



2023

Annual Report to the School Community



St Anne's College

72 Wendouree Drive, KIALLA 3631

Principal: Susan Carroll

Web: www.sackialla.catholic.edu.au

Registration: 2224, E Number: E3061

Principal's Attestation

I, Susan Carroll, attest that St Anne's 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 19 Mar 2024

About this report

St Anne's 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

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our 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.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact 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.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 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, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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

St Anne's College is a Catholic College in its fifth year of operation. In 2023, 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

'Let the words we speak always be full of grace', at our opening school mass this Catholic Education Sandhurst Ltd theme for 2023 was launched. We reflected on St Paul's letter to the people of Corinth where he was telling them that their words should preserve the message of Jesus, add value to the conversation, be uplifting or helpful and reflect the image of Jesus. The community was asked to reflect on how they would add value to conversations and interactions that they would have across the year. They were challenged to ensure our words and actions across the year were helpful and uplifting, building communities of support, empathy, generosity and grace.

Towards the end of the year, there was an opportunity for reflection on how successful we had been in this endeavour to use our words and actions to spread positivity and kindness, gentleness and encouragement. We recalled moments from across the year where we could identify examples of grace being present in the words we were saying or the way we were interacting with each other, with staff, with our family and friends. We recalled when someone spoke to us or genuinely listened to us, seeking to understand, extending patience, kindness and generosity.

As we continued our focus on the Resilience Project, we learnt more about the principles of gratitude, empathy and mindfulness whilst developing our emotional literacy. We learnt that gratitude is about paying attention to the things and the moments we have right now, not focusing on what we don't have. We learnt more about how empathy, kindness and compassion are closely linked and that by being kind towards others and seeing other's perspectives, we can be more empathetic. And finally, that mindfulness activities can help us to be more present in the moment and can help us be calm and notice more about the world around us. Across the year there have been many examples of these principles in action throughout the college.

As a community, we had some of the most challenging times as we learned of the death of Year 7 student Ruby Gribbin, a friend, classmate and valued community member. We had to come together as a community, generating strength, feeling support, empathy, generosity and grace from all corners of our community. The tragic loss of a young life reminds us how precious and fragile life, love and relationships are. How we should treasure and value every single day, every friendship, every joy and always let the words we speak be full of grace.

Our first year of senior secondary started most positively with students enrolled in a variety of subjects across unit 1&2 and a small group of students fast tracking unit 3&4 Psychology and Business Management. We held external exams onsite for the first time and overall it was a very successful first year.

St Anne's College students and staff continue to focus on developing their learning assets of being a self-manager, collaborator, communicator, researcher and thinker. A variety of learning opportunities throughout the year ensured a continued focus on this growth and development.

Catholic Identity and Mission

Goals & Intended Outcomes

The College Catholic Identity and Mission goals and intended outcomes for 2022 were:

- To provide professional learning opportunities for staff in deepening their understanding of dialogue
- To strategically plan for opportunities to learn about the signs of recontextualisation (visual, verbal, and action) across the College

St Anne's College adopted the Catholic Education Sandhurst Ltd theme of 'Let the words you speak always be full of grace' for our 2023 school year. All practices throughout St Anne's College this year supported the college theme.

As a part and in light of the Sandhurst Diocese and St Anne's College greater focus on Indigenous education, including the implementation of cultural plans, staff undertaking the 'Building confidence workshop' and review of the Religious Education curriculum, the Fire Carrier Covenant underwent a major review and rewrite during term 3. All students from Foundation to year 11 and staff witnessed the commissioning of St Anne's College Fire Carriers and presentation of the updated covenant.

Due to the growth of our college, apart from the opening Mass in February, all other whole school Masses were held at St Mel's Parish Christ the King Church. 2023 also saw an increase in student participation in whole school Mass through St Anne's College choir, Altar Serving, Lectors, Audio Visual Assistance, Gospel and Gift processions, Message stick presenters, Acknowledgment of Country Fire Carrier presentation and Foundation to year 2 student choir.

Staff professional learning sessions conducted onsite during 2023 included: Catholic Social Teachings, understanding of the obligations of teachers in Catholic Schools, the place of prayer in a Catholic dialogue school, Catholic Social Teachings and St. Anne's College, shaping the world through the eyes of St Mary of the Cross MacKillop, Maria Montessori, Nanny Nora Charles, St, Gerard Majella and William Cooper, enriching faith development with music – music in Liturgy, reporting student progress and achievement updates in Religious Education and in Reporting in Catholic schools, and Advent, its meaning and seeing

Advent hope peace joy and love reflected in the lives of our house patrons, Maria Montessori, Nanny Nora Charles, St Gerard Majella and William Cooper.

