



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Kolbe Catholic College

37-101 Lysterfield Drive, GREENVALE LAKES 3059

Principal: Nicholas Scully

Web: www.kolbecc.catholic.edu.au

Registration: 2051, E Number: E1393

Principal's Attestation

I, Nicholas Scully, attest that Kolbe Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Mar 2024

About this report

Kolbe Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

Our Mission at Kolbe Catholic College is to:

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

College Overview

Kolbe Catholic College Greenvale Lakes is a Catholic Co-educational Secondary College serving the families for the Archdiocese of Melbourne, the northern region of MACS, 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 modelling.

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 2023 is 1174 students.

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

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

- The Catholic School as a faith filled community where curriculum and pedagogy centres 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 centred, 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

It is with great pleasure that we present to you the Annual Report for Kolbe Catholic College for the year 2023, as required by the Victorian Registrations and Qualification Authority. This report encapsulates the key events, achievements, and initiatives that defined our school's journey over the past year, across various domains including education in faith, learning and teaching, student well-being, school community and partnerships, human resources, leadership and management, as well as our finance and facilities.

Education in Faith: 2023 was a year of significant achievements and spiritual growth at Kolbe Catholic College. Our year commenced with a successful Opening College Mass, setting a tone of unity and reverence for the academic year ahead. The Year 7 Retreat Day on March 3rd, expertly facilitated by the Youth Ministry Team (YMT), provided our newest students with a transformative experience in faith and community building. As part of our ongoing commitment to spiritual development, Ash Wednesday's Liturgy took place in house areas, fostering a sense of sacredness within our school community. We engaged with our Faith Captains, collaboratively setting goals for impactful future events. During Catholic Education Week, our students had the honour of attending Mass at St. Patrick's Cathedral, deepening their connection to the wider Catholic community. The year also saw the blessing of a new statue on St. Maximilian Kolbe Feast Day, marking a significant moment in our school's spiritual journey. These milestones, alongside numerous prayer gatherings, liturgies, and retreats, reflected our unwavering dedication to fostering a vibrant and meaningful education in faith for every student at Kolbe.

Learning and Teaching: Our need for a shared understanding of effective teaching practices and the significant work we have achieved with this, was reinforced by our School Review in 2023. Our patient investigation and research into the Science of Learning and Cognitive Load Theory allowed us to develop an exciting approach to literacy and numeracy development, as well as establish a structure for a Pedagogical Framework. Our choice of direction was affirmed and highlighted when our Deputy Principal – Learning and Teaching, Adam Gonzalez, was included as a panel member for the MACS launch of the Vision for Instruction position paper.

Additionally, our curriculum team members were instrumental in building the leadership capacity of our staff through regular sessions focusing on administration, leadership, and goal setting, further enhancing our teaching standards. Furthermore, we made significant strides in enhancing staff data literacy, particularly through the implementation of the Growth Data tool, empowering teachers to make informed decisions regarding classroom differentiation. Our proactive approach to curriculum development and assessment was also evident in the preparation for 2024 timetable changes, including a comprehensive review process for programs like LEAD, the Inquiring Minds Program, and Senior RE. These efforts

reflected our commitment to continuous improvement and excellence in learning and teaching practices at Kolbe.

Student Wellbeing: Kolbe Catholic College nurtured the holistic development and happiness of our students throughout 2023. Our goals for the year were centred on strengthening students' sense of belonging and engagement in college life, alongside fostering their self-efficacy as learners both inside and outside the classroom. To achieve these goals, we implemented various strategies, such as utilising the MyMahi platform for goal setting and review, providing opportunities for positive affirmation and rewards through teacher interaction, and integrating 'House Spirit' into our House Shield activities to further enhance students' sense of community. Additionally, our focus on student leadership and voice was paramount, with the establishment of the Student Senate and the ongoing success of our Year 7 and 9 camps. Collaborative efforts with external organisations like the Reach Foundation and the Pat Cronin Foundation also enriched our students' experiences, further highlighting our commitment to their well-being and growth. These initiatives, coupled with ongoing evaluations, planning for future programs, and adherence to child safety standards, reflected our unwavering dedication to fostering a supportive and thriving environment for every student at Kolbe.

