

2015 ANNUAL REPORT

to the School Community



KOLBE CATHOLIC COLLEGE

GREENVALE LAKES



REGISTERED SCHOOL NUMBER: **2051**

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Contact Details

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Minimum Standards Attestation

I, Anthony Kirley, attest that Kolbe Catholic College Greenvale Lakes is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

9 June 2016

Our College Vision

Purpose Statement

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

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

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

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

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

College Overview

Kolbe Catholic College Greenvale Lakes is a Catholic Co-educational Secondary College serving the families for the Archdiocese of Melbourne, the northern region of the CEOM, the local parishes, the local community and the City of Hume. As a college community we are committed to building strength of character within our children; encouraging them to become resilient, compassionate, principled, responsible, caring members of the community. These values and qualities are built over time, through experience and with careful guidance and modeling.

The College was officially established by the Archdiocese in late 2006. The Priority Catholic Parishes and primary schools linked with Kolbe are Our Lady's Parish Craigieburn/Roxburgh Park, Good Shepherd Parish Gladstone Park/Greenvale and Holy Child Parish Meadow Heights/Dallas.

Kolbe welcomed our first group of students to Year 7 in January 2008 at a temporary site - Windrock Avenue Craigieburn – that was the 'future site' of Mother Teresa Catholic Primary School for 2009. The College moved to the permanent site at Lysterfield Drive Greenvale Lakes in February 2009, with 252 students in Years 7 and 8 and 28 staff. The current Year 7 – 12 enrolment is 905 students. *Our third group of Year 12 students graduated from the College at the end of 2015.*

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

At Kolbe Catholic College Greenvale Lakes, our responsibility continues to be to consolidate the development of a Faith community, in the Catholic tradition, in the postmodern world:

- to create a culture characterised by the pursuit of high academic standards; the language of praise; acceptance, understanding and forgiveness ; and courage, compassion and generosity of spirit
- a culture defined by a firm belief in the legacy of St Maximilian Kolbe; the everlasting presence of the Holy Spirit; and boundless belief in, and unconditional respect for our young people.

Proudly I convey reflections on the 2015 academic year for this report, recognising and acknowledging the significance of the achievements of the Kolbe community. For all that has been achieved and addressed in 2015 I convey my thanks and appreciation to the dedicated and professional Kolbe staff, who as always, aim to create a joyous environment where all who learn, and all who teach, can expand their minds and hearts in the pursuit of academic and personal excellence.

In particular, I acknowledge the work of the whole college community for their magnificent contributions to the school review in 2015, through the lens of School Improvement Framework. Subsequently, the 2016 -2019 School Improvement Plan was finalised in late December, together with the 2016 Annual Action Plan. These documents will be launched and shared with the community at Information Nights in 2016.

Our gratitude and ongoing friendship are extended to those behind the scenes who continually offer unheralded support to myself, the staff, students and families of the College, namely:

- Delegated Canonical Administrators: Sr Beth Calthorpe, Mr Tony Tuohey, Mr Adrian Klep, Mr Jarrod Coysh
- Chaplain/Clergy: Fr Varghese Kurisingal, Fr Anh Nguyen
- Principals Consultant - Catholic Education Office Melbourne: Mr Christopher Bence
- Parent representatives on the College Board: Mrs Deb Quirk, Mr Peter Rassool
- College Leadership Team: Ms Tanya Hutton, Dr Napoleon Rodezno, Mr Jim Flynn, Mrs Moira West, Mrs Sharon Lehtonen, Mr Adam Calderone, Mr Dane Calleja

Throughout 2015, students were supportively challenged to be courageous and determined - to let others see what they do well, to see what they care about and to witness their learning and skills. They were challenged to serve the community and lead by example; to be 'present' in mind, heart and spirit; to dedicate themselves to seeking achievement.

While acknowledging that academic results are an important measure of success, the community also acknowledges and appreciates that the combined academic, pastoral and spiritual dimensions of schooling have impacted positively on the formation of the young adult graduating from Kolbe. It's not about comparisons. It's about the person – one's individual aspirations; one's capacity to be their best; developing life skills with pathways and options for future study and career.

The way to be happy is to like yourself and do only things that make you proud. Individuals and communities achieve more with kindness and gentleness than with harshness and sharp rebuke. Goodness does matter. Whatever strong beliefs we may hold about what it means to be successful, we strive to stay open to graciously learning from mistakes, with gratitude and humility.

