



St Anne's College Kialla

2021 Annual Report to the School Community



Registered School Number: 2224

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Minimum Standards Attestation

I, Susan Carroll, attest that St Anne's 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 2021 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 Schools.

28/03/2022

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 www.acnc.gov.au

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our College Identity and Vision Statements

Our College Identity and Vision Statements

St Anne's College is a Catholic community welcoming all, inspired by a loving God, committed to faith, wisdom and learning.

Central to the mission of St. Anne's College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

St Anne's College promotes the safety, wellbeing and inclusion of all students

At St Anne's College we strive to:

- Develop a relationship with God that supports and nurtures our personal faith.
- Create relationships that are collaborative and in partnership with students, staff, parents, parish and the wider community.
- Empower individuals to grow in confidence and a willingness to explore their world: spiritually, academically, socially, emotionally and physically.
- Implement a curriculum that is contemporary, focuses on the needs of the individual and celebrates the joys of new learning.

College Overview

College Overview

St Anne's College is a Catholic college in its third year of operation. In 2021, the student cohort consists of 333 students enrolled in Foundation, years 1, 2, 7, 8 and 9. The staff of 50 comprise teaching staff, learning support and administration.

St Anne's College is a Catholic Educational Community open to all and to the many possibilities that learning presents. At the core of our being is our commitment to our Catholic faith in dialogue with others.

As we learn from each other, we hope to create a peace filled world where all are respected, cared for and can live safe and fulfilling lives. Learners at St Anne's, child or adult, are valued as competent and dynamic citizens of the world. A world that calls all to be the best we can be, where we are free to wonder, explore and inquire.

At St Anne's we will foster the individual as we work together in being a creative, successful and hope filled community, valuing diversity and respecting individualism. In celebrating and embracing diversity, we value the gift each person brings and contributes to creating a culture of inclusion, wellness and open mindedness.

Through a commitment to faith, in our combined wisdom, St Anne's learning community will provide challenging and enriching experiences that will be engaging, practical and real-life, allowing all to flourish and be happy. '*Nothing without joy*': Loris Malaguzzi

Principal's Report

College theme a beacon as we faced challenging year

This year our college theme has been 'We are bearers of hope'. How appropriate that theme became as the year unfolded. In the midst of all of the lockdowns, distance learning episodes and change throughout the year, we remained a people of hope; hope for the return to a more 'usual' life where we could find joy in the simple things, such as being in the presence of family and friends, hope for better health outcomes for those affected by the coronavirus and hope for a return to onsite learning.



I have continued to be so utterly amazed and incredibly proud of the resilience demonstrated by our students, families and staff as they navigated distance learning, pivoting in and out of distance and onsite learning at the drop of a hat, whilst juggling lockdowns and such uncertainty.



We reflected on this at the end-of-year mass with an acknowledgement that some of us discovered that we were great self-managers, while others discovered we had some work to do in this area. We were challenged on how to collaborate and communicate in new ways, with many of us finding new and interesting opportunities through the power of online platforms. We had to really think about how we were going to structure our days, find out things we weren't sure of and solve problems for ourselves. What an opportunity this was to improve our learning assets.



As our college continues to grow, we reach more milestones. In 2022 we will see the beginning of our School of Possibilities (Years 10-12), in which our first cohort of Year 10 students will undertake the first year of their senior secondary schooling journey. This is such an incredibly exciting step in our growth as we move closer to our first cohort of graduates in 2024. So, what will those graduates be like? What is possible? Our college graduate outcomes call for engaged learners, risk-takers and confident leaders. We are asking our students to be able to transfer their learning as collaborative global citizens and to do so in a way that is just and respectful. All of this is possible, but takes a deep belief and commitment to the power and value of education by students, staff and families.



Parish Priest's Report

A college to be proud of: Parish Priest Fr Peter Taylor

Dear friends of St Anne's College, in offering these thoughts, I do having celebrated the end-of-year college Mass, and with great interest, enjoyed watching the Foundation year present their reflection on Jesus' birth. There is something natural seeing through the eyes of children in presenting a faith action. Small becomes bigger! Often from small beginnings bigger things grow. St Anne's College is still in a kind of infancy and is sure making great strides in being a community of faith. We, from our parish and church environment of St Mel's, are justifiably proud as this college assumes an identity we are all proud to see unfolding.