School Community and Partnerships: Kolbe Catholic College saw remarkable achievements in the realm of School Community and Partnerships in 2023, solidifying its reputation as a premier educational institution. The continuous growth in enrolment, application, and waitlist numbers showcased the increasing interest and trust in the college within the community. The high conversion rates from interest to application and eventual enrolment or waitlist enrolment reflected the strong appeal and satisfaction among prospective families. The school's enrolment of 1178 students, nearing full capacity, underscored the need for expansion, leading to the approval of an additional Year 7 class stream at the Greenvale Lakes campus by the Melbourne Archdiocese of Catholic Schools. This strategic move, along with the planning for a second campus, ensured Kolbe could accommodate and serve the growing student population in the Northern suburbs of Melbourne.

Efforts to strengthen the college's reputation and engagement with the community was multifaceted and impactful. Organised tours, after-school programs for Grades 4 to 6 students, a structured digital marketing campaign, and active participation in local feeder primary school events all contributed to enhancing the college's visibility and appeal. The development of a social media calendar, regular communication with families, and the hosting of community events like the Mother's Day Breakfast fostered a sense of belonging and connectedness within the Kolbe community. Additionally, initiatives such as effective teacher recruitment strategies, alumni programs, and large-format advertising further bolstered the college's standing and engagement with stakeholders, ensuring its continued growth and success as a leading educational institution.

Human Resources: Kolbe Catholic College's approach to human resources reflected a robust commitment to professional development, recruitment, and staff well-being. The induction of 27 new teaching staff and 5 new Education Support Employees (ESEs) not only bolstered our workforce but also contributed to a vibrant and dynamic school community. The positive feedback received on our formal induction program highlighted its effectiveness in integrating new staff members seamlessly into the school environment. Moreover, our initiatives to support Provisionally Registered Teachers in completing their registration requirements and the development of comprehensive action plans and timelines underscored our dedication to ensuring a skilled and qualified teaching staff.

In addition to recruitment efforts, Kolbe prioritised staff well-being and professional growth in 2023. The establishment of a Staff Wellbeing Calendar, the launch of a Professional Learning Platform, and the provision of leadership coaching for staff in Acting Positions of Leadership demonstrated our commitment to fostering a supportive and enriching work environment. Our engagement in professional learning activities, such as the Early Career Teachers Support Network and Middle Leadership Professional Learning Day, further enhanced the capabilities and effectiveness of our staff. As we continued to refine recruitment processes, implement innovative professional development strategies, and prioritise staff morale and development, Kolbe remained dedicated to nurturing a skilled, motivated, and resilient workforce to support our students' academic success and holistic development.

Leadership and Management: Kolbe Catholic College made significant progress in the realm of Leadership and Management, demonstrating effective governance and strategic planning throughout 2023. The addition of new members to the Leadership Team injected fresh energy and expertise into our school community. Notably, we welcomed a new Business Manager, enhancing our administrative capabilities and ensuring smooth operations. We also positioned ourselves proactively to address changes in the Enterprise Bargaining Agreement (EBA), maintaining readiness for potential shifts in policies and procedures. Furthermore, our commitment to growth and expansion was evident in the development of plans for a Second Campus and a proposed STEM Centre, both of which have progressed to significant stages of planning and evaluation. Despite challenges such as rising construction costs, our leadership remained focused on finding viable solutions and maintaining financial stability.

Finally, in 2023, Kolbe continued to prioritise Child Safety as a fundamental aspect of our operations and policies, ensuring a safe and nurturing environment for all students and staff. Our engagement in a School Review reflected our commitment to continuous improvement and alignment with our strategic directions. We actively addressed challenges such as teacher shortages through strategic recruitment initiatives, including recruitment evenings and collaborations with educational institutions. Our ongoing efforts in governance, financial management, and organisational development underscored our dedication to excellence in leadership and management practices, ensuring the continued success and growth of Kolbe Catholic College.