Linked and united by our Christian Tradition, the College continually reflects on the message of The Good News of Jesus; on the actions that show care for people. When we strive to reach out to the poor, to care for the mistreated, to work with the disadvantaged and the lonely, to engage in environmental protection, to nurture relationships and build community, we aim to do so out of love, with the sort of compassion, the sort of love, that doesn't require thought.

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

Education in Faith

Goals & Intended Outcomes

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

Achievements

- Evidence of a strong Catholic identity from Enhancing Catholic School Identity' project data; celebration of the faith tradition
- Development of more inter-faith dialogue opportunities
- Celebration of the College Feast Day and Church Feast days and celebrations through Liturgy, activities, curriculum and prayer
- Students leading various liturgies – formation of a student-led Liturgy Group
- Year level Reflection Days (e.g. Father Rob Galea at Year 12)
- House Patron Feast Days with a liturgical component linking the House values
- Successful highlighting of links in each unit of work to Education in Faith
- Visiting organisations associated with House Patrons: e.g. Mary MacKillop Heritage Centre, Missionaries of Charity
- Member of Franciscan Schools of Australia
- Student participation in Community Service Programme at Years 10 and 11
- Ongoing support for House Charities: House-based social justice initiatives
- Social Justice student group has expanded with more students involved
- College's Catholic character explicitly and publically affirmed; school has continued to strive for the Catholic faith formation of all its students and staff members in a safe and secure Catholic environment
- Faith based activities and projects in other subjects (e.g. Wood Technology, Humanities)
- The Fire Carrier project to link our College with Indigenous education was initiated with ACM – to be continued in 2016

Value Added

- The College community was called to give witness to our faith through our actions. We gathered in reverence to celebrate the Sacraments of Reconciliation and Eucharist in Liturgies and prayer services, as House groups and in class groups
- Planning for the second visit of students to Loi Ha Parish, Vietnam; forging and strengthening links with Loi Ha and Our Lady's, Craigieburn Parishes
- Beginning our journey into inter-faith dialogue with other faiths
- Engaging the Chaldean community in our College with Rev Fr Maher Gurses from Our Lady Guardian of Plants – staff visit to Chaldean Church
- Exploring more units on the Franciscan charism in Journey In Faith e.g. St Clare, St Francis of Assisi and links to Maximilian Kolbe
- Working with Catholic Education Melbourne to update RE curriculum to engage and support students in their faith journey

- Spirituality was explored through reflective practice at every opportunity including assemblies, homeroom, classes and information sessions
- The College promoted the call of young people to work voluntarily for others and to address the needs of the poor and sick, in the local and global community: St Vincent de Paul Appeal; Edmund Rice Refugee Tutoring; Loi Ha Parish Vietnam Appeal; Caritas Australia – Project Compassion; Missionaries of Charity; Challenge Kids Australia
- Prayer and liturgy as central to the underpinning of the vertical House Pastoral Care system - in alignment with the College motto and with the life values and achievements of the patrons for which the Houses were named
- Ongoing role of the Social Justice Committee raising awareness through activities for the entire student cohort
- Community action/service from staff members
- Looking at ways to strengthen the link between Gospel values and social justice

Learning & Teaching

Goals & Intended Outcomes

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

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

Achievements

- Review of the College Learning and Teaching Charter and the development of the college's '5 Ls of Learning' framework to align vision with school improvement targets and current values/philosophies
- Continuation and introduction of Learning Projects: ICT For Learning, Learner Profiles, SEQTA (the college's Learning Management System) implementation, the Purposeful Teaching of Mathematics, the Refugee Support Program, the Secondary Literacy Network and RAMP
- Expansion of formal learning support programs and acceleration opportunities for students across Years 7-12
- Introduction of specialist programs to target Literacy and EAL across Years 7-9
- Expansion of 'Senior Years Program' with inclusion of greater opportunities in relation to VET, VCAL, School Based Apprenticeships and VCE
- Review of existing curriculum map, targeted skills and assessment at each level, further developing the pathways on offer for each individual
- Extension in the range of Year 9 and 10 elective offerings available
- Further customization of the Curriculum Module within the College Learning Management System to facilitate the use of data for differentiation, academic goal setting, student reports, curriculum delivery, learning design and learner communication
- Renovation and expansion of the Year 7-10 alternative programs: Stepping Stones, the Inquiring Minds Program, Learning Enhancement Activity Day, Pathways and Access 10
- Review of learner resources and subject tools to complement the 1:1 ICT Device Framework and enhance student learning
- Expansion of co-curricular program
- Reporting & Assessment - All planning, assessment and reporting documentation is reflective of current ACARA, Catholic Education Melbourne (CEM) and VCAA frameworks.