In bringing this college year to a close, I sense a sigh of relief, given all 2021 has thrown at us; prolonged absences from school life, missing out, then witnessing the wonderful efforts from our teaching community, enabling our students to keep being on task with all technology offers.

St Anne's College is a place where the vibrancy of young people on their journey through these quite tender years is bringing a lively, creative mind to the fore of our wider community; for this we are grateful, in particular for our much-valued Principal Sue Carroll, along with her committed staff, including great back-up support in administration and through the St Anne's College Advisory Council.

Our church and faith community of St Mel's is closely aligned in supporting the Good News; we are together, and from the pages of the Gospels with the presence of St Anne as a focus, we deepen our relationships. A Catholic school exists primarily in giving focus to the presence Jesus is for each person who enters and becomes part of St Anne's. I welcome this and build strength into my life because of all St Anne's College is through welcoming others, and my feeling . . . I belong in this community! This is a gift and one not taken lightly!

May you enjoy this coming Christmas season, where you are inflamed by the birth of Jesus, and allow his infancy to be one drawing deeper love and presence in your families with those you love. A blessed and happy Christmas and best wishes for all the new year brings.

- Fr Peter Taylor, St Mel's Parish Priest

School Advisory Council Report

Let's approach 2022 with hope and renewal



As the year draws to a close, the period of Advent holds for us much hope and renewal after enduring the many challenges the COVID-19 pandemic presented this year and is likely to in the future.

Whilst I write a reflection on the achievements of the St Anne's College Advisory Council, next to me is the report presented in the inaugural edition of *Insieme - Together 2020* with the title: "Focusing on the blessings despite the challenges." Being hope-filled and looking for the joy has certainly been the calling in 2021. At each Advisory Council meeting as we journeyed together into the new governance structure for St Anne's College, there was at times a somewhat weariness with the online platform. Despite this, there was a deep sense within and yearning to return to a connectedness that a college community brings, one that is uniquely human and relational in binding us together. Strengthened by the faith and wisdom held within the college, 2022 will be approached with a renewed focus on building a truly wonderful college community that reveals all the positives that have been learned and shared over this year.

Next year there will be many opportunities to reach out, be involved and contribute to the St Anne's College community. Such opportunities present themselves from a solid foundation that is the College Improvement Plan. Lead by Principal Sue Carroll, the Advisory Council has made contributions to this plan throughout the year, which will guide the college's development and growth from Foundation to Year 12.



Another opportunity presented to the parent community was the election of an Advisory Council member to fill the position vacated by Ben Linnett. Prior to the doors opening at St Anne's in 2019, Ben was an active member of the then St Anne's College Board. It is vital that the Advisory Council listens to diverse and alternative perspectives when discerning issues on St Anne's College's development and the education offering to our students. Ben was always open to discussions, thoughtful and willingly contributed his time, knowledge, experience and wisdom to our Board/Council meetings which we are grateful for. We look forward to Tunya Jarvis' involvement and contribution to new perspectives and refreshing ideas to the Advisory Council in 2022. The most important skill offered to the Advisory Council is the wisdom and experience a parent brings in raising a child/children and being the primary educator in their lives. This gift is enriched by being actively engaged, in partnership with the teaching and learning offered at St Anne's College.

Finally, in the face of uncertainty and disruptions for all during this year, as the Advisory Council Chair, it was important to remain connected to the St Anne's College mission and values of faith, wisdom and learning. At each meeting, the primary focus was always to consider and understand the wellbeing of our students, their families and the teaching staff. This will continue to be the focus during the 2022 school year. So much has impacted the social and emotional wellbeing of all students this year. During one of our Advisory Council meetings, I was heartened by Lorraine Walker sharing her thoughts on psychological wellbeing; the gift of gaining wisdom through life's experiences is the notion of maintaining perspective. Whilst no one has experienced a pandemic in our lifetime, perspective is the gift wisdom holds. In the face of such uncertainty, we do have what it takes to see things through, to let go of tightly held reins to what we think should happen, to be kind to ourselves and others and be open to what the future unfolds. Personally, this notion of perspective and the words in Matthew 6:34 have been of comfort throughout the year. "Therefore, do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own."

Under Sue Carroll's leadership, together with the staff and support of Fr Peter Taylor, St Anne's College students will continue to thrive through their own learning experiences in the new shared built spaces, outdoor facilities and other resources that inspire our students to be and achieve their best. Thank you to everyone for making this year another rewarding year where joy is found in the gift of learning.