Catholic Identity and Mission

Goals & Intended Outcomes

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

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

Achievements

Kolbe Catholic College continues to gather regularly to engage with and explore our Catholic faith through formal and informal spiritual experiences

- Daily morning prayer in each Pastoral Care room via the Student Memo
- Whole School prayer every Thursday morning led by students where possible and the Director of Faith and Community via SEQTA when needed
- Journey in faith faculty continues to improve curriculum and assessment enabling faith exploration and student engagement
- Staff prayers each Monday morning during Briefing
- Staff reading of the Sunday Gospel each Thursday morning during Briefing
- Prayers before all meetings
- Continued engagement and support of RESP Partnership with Hume Council
- Staff Mass at the start of the year
- Opening School Mass
- Year 12 Reflection Day
- Year 11 Retreat
- Year 10 Half Day Seminar
- Catholic Education Week 2023 celebrated by the College, students attend St Patrick's Cathedral
- Ash Wednesday Liturgy
- Easter Liturgy
- ANZAC prayer focus, students represented the college at ANZAC Park in Craigieburn.
- Refugee Week focus 2023
- 6 House Feast Day Masses

- St Maximilian Kolbe Feast Day Mass and Blessing of the Statue and Smoking Ceremony
- Remembrance Day
- Year 7 and Year 8 Retreat Days
- Graduation Mass
- Christmas Liturgy
- Staff Spirituality Day
- St Maximilian College Chapel used by staff and students when possible
- Assemblies continue to have a prayer focus
- Faith and Community Captains as Student Leaders
- All publications have a prayer
- Tabernacle with Blessed Sacramental and Prayer space

Social Justice

- COTS as part of Staff Spirituality Day
- Mackillop Family Services guest speaker
- Guest speakers throughout the year linked to RE curriculum focus on Social Justice.
- All staff involvement in Community Service as part of Staff Spirituality Day.

Value Added

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

Learning and Teaching

Goals & Intended Outcomes

To provide high-quality and holistic education that aims to:

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

This continues to be achieved through a strategic focus on:

- Improving student, staff and parent accessibility, understanding and application of learning-based growth data.
- Improving College VCE results – ATAR and Study Scores.
- Enhancing pedagogical practice through the implementation of evidence-based 'Highest Yield Strategies'.
- Improving Literacy Outcomes for students.
- Improving Numeracy Outcomes for students.
- Expanding and further establishing existing pathways for student acceleration and enrichment.
- Enhancing individualised learning through the systematic use of data and the execution of best practice models for feedback.

Achievements

- Continued development of the suite of growth data tools, including the addition of assessment task reports to provide higher velocity data to teachers.
- Alignment of the Targeted Testing and Assessment program schedule and frequency to anticipate the MACS requirements for introduction in 2024.
- Revised structures used to record student assessment data, creating improved consistency and a uniform approach across year levels and subject areas.
- Development and first-stage implementation of curriculum documentation processes and templates, allowing improved sharing and consistency between learning areas.
- Preparations for restructuring of the existing years 8 and 9 STEM-based programs for implementation in 2024 (8 & 9 E.X.P.L.O.R.E).
- Subject time allocation review, allowing for the introduction of the Social and Emotional Learning program, increased time for the Humanities learning area, and maintaining the high level of class time allocated to Literacy and Numeracy.
- Planning and preparation for 2024 Vocational Major students' access to a broader range of VCE units.
- The exploration phase of the Literacy Improvement Strategy.

- Literacy and Numeracy Team participation in the Latrobe University SOLAR Lab professional development.
- Identification of the Literacy key focus area, disciplinary vocabulary, through an analysis of historical Naplan, PAT and Allwell data, combined with Guidance reports published by Evidence4Learning.
- Development of the draft whole-school Literacy Improvement Plan, presented to the MACS Literacy team for feedback.
- Exploration phase of the College Learning and Teaching Framework, resulting in an initial draft document.
- School representation on the MACS Flourishing Learners Principal & Teacher Reference Group.
- Development of the 2024-2027 Learning and Teaching School Improvement Plan, drawing on the recommendations of the 2023 School Review.

Student Learning Outcomes

Using its Growth Data Tools and Targeted Testing and Assessment Program, Kolbe Catholic College continues to complete an analysis of all student academic data, constructing a narrative to inform learning design and practice, and monitor student growth.

NAPLAN

From 2023, student proficiency scales were reported using updated categories. These categories are not comparable to the previously reported 'National Minimum Standard'.

The number of students in Year 7 who fell in the 'Needs Additional Support' category included Reading (8.6%), Writing (4.4%), Spelling (6.3%), Numeracy (7.8%), Grammar & Punctuation (9.2%).

