



# St Anne's College Kialla

## 2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

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.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### College Identity Statement:

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

### College Vision Statement:

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 fourth year of operation. In 2022, the student cohort consists of 547 students enrolled in Foundation, years 1, 2, 3, 4, 7, 8, 9, 10 and 11. The staff of 91 comprise teaching staff, learning support, administration and grounds and maintenance.

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

Tell the Good News - this was the Catholic Education Sandhurst theme for 2022. This theme was a call for all Catholic schools in the Diocese to promote the incredibly good news stories of the contributions, growth and achievement of our children and young people. And what stories we had about the students of St Anne's College. From the individual sporting, community and academic achievements to the team efforts across the year. There was plenty of good news to tell.

Whilst the year held some very good news stories, there were also some challenging moments for our college community, and indeed the wider community, with the devastation of the floods impacting many and the lingering effects of two years of COVID stress. Whilst this was a difficult time for all, it was also an opportunity for many in our community to be their best and to help others succeed through acts of generosity and kindness.

This year we have added yet another stage to our building project with buildings to house general learning areas and more technical spaces for the Arts and Sciences. These spaces will support our growing numbers and enhance the learning experiences for our students. We have been fortunate enough to secure another round of Federal Government funding to fund the next stage of construction which will begin later next year. What good news this is for our growing college.

The year 2023 will see our first cohort of senior secondary students undertake a suite of VCE Units 1 and 2 studies and the new Vocational Major, whilst our School of Wonder will become a complete school as we move into offering Year 4. The building programs are exciting and necessary to house our community, but the true value of our college lies with the resource of the people within – now that is a good news story. As a college community we strive every day to respect everyone and everything, be our best and help others to succeed. Some days we are more successful than others, but we know that in each moment we are there to support each other to learn and grow.

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

This is more than just a mission statement on a piece of paper – this is the work we do together as a community each and every day. We are blessed with the incredible staff who go above and beyond every day to support our students. We are grateful for the incredible grounds and learning facilities we are developing. We are thankful for the partnerships we have with our families, and above all we are so proud of the incredibly kind and talented children and young people of St Anne's College.

- Susan Carroll, Principal

## Parish Priest's Report

It gives me great delight to offer these thoughts on the great progress St Anne's has achieved through this year. One of the great opportunities St Anne's College gives to students is the Indigenous programs around the FIRE (Friends Igniting Reconciliation through Education) Carrier program and ASHE Fest; this speaks of our students receiving a healthy understanding of reconciliation and living this through educational opportunities.

Our college is a parish school identifying with our church and Parish of St Mel's. For this our parish is indebted to the leadership of Principal Susan Carroll, her leadership team, teaching and administration staff, Advisory Council members, students and families. You all bring a dynamic of passion and enthusiasm in seeing St Anne's progress, making our college a place where the good news is lived in faith, wisdom and learning, where joyfulness is celebrated.

Our student body reflects this spirit of joyfulness. I experience a true joyfulness from our students when I visit. This to me gives a feeling of "You matter". The connection between church and college is one where we create the links of God becoming one with us in Jesus, who calls us to live through the Gospel as his presence of us being the Body of Christ. We build this spiritually and physically. The development of our college is exciting to see, providing new ways for our students to excel and for our teaching staff to advance their skills.

- Fr Peter Taylor, St Mel's Parish Priest

## Catholic Identity and Mission

### Goals & Intended Outcomes

To provide professional learning opportunities for staff in deepening their understanding of dialogue

To celebrate the diversity of the community, engaging in dialogue around diverse world views

To identify opportunities to recontextualise our Catholic Identity

### Achievements

Creating and forming connections with local services and agencies

Strategically planning for signs and symbols of our Catholic Identity to be included in the planning and development of new building stages

Staff Learning opportunities provided to unpack recontextualisation and dialogue

Koorie Education Worker increased to two days per week

Fire Carrier Covenant development

First group of Sacramental students receiving the Sacrament of Reconciliation

Focus on developing prayer in Pastoral Group time

### VALUE ADDED

Writing and accreditation from the VCAA for the VCE Unit 1 Religion and Society Curriculum