Achievements

- Professional learning for staff in deepening their understanding of dialogue with follow up sessions during the year.
- Through staff professional learning sessions, building capacity of staff to strategically plan for opportunities to learn about the signs of recontextualisation (visual, verbal, and action) across the college.
- Cross curriculum opportunities identified to embed the lived examples of the house patrons as examples of recontextualisation.
- Increased participation of students and wider community in Catholic identity of the College and dialogue through Masses, Parish Sacramental Program, social justice awareness and fundraising activities, and Fire Carrier activities.

Value Added

- Review of Religious Education Curriculum in line with Source of Life
- Updating of Fire Carrier Covenant
- Liturgies and Masses.
- St Mel's Parish Sacramental Program evenings at St Anne's College for Reconciliation, Eucharist, Confirmation supported by St Anne's College staff.
- Whole school Stations of the Cross Liturgy presented by students
- Community Action Group and whole school fundraising and awareness for Caritas and St Vincent de Paul including over \$3,500.00 raised for the Christmas Giving Tree appeal.
- Daily prayer published on SIMON and accessible to wider community via PAM.
- Fortnightly il Giornale community newsletter, Religious Education Leader – Catholic Identity reflection
- Weekly Staff newsletter, Religious Education Leader – Catholic Identity reflection
- Planning for 2024 Year 12 Retreat
- Data analysis of student religious affiliation has enabled planning for meaningful dialogue in Religious Education
- Teachers working towards Accreditation to Teach in a Catholic School increased by 12%
- Increase in Teachers working towards Accreditation to Teach RE or Lead in a Catholic School

- Increase in Teachers completing and gaining accreditation to teach in a Catholic School of 6%.

Learning and Teaching

Goals & Intended Outcomes

To embed college learning and teaching framework as a lived experience in the learning environment.

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

To enhance staff knowledge and understanding of data collection and analysis to allow closer monitoring of growth and achievement

Intended Outcomes:

Moderation processes used in Professional Learning Teams (PLT) evident in weekly PLT agendas

Assessment schedule items can be seen as complete

- PATM & R data
- Literacy Assessment Schedule (SOW)
- Progressive online reporting (SOI and SOP)

Data analysis driving evidence informed decision making about learning - evident in planning documents

Known assessment schedules that include moderation, strategically built into PLT schedules

Planning documents clearly include inquiry focus in the learning program

Staff engaging in learning opportunities with evidence of learning into practice

Achievements

Assessment schedule implemented with rigorous data analysis and interrogation

Refined and complete scope and sequence

Planning support for teaching teams in developing their inquiry from DPLT and L&T School leaders

Engaging the expertise of external experts to support with professional learning

Support programs for students requiring extra assistance (tutoring learning initiative)

Introduction of use of Dibels in the early years (Dynamic Indicators of Basic Early Literacy Skills)

Introduction of SPARKLE (Systematic phonics and reading knowledge levelled evaluation) in early years to evaluate and monitor reading skill levels

Greater staff understanding of the ACER suite of Progressive Achievement Testing (PAT) for accurate monitoring of student growth in reading and mathematics

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

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	357	21%
	Year 5	*	*
	Year 7	485	37%
	Year 9	529	48%
Numeracy	Year 3	352	26%
	Year 5	*	*
	Year 7	480	33%
	Year 9	526	38%
Reading	Year 3	359	50%
	Year 5	*	*
	Year 7	487	44%
	Year 9	550	56%
Spelling	Year 3	359	58%
	Year 5	*	*
	Year 7	485	45%
	Year 9	542	56%
Writing	Year 3	363	58%
	Year 5	*	*
	Year 7	483	32%
	Year 9	545	52%

*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	26
VCE Completion Rate (includes VCE VM completions)	*
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	*

Student Wellbeing

Goals & Intended Outcomes

To continue to develop the principles of The Resilience Project across the College

To strengthen the school wide positive behaviour framework as an embedded way of being

To develop and strengthen community partnerships

Achievements

Further training of key staff in implementation of The Resilience Project

Staff engaging in broader learning opportunities with Dan Petro around the School Wide Positive Behaviour Framework

Two staff leading the community action group with a committed team of students throughout the year