In year 9, the percentage of students in the same NAPLAN category included; Reading (13.7%), Writing (9.2%), Spelling (11.7%), Numeracy (12.7%), Grammar & Punctuation (17.5%).

VCE

In 2023, the median study score was maintained at 25 compared to the previous year.

The number of studies saw students achieve higher than their predicted study scores according to information provided in the VCE Data Service, in particular, Physics (+1.1), Chemistry (+1.4), General Mathematics (+3.0), Biology (+1.0), Further Mathematics (+2.1) with adjusted estimates higher than in previous years.

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

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	523	53%
	Year 9	524	40%
Numeracy	Year 7	517	58%
	Year 9	539	51%
Reading	Year 7	513	58%
	Year 9	534	46%
Spelling	Year 7	530	69%
	Year 9	549	66%
Writing	Year 7	541	70%
	Year 9	555	54%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	25
VCE Completion Rate (includes VCE VM completions)	91.60%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

- To continue to strengthen students belonging and engagement in students life.
- To increase student attendance at sports carnivals, excursions and camps.
- To continue to develop the role of Student Captains to lead House Events in Extended PC.
- To enhance visibility of House iconography and identity in the College and at events.
- To increase the use of social media to publicise the various aspects of College life.
- To promote the Calthorpe Shield at all assemblies.
- To continue to foster student leaders through opportunities to build leadership capacity in Years 7-11 including adding new Student Leadership Role Descriptions.
- To continue to Maintain Student Senate (SRC) to foster leadership opportunities for students in 7-11.
- Explore opportunities to train Student Leaders in Restorative Practice.
- Re-Introduce MyMahi and give staff professional learning on using the platform to acknowledge Kolbe positive behaviours and values.
- Include student voice on myMahi system and train to implement a MyMahi shop.

Achievements

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

- The embedding of Respectful Relationships curriculum and the re-introduction of the Implementation Team.
- Evaluation of the social-emotional learning program for Pastoral Care and looking for an increase in time in the timetable.
- Consolidation of Student Senate, supporting the growth of student leadership opportunities in years 7 to 11.
- Ongoing emphasis of the four Agreed Standards for classrooms: a formal beginning and end to classes; enforcing punctuality; one person speaking at a time in the classroom; and the consistent use of the RTC by teachers. More classroom displays emphasising these.
- Emphasis of the RTC process through the introduction of a digital referral process and education of new staff on process.
- Increased presence of the Pastoral Team – and specifically the Year Level Leaders,
- Directors of Students and Deputy Principal – in learning areas throughout the day, with members of the team regularly walking through buildings and classrooms.

- Clarification of the role of ESEs in reinforcing expectations with students – such as uniform, punctuality, chewing gum, mobile phones, care for the environment etc – ensuring that all members of the community are communicating the same messages to students. Development of a booklet to support staff in doing this.
- Cyclical analysis of student behaviour data with a strong focus on identifying the function of challenging behaviours and target the early and purposeful intervention to support students struggling to meet expectations.
- Continuum of Kolbe Stars - an initiative developed by the Student Leadership Team to publicly commend students who are contributing positively to the community.
- Year Level Leaders and Director of Students undertook formal appraisals with an external reviewer to acknowledge achievements and provide recommendations for future learning.
- A review of Reflection Days, Wellbeing Days and Retreat programs to align better.
- Evaluation of My Mahi Pilot Program as a platform for SWB and develop next steps.
- Ongoing engagement in Professional Learning on Gender Identity, Self-Harm, School Refusal and attendance issues, Mental-Health and other SWB foci.
- Analysis of Year 7 SEQTA data to review transition of the cohort into the school, looking for emerging issues/trends and identify individual students who would benefit from social-emotional intervention.
- Development of tiered Social-Emotional Interventions plan to support targeted intervention for the development of all students 5 core Social-Emotional competencies.
- Refine and promotion of the Our Values document to provide an accessible resource to Staff, Students and Parents on Student Wellbeing processes at Kolbe.
- Increase Support Animal presence to enhance wellbeing support.
- Staff Professional Learning about classroom adjustments to support students with disabilities.
- Repeated personalised wellbeing checks on VCE students.
- Provision of targeted transition strategies for students with higher social-emotional needs including staged return, negotiated attendance, hybrid learning arrangements and mentoring.
- Regular Student Surveys to monitor student wellbeing throughout the year.
- Use of a variety of structures to monitor and case manage students with significant wellbeing concerns including the Pathways Team, Wellbeing Team, Year Level Leaders and Directors of Students Team.
- Provision of Wellbeing Seminars for students presented by Headspace /Batyr/ REACH.
- Provision of Wellbeing Seminars for Parents presented by Wellio. Options for online sessions.
- Implementation of BI tool to detect students' risk of achieving below 50% on all subjects on SEQTA.
- Provision of information to students and families about external Wellbeing Support Services, translated into Arabic to ensure accessibility to all families.