Student Learning Outcomes

- When comparing the 2013, 2014 and 2015 NAPLAN data for Year 9 there has been significant increases in the proportion of students meeting the National Minimum Standards in the areas of Reading, Writing, Spelling, Numeracy and Grammar and Punctuation.
- When comparing the 2013, 2014 and 2015 NAPLAN data for Year 7 there has been an increase in the proportion of students meeting the National Minimum Standards in the areas of Reading, Spelling and Numeracy with a slight decrease in the areas of Writing, Grammar and Punctuation.

Student Wellbeing

The College Welfare and Behaviour Management policies clearly state that each member of the school community has the right to respect and the responsibility to show respect to others. We aim to: build an environment which is safe, welcoming and enhances learning; respect the individuality and particular needs of each person; recognise that growth requires an opportunity to make free choices and to experience the consequences of these choices; recognise that making mistakes and taking risks is integral to growth, learning and self-discipline; foster the well being of all students and staff; ensure that rules and sanctions are just, reasonable and enforceable; use **restorative practices** as the means for prevention of, and intervention in, the management of behavioural issues.

Goals and Intended Outcomes

- Be a welcoming and supportive Catholic community
- Help each member realise his or her own self-worth and potential in an atmosphere where all are accepted and valued
- Teach acceptance of responsibility for personal actions
- Implement the restorative practices framework on a formal basis throughout the college
- Consolidate the vertical house system for pastoral care
- Implement the 'Four Rooms of Change' program at Year 7
- Explore models for student leadership

Non attendance

- Parents are notified by SMS of any absences that have not been notified to the school office
- Parents are contacted by the Learning Advisor (Homeroom teacher) in the case of extended absences
- Attendance requirements apply for satisfactory completion of subjects, especially for VCE

Achievements

- Education re cybersafety
- Ongoing implementation of the Vertical House system
- Activities on College Feast Day
- Liturgies
- Wellbeing Days for Years 7, 8 and 10
- Peer Support for Year 7 with Year 10 leaders
- Excursions
- Continued access to trained psychologists for counselling
- Inter-House carnivals
- Annual Presentation Night
- Parent support group meetings for students with special learning needs

Value Added:

- Sense of belonging, safety and security through the Vertical House system
- Curriculum choices for Year 10 - 12
- Satisfaction with the transition process for Year 11 and 12 in 2015
- Understanding of the impact of key issues in society that affect the wellbeing of young people e.g. cyberbullying; exclusion; discrimination
- Extensive wellbeing programs through Pastoral Care
- Sustainability curriculum

Student Satisfaction

- Points for the House system and awarding of the Calthorpe Shield
- Getting to know students in the other year levels through the house system
- Electives in Year 9 - 10
- Choosing subjects for Year 11 - 12 2016 VCE and VCAL
- Seeing the school continue to grow and develop
- Teacher commitment and care shown
- Awards for academic progress and achievement
- Whole school assemblies with special themes e.g. ANZAC Day

Leadership & Management

Goals and Intended Outcomes

In consistency with the predicted growth of the College, the number of employed staff for 2015 was of 102, with the teaching staff made up of 77 teachers and 25 non-teaching staff. In reflection to the strategic intent by the College and with consideration of the data that emerged from the School Improvement Framework through the review stages of 2014, the College has implemented professional learning pathways that continuously aim to promote necessary change to meet the diverse and emerging needs of our students. This takes into account the demands on the education of the whole person with consideration of emerging technologies, the evolving nature of literacies for the changing world and the impact we can make on the individual as a contributing member of our society. Teachers continued to attain a clearer picture of students' learning styles, and designed appropriate strategies to enhance student learning for Years 7 to 12. Our key intended outcomes included:

- Finalise the School Improvement Framework Review process and plan strategic goals
- Enhance staff professional learning, particularly with respect to student engagement as a key to improve behaviour.
- Continue to work with experts on student behaviour to enhance Restorative Practices
- Continue to implement the Learning Management System SEQTA for administration purposes.
- Ensure that all curriculum continues to be AUSVELs, VCE and VCAL compliant
- POL Review and development of new key roles to enhance curriculum development
- Undertake a review of ICT at the College