Review of Fire Carrier Covenant including input from Uncle Bobby

Commissioning of Fire Carriers for 2022

Connections formed with Ethnic Council

Harmony Day Celebration

Guest Speakers

Mosque visit

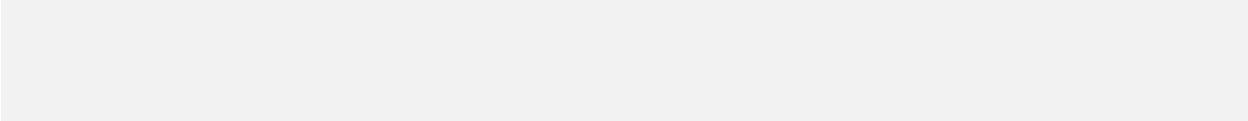
Fr Rob Galea visits with learning sessions and performances

Staff learning sessions allocated to Catholic Identity

Curriculum development from Source of Life to enhance Religious Education experiences

Masses at Christ the King Church

Liturgical Celebrations at the college



## Learning and Teaching

### Goals & Intended Outcomes

To continue to build and reflect on collective efficacy through enactment of the college learning philosophy

To focus on growth and achievement using feedback and data to inform strategic direction and practice

To enhance learning engagement, promoting the important link between learning and wellbeing

To gain accreditation from the VCAA to deliver VCE and VCE VM Units 1&2 in 2023

### Achievements

Unpacking the learning philosophy through engaging in reflection cycles around collective efficacy

iTime development in years 3&9

Goal setting and strategic planning with graduate teachers

Data collection and analysis to inform planning conversations

PLP documentation sessions with CES Ltd staff to add value and enhance practice

Continued development on using the language of learner assets - focussing on developing knowledge and skills of the learner

Launch of The Resilience Project

Accreditation to deliver a suite of unit 1&2 VCE and VCE VM subjects

VRQA Approval to add a senior school year level

### STUDENT LEARNING OUTCOMES

St Anne's College follow an annual assessment schedule to collect many forms of evidence of student learning progress across an academic year. Teams engage in regular conversation around progress and use data sets which use diagnostic, formative and summative approaches to inform these conversations, these data sets include, student work samples, essential assessment pre and post- tests, PAT data sets, F-2 data and anecdotal observations. The focus for the conversation is set based on our understanding of progress versus achievement, ensuring that we are clear about which conversation we are having when analysing a data set.

Learning occurs in a continuum, assessment of where a student is progressing on a continuum allows all stakeholders to identify strengths and challenges and plan for next learning. At St Anne's College we believe assessment tasks need to be thoughtfully considered and prepared to gain the appropriate evidence and information required to support learners in their individual learning journey. Assessment tasks are developed in teams to ensure consistency across the year levels. When designing assessment tasks the following is considered;

- There is clarity around what learning outcome/s are being assessed
- There is scrutiny of the tasks to ensure they will assist the student to demonstrate their understanding and achievement of the identified learning outcome/s
- The universal design for learning principles are considered to ensure students can access the task and, where necessary, the reasonable adjustments are made for individual students

Core teaching teams reflect before, during and after inquiries making adjustments to assessments as they move through the inquiry to ensure the appropriate information is being collected to inform next learning experiences. In collaborative planning time, teams reflect on assessment outcomes, patterns emerging and possible actions to address these. Each term the school leader works with teams to perform an audit of assessment types to ensure that there is appropriate variety and accessibility for all learners. There is an annual review of the assessment schedule to ensure it remains relevant and captures the most appropriate data sets. Our whole college focus of developing teachers as researchers requires teachers to apply a cycle of 'Plan, Act, Observe, Reflect' in their daily practice, constantly searching for ways to improve and add value to student learning outcomes.