- Ongoing Professional learning for staff on student wellbeing, supporting students with additional learning needs and behaviour management.
- Ongoing analysis of a range of data sources to monitor student wellbeing and social-emotional challenges, and to identify students who require additional support with self-management.
- The expansion of a range of Student Support Plan templates that enabled the development of collaborative and personalised support structures for students with acute wellbeing needs has been a key achievement.
- Appointment of 2023 Student Leaders and the Student Leadership Induction Day to prepare appointees to take up their roles.
- Refining of role descriptions for Student Leaders.
- Mental Health Week event with presentations, activities and parent communication including a focus on R U OK day.
- Ongoing review of individual management plans for students with high medical needs to ensure appropriate risk management processes.
- Ongoing review of yard duty areas to provide the best possible supervision of students onsite. Changes made where possible.
- Introduction of additional review of security cameras to maximise student safety and vape detectors with digital alert systems.

Value Added

Camps and Retreats

Year 7 Camp

Year 9 City Experience

Year 10 and 11 Retreats

Year 12 Outdoor Education Camp.

Coaching/Sports

SACCSS Swimming Training

SACCSS AFL

SACCSS Netball

SACCSS Cricket

SACCSS Cross Country

Premier League Volleyball

Premier League Basketball

Premier League Soccer

Premier League Netball.

Community

Homework club (Face-to-face)
Year 7 2023 Summer School
After School Program for children in grades 4, 5 and 6
Parents in the Kitchen
EAL Parent Community Project
Peer Support
International Women's Day Event.

Special Interests

Creative Writing Competition
Run Club
Maths Club
Plan for the Planet
Chess Club.

Events

Year 7 Cyberday
Specialise Guest Speakers for targeted students
Kolbe Art Exhibition
Kolbe Feast Day
Kolbe's Got Talent
Year 10 Dinner
Year 12 Formal
Year 12 Costume Parade/ Breakfast and Year 12 Graduation.

Student Satisfaction

In 2023 students demonstrated that they felt their teachers had high expectations of their effort, their understanding, persistence and performance. Students also had good perceptions of their physical and psychological safety while at school. It was important that while Kolbe had a number of staffing changes that students were still positive of their perceptions of the social and learning climate at the school.

Student Attendance

The College strives to ensure students maintain the highest possible attendance and communicates with families to address obstacles to attendance – whether in remote or onsite learning. Students enrolled in the College are required to attend school as scheduled except where there are reasonable and valid grounds for them to be absent. Additional attendance requirements apply for students enrolled in VCE or VCAL classes.

Kolbe Catholic College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from school or class:

- Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification may be provided by telephoning the College and should be made prior to the start of school.
- Where an absence has not been explained by 9.30am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the College. This notification is made on the same day, as soon as practicable, including for post-compulsory aged students.
- Where the absence remains unexplained the matter will be reported to the House Leader for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on student's files and information with respect to attendance is provided in each student's school report.
- The requirement to follow up unexplained absences is included in the role descriptions of identified staff.
- Class teachers take the class roll each lesson, hence the roll is taken six times per day or for each allocated lesson period.
- Student Reception monitors absences and cross-references the teacher marked rolls with the parent notifications. Attendance information is stored on the Learning Management System.
- Parents are contacted by the Pastoral Care Teacher and Year Level Leader in the case of extended absences which exceed three days.
- The College utilises Operoo and SEQTA to alert parents to:
 - Holiday dates
 - Changes/alterations to daily programs
 - Return to school dates/times.
- Where concerns regarding a student's attendance arise - such as school refusal - the College continues to use clear and transparent procedures including communication with parents, strategies to identify and address underlying issues or obstacles to attendance, and engagement with external agencies to provide support as required.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	87.2%