- Annette Jakob, St Anne's College Advisory Council Chair

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

Goals & Intended Outcomes

*****Due to the nature of the interrupted year in 2020 due to COVID, the college, in consultation with the Advisory council, continued to focus on their 2020 goals and intended outcomes in 2021.***

We aspire to be a Catholic community that gives life to the vision and mission of the college.

We commit to creating an environment that supports the lived experience of a faith filled community, inspired by a loving God

We will engage in genuine faith dialogue, acknowledging that each person has a different relationship with God and a different faith journey:

GOALS:

- Engage in spirituality formation provided throughout the year and participate in professional learning - aligned to the accreditation requirements for teaching in a Catholic school
- Build understanding of the Catholic Social Teaching Principles to support learning around social justice issues
- Grow an awareness of contemporary social justice issues in a global context through dialogue and action
- Engage in respectful dialogue around faith through discussion forums
- Connect with learning and dialogue around the Catholic faith

Achievements

As part of their inquiries across the year, each cohort of students had the opportunity to explore contemporary social justice issues in a global context.

Further opportunity was provided through the religious education program to support authentic faith dialogue.

Engage in respectful dialogue around faith through discussion forums

Deeper learning around the CES Ltd Religious Education Policy

Recontextualisation learning focus with David Walker (4 sessions)

Unpacking Scripture learning (David Walker)

Staff engaging in accreditation studies towards Accreditation to teach in a Catholic School

ECSI Surveys will be completed in 2022.

VALUE ADDED

Increased Koorie Education Worker hours to 2 days

Opportunity was provided for staff to engage with Aboriginal Education Officers from Catholic Education Sandhurst to deepen their spiritual connection to the story of the people and the land on which the college is situated.

Staff professional learning opportunities

Staff formal learning opportunities

Visit from local Imam

Fr Rob Galea concert for students

Learning & Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

***Due to the nature of the interrupted year in 2020 due to COVID, the college, in consultation with the Advisory council, continued to focus on their 2020 goals and intended outcomes in 2021.*

Goal: Explore further possibilities to develop student responsibility for learning, self-motivation and a sense of partnership with educators - developing the discerning learner

Strategy: Provide opportunity for students to engage in the development of concepts and directions within the planning process for inquiries

Intended Outcome: Students develop a sense of actually being able to influence the learning that occurs, seeing themselves as genuinely part of the process - providing a space to grow that sense of being a discerning learner

Goal: Build capacity to address the diverse needs of learners to ensure that ALL students can access the learning to be able to see themselves as authentic agents in their learning

Strategy: Further develop the Learner Diversity Leader position to ensure adequate and quality oversight of Learner Diversity processes and procedures across the college - leading learning and providing expertise and support for staff

Intended Outcome: Staff feel supported in addressing the needs of individual students, understanding the importance of making adjustments and building capacity to do so for learners to ensure ALL students can access the curriculum. In terms of process and procedure, align processes, refine PSG processes, improve family connection and timely communication.

Achievements

Professional Learning with Marcia Bherenbruch - concept based inquiry development

Distance Learning processes improved through feedback

Student Voice Leadership development

Year 9 Leaders focus

Student feedback on learning experiences

Adjustments documentation enhanced with new processes

Development of learner assets embedded across learning areas

Year 7,8 & 9 school camp experiences

STUDENT LEARNING OUTCOMES

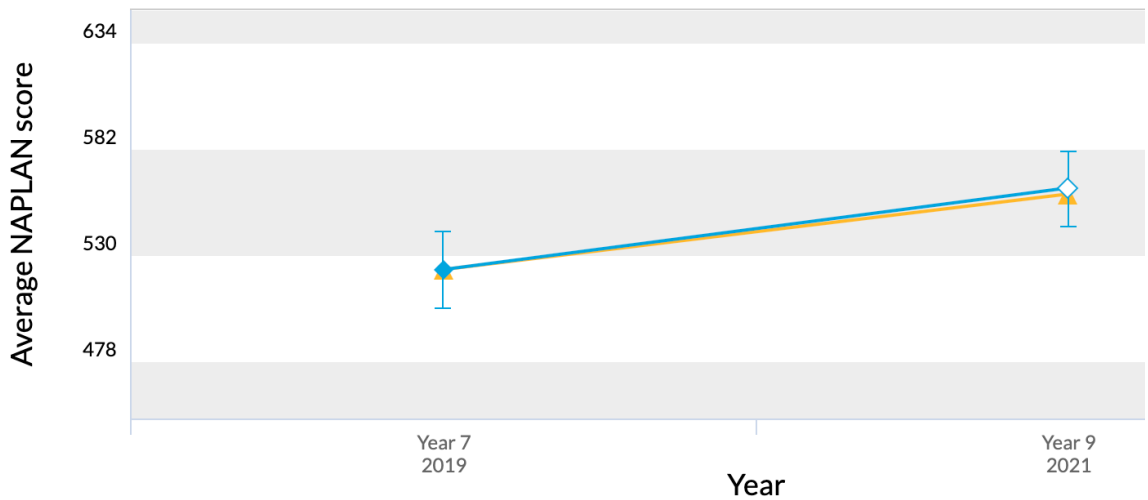
NAPLAN was administered in 2021 after 18 months of moving between distance learning and on-site learning.