The following strategies are used at St Anne's College to improve student learning outcomes:

- Student discernment is a focus for the college, providing opportunities for students to participate in decision-making that effects their learning
- Feedback is given to students to ensure they know how they are going, where they are going and where to next for their learning
- Analysis of assessment data explicitly informs curriculum development and teaching practice
- Teachers have opportunity to engage in regular professional learning which connects to the college priorities for learning
- Teams of teachers work together to build and share pedagogical content knowledge about the curriculum

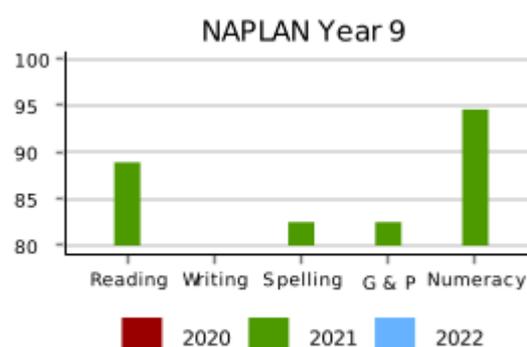
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	522.7
Year 9 Numeracy	513.9
Year 9 Reading	540.9
Year 9 Spelling	528.9
Year 9 Writing	522.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	***	-	97.2	***
YR 03 Numeracy	-	***	-	97.4	***
YR 03 Reading	-	***	-	100.0	***
YR 03 Spelling	-	***	-	94.4	***
YR 03 Writing	-	***	-	97.0	***
YR 05 Grammar & Punctuation	-	***	-	***	***
YR 05 Numeracy	-	***	-	***	***
YR 05 Reading	-	***	-	***	***
YR 05 Spelling	-	***	--	***	***
YR 05 Writing	-	***		***	***
YR 07 Grammar & Punctuation	-	89.2	-	92.5	3.3
YR 07 Numeracy	-	97.2	-	98.5	1.3
YR 07 Reading	-	100.0	-	97.2	-2.8
YR 07 Spelling	-	97.3	-	86.6	-10.7
YR 07 Writing	-	90.5	-	98.6	8.1
YR 09 Grammar & Punctuation	-	82.5	-	70.4	-12.1
YR 09 Numeracy	-	94.6	-	76.9	-17.7
YR 09 Reading	-	88.9	-	70.2	-18.7
YR 09 Spelling	-	82.5	-	70.4	-12.1
YR 09 Writing	-	71.0	-	76.0	5.0

\* 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.



## Student Wellbeing

### Goals & Intended Outcomes

To create a well community where all members are aware of their responsibility to self-care

To promote positive wellbeing practices

### Achievements

Instituting an annual wellbeing day and wellness week

Employed further wellbeing support staff

Peaceful Kids training

Created a Deputy Principal Community Wellbeing role

Staff learning around Learning and Wellbeing as interrelated parts

#### VALUE ADDED

Wellbeing Day

RRRR Training for staff

Wellness week

The Resilience Project Launch

ilGiornale and social media posts to promote services and activities

Bullying Prevention Policy review including creation of flow chart for action

Promoting attendance through ilGiornale fortnightly and on Social media platforms

Harm Minimisation sessions

E Safety webinars promoted

Student Voice group

Extra-curricular activities promoted (College production, regional sports etc)

Focus on social emotional learning upon return to onsite learning for 2022

National Days of action celebrated (Harmony Day, RuOK day, Bullying No Way etc)

Created wellbeing referral link on SIMON to access wellbeing support

## STUDENT SATISFACTION

Students responded to a survey where they were asked to identify strengths/opportunities and challenges. The strengths/opportunities the students identified were:

- the diverse learning opportunities available to them
- the opportunity to be part of shaping a school
- to have an opinion and express it
- there is flexibility and choice
- the support of the staff (teachers and LSOs)
- working with different people
- working in the new buildings
- building positive relationships with students and staff

Some challenges identified were:

- Growing bigger and things changing
- Not having enough smaller work spaces
- Sometimes noise can be a distraction

## 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: Paretn 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	86.7%
Y02	87.4%
Y03	85.2%
Y04	null%
Y05	null%
Y06	null%
Y07	82.8%
Y08	78.7%
Y09	73.9%
Y10	78.3%
Overall average attendance	81.8%

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

## Child Safe Standards

### Goals & Intended Outcomes

To implement the new Ministerial Order 1359 and 11 Child Safe Standards, building staff knowledge and capacity to ensure the safety wellbeing of all students