Average Student Attendance Rate by Year Level	
Y07	92.1%
Y08	90.3%
Y09	87.9%
Y10	89.4%
Overall average attendance	89.9%

Leadership

Goals & Intended Outcomes

- To provide a professional and collaborative culture of supportive leadership that nurtures and engages all staff.
- To improve processes for recruitment, retention, and the professional development of staff.
- 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 educational impact and the growth of the individual.
- To continually adapt the College organisation structure to meet the needs of the College.

Achievements

- Maintained Child Safety as a standing agenda item for staff meetings.
- Introduced 'round table' discussions where everyone is welcome to share their ideas, concerns, or anything else that's on their mind. We also update everyone with the progress on the suggestions from the last Round Table.
- Continued to build the capacity of middle leaders through reviews conducted by external consultants.
- Began the process of updating our excursion and incursion documentation and procedures to align to compliance requirements whilst aiming to minimise staff workload.
- Created a recruitment strategy consisting of targeted activities such as a Prospective Teachers Information Evening and university partnerships.
- Developed a social media campaign with online videos to support employee value proposition and opportunities to engage with University Schools of Education (e.g. conducting mock interviews with final year students).
- Launched the Kolbe Catholic College Professional Learning (PL) Platform for staff on Microsoft Teams providing professional reading and advertising professional learning opportunities.
- Conducted an Early Career Teachers meeting each term.
Increased relevant professional learning opportunities for Education Support Employees (ESEs) by mirroring teacher Professional Learning days.
- Developed staff data literacy through the Data Dashboard PL to provide relevant information to staff in real time.
- Introduced learning awareness/celebration weeks (e.g. Humanities week, Book Week) for staff to showcase various Learning Areas.

- Introduced Kolbe Clubs, run by staff and senior students at lunchtime for students and staff.
- Mapped compliance and training requirements to be distributed to staff across the school year and provided opportunities for staff to complete requirements during work hours.
- Launched our post-covid international travel program with our first trip to the USA in April 2024.
- Reviewed Administration Staff position descriptions to align to the physical growth of the College.
- Provided opportunities for promotion into Position of Leadership (POL) roles to fill leave positions.
- Updated the Kolbe Staff Splash Page to mirror the organisational structure of the College.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

AARE Conference

Adolescent Health Studies

Agreed Standards

AI in Education

Annual Report to the School Community

Asthma, Anaphylaxis & Epilepsy Training

Careers and Education

Catholic Identity, Spirituality & Faith Development

CEMEA

Certificate IV Training & Assessment

Child Safety Classroom Management, Engagement Strategies and Briefing

Consent Education

Compliance

CPR & First Aid

Cybersafety

Early Career Teacher - Capacity Building

Effective Staff Performance Management

Emergency Management

Epilepsy Management

Exceptional Customer Service

Finance

Food Technology

Flourishing Learners

Expenditure And Teacher Participation in Professional Learning

Franciscan Spirituality

Gifted Education

Graduate Certificate in Career Development

Growth Data and Data Literacy

Human Resources

HPE Conference

ICT

Impact and Leadership Coaching

Leadership & Management Training

Learning Area Conferences

Learning Diversity

Learning Pedagogy & Differentiation

Literacy

Mandatory Reporting and Disclosure Training

Marketing and Enrolment Processes

Media

Mentoring and New Arrival Teacher Network

NCCD

Numeracy

Occupational Health & Safety

Pathway to Principalship

Pathways and Careers Education

Quality Teaching Rounds

Quick Smart Numeracy and Literacy

Expenditure And Teacher Participation in Professional Learning	
RESP (Refugee Education Support Program)	
Respectful Relationships	
Restorative Practice	
Schools and the law	
Social Emotional Learning and Behavioral Management	
Social Media Training	
Sports coaching	
Student Transition	
Student Wellbeing in Schools	
STEM	
Supporting EAL Students	
TAE Training and Assessment	
Teacher Assistant Training	
VCE Curriculum and Assessment	
VCE Vocational Major	
VET Industry.	
Number of teachers who participated in PL in 2023	113
Average expenditure per teacher for PL	\$912.00

Teacher Satisfaction

In 2023, as the school community continued to emerge from the impacts of the pandemic, the College Leadership Team worked closely with staff in building a resilient workforce in the face of statewide teacher shortage.