Students in year 9 achieved a higher mean score than the state in Grammar and Punctuation and Numeracy and lower in Reading and Spelling with writing significantly lower than the state mean.

Students in year 7 scored closest to the state mean Spelling, Grammar and Punctuation and Numeracy.

NAPLAN data shows us that Writing is an area of focus for improvement across the college.

Year 7-9 Reading 2019-2021



Select categories:

- Selected school
- Students with the same starting score and similar background [\(i\)](#)
- All Australian

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	548.1
Year 9 Reading	537.5
Year 9 Spelling	551.9
Year 9 Writing	510.0

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	***	-	-	***	-
YR 03 Numeracy	***	-	-	***	-
YR 03 Reading	***	-	-	***	-
YR 03 Spelling	***	-	-	***	-
YR 03 Writing	***	-	-	***	-
YR 05 Grammar & Punctuation	***	-	-	***	-
YR 05 Numeracy	***	-	-	***	-
YR 05 Reading	***	-	-	***	-
YR 05 Spelling	***	-	-	***	-
YR 05 Writing	***	-	-	***	-
YR 07 Grammar & Punctuation	83.6	-	-	89.2	-
YR 07 Numeracy	100.0	-	-	97.2	-
YR 07 Reading	92.5	-	-	100.0	-
YR 07 Spelling	94.5	-	-	97.3	-
YR 07 Writing	94.2	-	-	90.5	-
YR 09 Grammar & Punctuation	***	-	-	82.5	-
YR 09 Numeracy	***	-	-	94.6	-
YR 09 Reading	***	-	-	88.9	-
YR 09 Spelling	***	-	-	82.5	-
YR 09 Writing	***	-	-	71.0	-

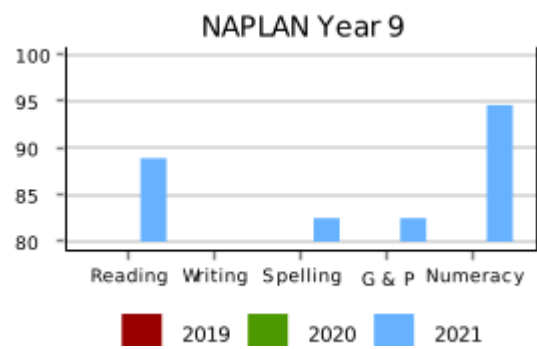
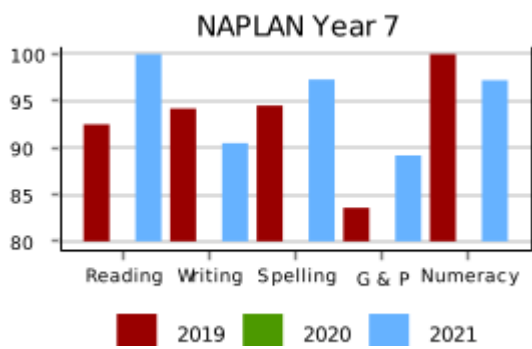
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.