To build capacity of staff in managing and responding to student well-being concerns

### Achievements

Ditto Personal Safety Visit

RuOK day celebration

Harmony Day Celebration

Reconciliation Week

FIRE carriers Commissioning

Harm Minimisation sessions

Apology Breakfast

Mandatory Reporting training

Fire Carrier Covenant Development

Indigenous leaders visits - Uncle Bobby, Aunty Fay

Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards

Professional learning of teachers and non-teaching staff

Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Strategies that promote safety and wellbeing in the physical and online environments of the college

Human Resources practices, (recruitment, supervision, performance review)

Code of Conduct Review

Suicidal ideation Information Session

Warrick Brewer - Trauma Informed Practice

Camps and Excursions processes - risk management

# Leadership

## Goals & Intended Outcomes

To continue development and embedding of the college philosophy for learning

To lead implementation the new Ministerial Order 1359 and 11 Child Safe Standards

To promote opportunities for students to participate in leadership development

## Achievements

- Collective efficacy development during staff learning times
- Building collaborative professionalism in PLT time
- Successful launch and PL for staff around Ministerial Order and 11 Child Safe Standards
- Development and enhancement of PLP documentation
- Compelling Leadership focus for leadership team
- Learning Walks for leadership
- Year 9/10 Leadership day Fr Rob
- YAC Vic Participation

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
Warrick Brewer - Trauma Informed Practice
Indigenous Perspectives - Spirituality
Work well Teacher Mental Health project
SWPBS
CDLP
NESLI Women in Leadership
Mandatory Reporting
Disability Standards for Education
First Aid and CPR
Anaphylaxis and Asthma training

- Selective Mutism (online)
- Peaceful Kids Training
- Re Accreditation to teach in a Catholic School
- RE Accreditation to teach RE and Lead in a Catholic School
- Ministerial Order/Child Safe Standards
- Professional Practice Days
- RRRR training

Number of teachers who participated in PL in 2022	29
Average expenditure per teacher for PL	\$550

**TEACHER SATISFACTION**

Staff conveyed the following opportunities in the workplace:

- Creativity
- Knowing the learners
- Collaboration
- Supportive teams
- Strong relationships
- Flexibility
- Environment of trust

Staff conveyed the following challenges in the workplace:

- Lack of staffing
- Low energy levels off the back of COVID
- Lack of time

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	79.5%
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<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	95.7%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	3.2%
Masters	6.5%
Graduate	12.9%
Graduate Certificate	6.5%
Bachelor Degree	45.2%
Advanced Diploma	3.2%
No Qualifications Listed	45.2%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	44.0
Teaching Staff (FTE)	40.0
Non-Teaching Staff (Headcount)	36.0
Non-Teaching Staff (FTE)	32.5
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

To provide opportunities for members of the college community to come together to celebrate the diversity of the community

To promote the college during the enrolment period to meet enrolment targets

To engage in action towards supporting community initiatives

### Achievements

Created multimedia promotional offerings for prospective families

Developed and continued partnerships with local organisations

#### VALUE ADDED

Mother's Day morning tea

Parent information evenings

Discovery Days

Enrolment Information sessions

Enrolment Tours

Community Open Nights

Inaugural College Production

St Vincent DePaul Christmas Appeal

Community Picnic

Father's night by the fire

Learning Expos

L'Arche Market

Catholic Education week news spread in local paper

Produced promotional videos for prospective families

Flood Support efforts from staff

## PARENT SATISFACTION

Parents were asked to provide feedback on parental engagement opportunities at the college. Parents indicated a desire to have the opportunity to be onsite at the college for activities, learning and getting to know other parents. Responses showed that parents would most like opportunities to volunteer, collaborate and open communication. The feedback suggested that parents wanted more information sessions, opportunities to be onsite and more communication.

## Future Directions

As the college continues to grow we have almost completed stage 2B of the college masterplan, with a 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. 2023 will see preparations for the registration process for VCE Units 3&4 and VCE VM Units 3&4 and significant time spent with families in careers conversations. The excitement of growing as a college continues.