Achievements

- Staff professional learning programs in curriculum, leadership, student wellbeing, Religious Education delivered by external experts in the respective fields, and from within the College
- Successful staff professional learning days in July 2015 related to Religious Formation with Dr Richard Gaillardetz
- Working with Jenny Mackay to continue to develop a shared understanding of student engagement and behaviour
- Positions of Leadership Review and implantation of new structure to enhance Curriculum Development
- Appointment of 10 staff for 2016
- Increased enrolments as projected
- Implementation of CareMonkey to assist with student management administration
- Successful outcomes identified through the School Improvement Framework Review

The dimensions of the School Improvement Framework (SIF) - Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community were continued to be analysed by focused groups who set agreed goals, outcomes, targets, strategies and actions for 2016, including:

- Continue to offer opportunities for social justice action/outreach activities
- Enhance Teaching and Learning processes so that Kolbe students can develop to be confident and self-directed learners
- Continue to review the scope and sequence in all areas of curriculum
- Increase the participation of NESB parents in the life of the College
- Continue to work towards Kolbe's accreditation as a 'Restorative Practices School'
- Continue to work towards becoming an accredited 'eSmart' school
- Implement strategic processes so that SIF recommendations are considered in our overall development

Expenditure and teacher participation in professional learning**Description of PL undertaken in 2015**

- Integration of technology within the Curriculum
- AusVELS curriculum development
- VCE and VCAL curriculum development
- Principles of Catholic Social Teaching – Bob Dobson
- Professional learning programs for individual staff members
- Leadership Professional Learning
- First Aid Training
- Anaphylaxis Training
- Behaviour and classroom management programme
- Faith and Spirituality

Number of teachers who participated in PL 86

Average expenditure per teacher for PL \$1076.99

Teacher satisfaction

Staff expressed satisfaction in the following areas:

- Catholic culture of the school
- Successful Staff professional learning days
- Staff wellbeing
- Support from and responsiveness of colleagues and College Leadership; a sense of community and teamwork
- Leadership opportunities; new structures and opportunities for growth through new POL structure
- Effective use of resources
- Development of facilities
- Planning for expansion of resources
- Development of the property and staged building projects
- Student engagement and sense of belonging

College Community

Goals & Intended Outcomes

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

Achievements

- Year Level Information Nights; Curriculum Information Nights;
- Parent Teacher Interviews – subject interviews Term 1 and 3; student conferences Term 2
- House Assemblies
- Display Night for Year 8 Inquiring Minds Program; Year 7 Ancient Civilisations program
- 'Friends of Kolbe' Parents Association – regular meetings; special lunch days for students; assistance at school events
- Visits by Kolbe staff to feeder schools for the Year 6 into Year 7 transition process; back to school visits with Year 7 2015 students
- Continue to build on links established with Priests from the Chaldean community; visit from Parish Priests
- Participation in forums and meetings in the Hume Council region for Careers information, and Vocational Education and Training options for senior students
- Hosting the Chaldean Community Festival
- Student participation in community service learning programs (Intensive English Courses)
- Participation in the RESP program with Foundation House and the Centre for Multicultural Youth
- Increase attendance at transition and pathways events held by tertiary education providers
- Involvement in the Catholic Teacher Education Consortium program (CTEC) - Student Placement program facilitated in partnership by the College and the Australian Catholic University
- Monthly College tours
- Kolbe open evening
- Musical: 'Grease' presented to the Community
- Inaugural visit to the Loi Ha Parish, Vietnam
- Participation in the Hume 3064 Education Expo
- Mother's Day Morning Tea
- Multicultural aide (staff member) employed to support the adaptation and inclusion of Non-English Speaking Background students; offering translation services when communicating with parents
- The plan to employ an additional multicultural aide following the SIF recommendations

Value Added

- Calthorpe Shield House Competition
- Parent forums to discuss matters concerning the College community
- Participation in ICAS English and Australian Mathematics Competitions
- Science Talent Search Competition
- Cultural Exchange Program
- Homework Club for students
- College Choir
- Work undertaken by the social justice group
- Student Leadership framework, training days and continued development
- Year 7 Transition Camp
- Year 9 LEAD Camp
- Year 7 – 12 Religious Education Reflection Days
- Year 7 – 12 Wellbeing Days
- Year 10 and 11 Community Service

- Year 11 Retreat
- Age Careers Expo
- Feast Day Celebrations
- Kolbe's Got Talent Concert during Feast Day
- Sport Carnivals and SACCSSS Competitions.

