satisfaction**

The 2019 School Improvement Survey Data showed strong responses from the parents. Particularly strong were the domains of School Climate, Communication and Catholic Identity.

# School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes %	%	Changes %
YR 07 Grammar & Punctuation	87.2	81.8	-5.4	90.3	8.5
YR 07 Numeracy	95.6	94.3	-1.3	96.1	1.8
YR 07 Reading	90.3	90.4	0.1	92.9	2.5
YR 07 Spelling	89.0	90.3	1.3	90.8	0.5
YR 07 Writing	86.0	90.1	4.1	95.1	5.0
YR 09 Grammar & Punctuation	81.4	88.5	7.1	83.2	-5.3
YR 09 Numeracy	98.0	97.4	-0.6	95.2	-2.2
YR 09 Reading	90.1	93.5	3.4	89.9	-3.6
YR 09 Spelling	83.4	84.6	1.2	84.6	0.0
YR 09 Writing	77.8	75.3	-2.5	66.7	-8.6



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	94.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	92.0
Year 8	87.9
Year 9	87.4
Year 10	87.5
Overall average attendance	88.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.0%

STAFF RETENTION RATE	
Staff Retention Rate	89.0%

TEACHER QUALIFICATIONS	
Doctorate	1.3%
Masters	30.4%
Graduate	51.9%
Graduate Certificate	10.1%
Bachelor Degree	96.2%
Advanced Diploma	5.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Head Count)	4
Teaching Staff (Head Count)	88
Teaching Staff (FTE)	83.2
Non-Teaching Staff (Head Count)	45
Non-Teaching Staff (FTE)	39.7
Indigenous Teaching Staff (Head Count)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	545.3
Year 9 Numeracy	543.8
Year 9 Reading	552.2
Year 9 Spelling	563.6
Year 9 Writing	510.0

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	63.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	11.0%
Deferred	4.0%
Employment	5.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	5.0%

**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>