[Image.NaplanYear3]

[Image.NaplanYear5]



Pastoral Wellbeing

Goals & Intended Outcomes

***Due to the nature of the interrupted year in 2020 due to COVID, the college, in consultation with the Advisory council, continued to focus on their 2020 goals and intended outcomes in 2021.*

Goals

Develop systems and strategies to support the Social Emotional Learning of all students

Strengthen the SWPBS framework

Promote and participate in days of action around mental health and wellbeing

Intended Outcomes

Students improve emotional literacy

Clarity of expectations for all

Consistent response to behaviours of concern

Awareness of and connection to the current mental health challenges for children and young people

Strategies for monitoring and maintaining personal mental health and well-being

Achievements

Training and implementation of RRRR curriculum

Established an SWPBS community team to work with BST team to build capacity in SWPBS framework

Established student voice group

Explicit teaching of college expectations in Pastoral Group time

Regular phone calls from Pastoral Group Learning Mentors for well-being check ins during distance learning

VALUE ADDED

Teacher and Student Mental Health and Wellbeing days

Entries into the Mackillop Art Exhibition

Special Women's Morning Tea celebration

Promotion of mental health and well-being initiatives for families (particularly online safety)

STUDENT SATISFACTION

Student feedback on the college environment cited that students were generally happy within their learning environments. Students cited that in terms of opportunities they felt there were many varied opportunities for exploring different ways of learning with different people and that there was good support from the teachers and support staff when needed. Noise level and not always being able to work in their chosen spaces were two of the main challenges cited.

Student feedback on distance learning showed us that some students thrived in this space and others found it challenging.

Those who thrived cited opportunity to work ahead, work to your own timeline and flexibility in work time as things they really enjoyed as positives.

Those who found distance learning difficult cited not being with friends, not being able to get organised and a lack of self motivation as challenges.

STUDENT ATTENDANCE

St Anne's College classroom teachers are required to monitor and record attendance of all students at least twice a day and including during school excursions and report absences from school or class for Primary classes. In Secondary classes, Classroom teachers must monitor and record attendance of all students in every class, including excursions and report absences from school or class in the roll marking portal on the college learning management system - SIMON.

If a student is absent on a particular day and the school has not been previously notified by a parent, guardian and/or carer, or the absence is otherwise unexplained, the college will notify parents by SMS. It is the role of the Administration: reception to follow up unexplained absences. The Administration: Reception will contact the Parent, guardian and/or carer as soon as practicable on the same day of the unexplained absence, allowing time for the parent, guardian and/or carer to respond. If contact cannot be made with the parent, guardian and/or carer (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence. The school will keep a record of the reason given for each absence.

If the school considers that the parent has provided a reasonable excuse for their child's absence, the absence will be marked as 'approved absence'. If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexplained absence' or 'parent choice unauthorised'. Parent, guardian and/or carer will be notified if an absence has not been approved. For absences where there is no exemption in place, a parent, guardian and/or carer must provide an explanation on each occasion to the school. Parent, guardian and/or career should notify the school of absences by:

- Informing the classroom teacher or school Principal in writing of a planned absence

- Contacting reception if it is an unplanned absence by
 - phoning the school on 48122993 and leaving a message
 - emailing the school admin@sackialla.catholic.edu.au
 - filling in the Student Absentee Form on our website
 - entering the absence on our Parent Portal PAM
- Late arrivals or early departures must be entered via the Passtab at the administration office. If a parent, guardian and/or carer is unable to do so, a note must be provided
- If an absence is regularly approved by parent, guardian and/or carer as 'illness/medical' a medical certificate may be required..
- If a student will be having an extended absence i.e. family holiday, a letter will be required from parent, guardian and/or carer .

During Distance Learning attendance was marked as follows:

School of Wonder: Paren roll mark on Seesaw

School of Innovation: Morning online Pastoral check in (teacher mark on SIMON) afternoon checkout via google form

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	null%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.0%
Y02	94.9%
Y03	null%
Y04	null%
Y05	null%
Y06	null%
Y07	92.5%
Y08	89.0%
Y09	90.6%
Y10	null%
Overall average attendance	92.2%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	null
VCE Completion Rate	null%
VCAL Completion Rate	null%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	[psd.bachelor]%
TAFE / VET	[psd.vet]%
Apprenticeship / Traineeship	[psd.apprentice]%
Deferred	[psd.deferred]%
Employment	[psd.employed]%
Other – The category of Other includes both students Looking for Work and those classed as Other	[psd.other]%

Child Safe Standards

Goals & Intended Outcomes

Goals

Ensure that the safety and well-being of children and young people is high priority

Empower children and young people to have a voice and raise concerns

Develop employment practices to support the priority of child safety

Broaden risk management processes to enhance child safety

Intended Outcomes

Children and young people feel safe and supported by staff

Families, children and young people know processes to raise concerns

All staff employed are aware of and follow child safe practices and principles

Risk Assessments include explicit Child Safe considerations

Achievements

Mandatory Reporting training

Child Safe Standards module learning with Child Safety Officers

Staff meeting time for addressing Child Safe standards

Completed PROTECT reports as required

DITTO visit

Consent Education for SOI students (RRRR)