Significant gains in staff satisfaction were reported, most notably in the domains of School Climate, Staff-Leadership Relationships, Instructional Leadership and School Leadership.

Teacher Qualifications	
Doctorate	0.6%
Masters	18.2%
Graduate	18.2%
Graduate Certificate	5.7%
Bachelor Degree	48.4%
Advanced Diploma	3.1%
No Qualifications Listed	5.7%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	107
Teaching Staff (FTE)	100.2
Non-Teaching Staff (Headcount)	90
Non-Teaching Staff (FTE)	75.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To enhance communication within and beyond the College.

- In 2023, the objective was to improve communication within and beyond the College by fostering connections with our parents and caregivers, our feeder primary schools, alumni, the broader community, local and state government, and various other key stakeholders.

Achievements

- In 2023, Kolbe Catholic College persisted in its mission to foster a vibrant and engaged college community, maintaining a positive presence within the school while enhancing connections between parents, families, and the broader life of the College.
- Kolbe Catholic College continued to experience an increase in demand for enrolment, culminating in a waiting list at the end of 2023, with a notable waitlist for Year 7 2025.

Efforts to Sustain Positive Community Presence

Continued Engagement with Prospective Year Seven Students:

- The interview process for the intake of Year 7 students was conducted, ensuring each prospective student and their families felt valued and welcomed.
- Personalised interactions provided insights into the College's ethos and offerings, fostering a sense of excitement and anticipation for the transition to secondary education.

Celebrating our Parents:

- The annual Mother's Day and Father's Day breakfasts served as occasions to honour the significant caregivers in students' lives.
 - These events provided opportunities for the college community to come together in celebration and appreciation.

Parents in the Kitchen:

- This initiative offered parents a relaxed and informal setting to engage with one another and with college staff.
- Through this shared experience, parents connected and deepened their sense of belonging within the college community.

Year Seven Celebration of Learning:

- The Year 7 Celebration of Learning showcased the progress and achievements of incoming students, affirming their contributions to the college community.
- By recognising students' early successes, this event instilled confidence and pride in their abilities.

Performing Arts Showcase Evening:

- The Performing Arts Showcase Evening provided a platform for students to display their talents and creativity in music, dance, and drama.
- This event not only showcased the diverse talents within the college but also encouraged community members to support and engage with the arts.

Community Outreach Through Choir Visits:

- Choir visits to Highlands Retirement Village and ARCARE Aged Care Facility fostered meaningful connections between students and elderly residents in our community.
- Through music, students enriched the lives of community members while learning the value of service and empathy.

Enhanced Connectivity and Engagement:

Continued Provision of College Tours and Discovery Days:

- Our Grade 5 Discovery Days remain a cornerstone of our outreach efforts, providing prospective students with an immersive experience of campus life.
- College tours offered insights into our facilities, programs, and values, helping families make informed decisions about their children's education.

Utilisation of the Community Hub:

- The Community Hub served as a central hub for engagement and support, offering resources and activities tailored to our diverse community needs.
- Through English language workshops and information sessions, the hub fostered connections and empowerment within the college community.

Opening of College Stadium for Community Events:

- By opening our college stadium for community events, we provided a space for gatherings and celebrations
- This initiative facilitated collaboration with external groups and promoted a sense of inclusivity and belonging among community members.

Forged Relationships with Local Government Representatives:

- By fostering dialogue and collaboration with local government, we ensured that the needs and aspirations of our college community were represented at a broader level.

Parent Satisfaction

Our Family Engagement Survey results show consistent or improved engagement compared to the MACS average across various metrics, including communication with teachers, positive discussions about the school, and likelihood to recommend the school to others, reflecting our ongoing commitment to fostering strong parent-school relationships.

Our Communication Domain results indicate steady improvement or maintenance above the MACS average across key areas, including timely feedback on child's progress, understanding of school's goals, and perceived value of parental opinions, demonstrating our commitment to effective communication channels and parental involvement in our school community.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.kolbecc.catholic.edu.au