Parent Satisfaction

Areas acknowledged through the year included:

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

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	2,155,517
Other fee income	755,415
Private income	364,602
State government recurrent grants	2,799,510
Australian government recurrent grants	9,420,260
Total recurrent income	15,495,304
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	8,978,462
Non salary expenses	3,467,463
Total recurrent expenditure	12,445,925
Capital income and expenditure	Tuition
Government capital grants	569,955
Capital fees and levies	118,215
Other capital income	--
Total capital income	688,170
Total capital expenditure	1,701,500
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	14,768,190
Total closing balance	13,779,345

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

Enrolment Projections

2015	915
2016	907
2017	950
2018	976

Building Program

2015:

- Design of a College Chapel, to seat 250 people
- Design of a Hospitality Centre inc. Food Technology rooms
- Design of Maintenance facilities
- Extensive landscaping and fencing

2016:

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

2017:

- Construction of general purpose learning areas for Years 8 – 10; upgrading the original modular Building B

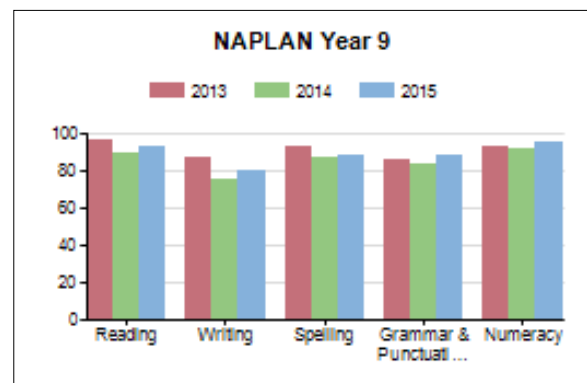
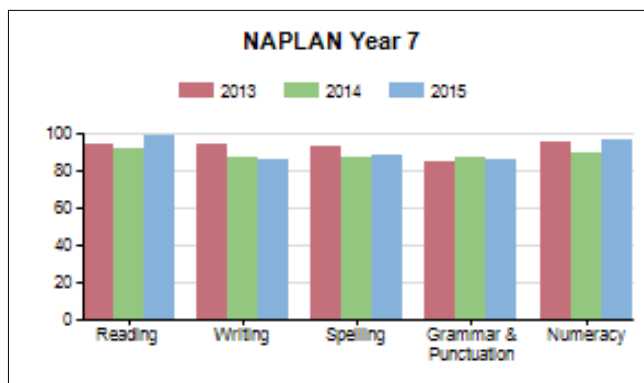
The journey continues

The college in 2015 participated in an extensive review process through the School Improvement Framework program (CEOM). The review process led to the development of a 2016 – 2019 School Improvement Plan the goals for the next four years outlined below:

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

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 07 Reading	93.8	91.9	-1.9	98.8	6.9
YR 07 Writing	94.3	86.9	-7.4	86.3	-0.6
YR 07 Spelling	93.3	87.3	-6.0	88.1	0.8
YR 07 Grammar & Punctuation	85.4	87.3	1.9	85.5	-1.8
YR 07 Numeracy	95.0	89.3	-5.7	96.8	7.5
YR 09 Reading	96.2	89.4	-6.8	92.6	3.2
YR 09 Writing	87.7	75.9	-11.8	80.4	4.5
YR 09 Spelling	93.7	87.1	-6.6	88.6	1.5
YR 09 Grammar & Punctuation	85.5	83.9	-1.6	88.6	4.7
YR 09 Numeracy	93.5	92.5	-1.0	95.2	2.7



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	84.29%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	93.56
Year 8	91.09
Year 9	89.52
Year 10	89.25
Overall average attendance	90.86

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.58%

STAFF RETENTION RATE	
Staff Retention Rate	88.57%

TEACHER QUALIFICATIONS	
Doctorate	4.29%
Masters	30.00%
Graduate	58.57%
Certificate Graduate	14.29%
Degree Bachelor	94.29%
Diploma Advanced	8.57%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	84
FTE Teaching Staff	81.862
Non-Teaching Staff (Head Count)	35
FTE Non-Teaching Staff	35.467
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	559.80
Year 9 Writing	546.20
Year 9 Spelling	567.60
Year 9 Grammar & Punctuation	526.50
Year 9 Numeracy	549.50

SENIOR SECONDARY OUTCOMES	
VCE Median Score	25
VCE Completion Rate	98%
VCAL Completion Rate	96%

POST-SCHOOL DESTINATIONS AT AS 2014	
Tertiary Study	43%
TAFE / VET	41%
Apprenticeship / Traineeship	7%
Deferred	3%
Employment	6%