Promotion of Child Safety through college website and facebook posts

Child Safe inclusion on Risk Assessments for excursions and camps

Update of Passtab sign in process to include Child Safe declaration

Employment Referee checks include child safe questions

Employment contract includes reading and signing code of conduct

CES Ltd Risk Assessment Template adopted as standard practice for excursions and camps

Leadership & Management

Goals & Intended Outcomes

Goals:

- Engage in opportunities to build professional leadership capacity
- Explore the possibilities of personal growth as a leader of learning through engagement with the St Anne's College professional learning model (research project)
- Develop as leaders by engaging with opportunities to demonstrate what it is to be a leader in a community

Intended Outcomes:

- Students have opportunity to grow leadership skill and capacity
- Deeper understanding about what an effective leader is and does
- Greater engagement in pursuing leadership opportunities across the community

Achievements

- Leadership clarity and purpose through Advisory Council induction development
- Establishing the Student Voice group
- Staff engaging in formal leadership courses: CDLP and Middle Leaders course
- Growth of the college leadership team

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- RRRR training
- Catholic Identity - teaching RE in a Catholic school (RE Policy CES Ltd David Walker)
- Child Safety Modules (Child Safety Officers)
- Identity and Diversity (CES Ltd David Walker)
- Concept Based Inquiry (Marcia Bherenbruch online)
- Aboriginal Spirituality (CES Ltd Michael Chisholm, Troy Firebrace)
- Learning and Teaching Cycle (CES LTd Maureen Cann)
- SWPBS (CES Ltd Steve Hicks)
- Established Professional Practice Partners
- Individuals taking up PL opportunities online
- Disability Act Training
- First Aid and Anaphylaxis training

TEACHER SATISFACTION

Staff have provided feedback through several google form surveys, staff meeting reflections and during annual review meetings. Some key themes through this feedback show the following:

Teaching staff:

- are generally enjoying their teaching experience at the college
- appreciate the collegial nature and teamwork that occurs at the college
- appreciate the professional learning opportunities provided (online included)
- are committed to the inquiry approach, however, feel they need more 'upskilling' in this space
- are feeling challenged and stretched by the distance learning environment
- look forward to the growth of the college, including further systems and processes to support their daily work
- are happy to see children and young people back on-site!

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	100.0%
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TEACHER QUALIFICATIONS

Doctorate	4.3%
Masters	4.3%
Graduate	17.4%
Graduate Certificate	8.7%
Bachelor Degree	69.6%
Advanced Diploma	8.7%
No Qualifications Listed	26.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	24.1
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	22.8
Indigenous Teaching Staff (Headcount)	2.0

College Community

Goals & Intended Outcomes

Build strong partnerships with the wider college community

Provide opportunities for community to participate in college life

Achievements

Connecting via multimedia platforms during COVID restrictions

Using technology to connect during COVID restrictions

Family well-being check ins during distance learning (phone calls)

Community Scavenger Hunt as part of distance learning

Official Online Opening of the stage 2A build

Wider community open nights - come and see

Grade 5/6 Discovery Days

Community Twilight Swimming sports

VALUE ADDED

il Giornale

Facebook

Various videos on facebook for R U Ok day, Olympics, dance challenge

Mother's Morning Tea

Live-streamed information sessions and liturgies; including end of year mass

Footy Day dress ups

Book Week Celebrations during distance learning

Blessing of the ovals

Activities in the Park onsite

PARENT SATISFACTION

In 2021 St Anne's College instituted a Community Feedback Form accessible through the college website inviting feedback from the community. This has enabled parents to give feedback and ask for clarification around aspects of college operations, and feedback on events and celebrations.

In surveying parents regarding distance learning models, themes in feedback responses included:

Enjoying seeing the learning mentors in real time during pastoral and learning sessions

Good level of support in the instructions for learning (including the distance learning guides)

Some challenges in finding the required tasks on the learning management system

Some challenges in motivating students for learning

Future Directions

As the college continues to grow we have started stage 2B of the college masterplan, with an expected finish date of January 2023, this building will be ready to house our first Senior Secondary cohort.

As mentioned, 2023 will see the inaugural offering of Senior Secondary programs at the college. 2022 will see preparations for the registration process and significant time spent with families in careers conversations. A very exciting time for the college.