Organisation of a variety of guest speakers to bring in external expertise from a variety of community partners

Value Added

Implementation of The Resilience Project

Maintaining and continuing development of the School Wide Positive Behaviour Framework

Enhancing student voice through the development of the community action group

Parent Support Group meetings

Broadening the Inclusive Education team (administration role)

Collaboration with Catholic Care

Partnership with VicPol (Lee Johnson)

Partnership with Yorta Yorta community through guest speakers and presenters

Daily GEM Principle sessions in Pastoral Group time

Community Action Group fundraising and awareness raising of issues of poverty and sustainability

Student Satisfaction

[ORIMA Survey Snapshot](#)

Student Attendance

Overall Student Attendance for 2023: 84%

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 .

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	[ASR_Years9To12StudentRetentionRate.retentionrate]

Average Student Attendance Rate by Year Level	
Y01	85.3%
Y02	89.9%
Y03	89.9%
Y04	87.7%
Y05	*
Y06	*
Y07	85.6%
Y08	82.3%
Y09	80.7%
Y10	76.6%
Overall average attendance	84.8%

Leadership

Goals & Intended Outcomes

To grow the capacity of the leadership group at St Anne's College gaining a sense of cohesion, clarity of role and empowerment

To enhance the confidence of the leadership group, define expectations and work within the challenge of a school environment effectively and efficiently.

To build the structure for senior student leader formal roles in 2024

Intended Outcomes:

Growth in leadership capacity and capability

Role Satisfaction

Clarity of role and purpose

Effective Collective Practice

A framework for student leadership in 2024

Achievements

Identified strengths and challenges within the CES Ltd Leadership Capability Matrix

Goal setting for individuals working towards improvement targets

Developed a common moral purpose for leadership

Enhanced collective efficacy of the leadership group

6 Candidates for College Captain role and 16 applicants for House Captain roles

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Building Confidence Workshop Australians Together Australians Together 2023 MHIS Conference Understanding PAT online HLTAID009 CPR Training HLTAID012 Teacher First Aid training First Aid Verifiers Course Anaphylaxis Course Dan Petro - SWPBS U3/4 Course Planning Varied subjects Day Labcon 2023 Catholic Identity - Indigenous Perspectives The Resilience Project Learning and Teaching - Instructional Practice	
Number of teachers who participated in PL in 2023	54
Average expenditure per teacher for PL	\$440.00

Teacher Satisfaction

ORIMA Survey Snapshot

Teacher Qualifications	
Doctorate	2.3%
Masters	4.7%
Graduate	9.3%
Graduate Certificate	4.7%
Bachelor Degree	25.6%
Advanced Diploma	2.3%
No Qualifications Listed	51.2%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	68
Teaching Staff (FTE)	60.1
Non-Teaching Staff (Headcount)	60
Non-Teaching Staff (FTE)	54.8
Indigenous Teaching Staff (Headcount)	4

Community Engagement

Goals & Intended Outcomes

To enhance partnerships with families to foster a shared responsibility for the learning growth of all.

To enhance connections with a range of community support networks and external services (not limited to: agencies / professional services / community groups / social justice)

Intended Outcomes:

Greater parental engagement in learning conversations

Community survey to provide feedback regarding engagement

Identified and prioritised opportunities across the year for parental engagement

Increase in database of community connections

Achievements

Continued to build stronger partnerships with community groups such as Catholic Care, St Vincent DePaul's, Kialla Villages Aged Care Facility

Social media presence increased and Communications team expansion to support

Ran community information nights, open nights, welcome nights and special celebrations for community to attend:

Wonderful Women's Morning Tea

Christmas Concert

Beaut Blokes BBQ

Open Nights

Information Nights

TRP Parent information session

Learning Conversations

SOW Learning Expo

Year 9 Learning Expo

Year 9 Market Day

Welcome BBQ

VCE Subject Selection Showcase

Book Week Parade

Opening College Mass

Feast Day Mass

Farewell Liturgy for Fr Peter

End year Mass

Parents invited to presentation dance of Year 10 students

Advisory Council Workshop meetings

Parent Satisfaction

This was the first year of the implementation of the ORIMA surveys. The parent response rate was 6 out of a possible 100 surveys sent, this disproportionate response rate does not allow for accurate response to overall parent satisfaction. Parents attend information nights, learning expos and other school based events, providing feedback on their experiences to the college. Parent feedback is also received as a standing agenda item through the Advisory Council with feedback on events, opportunities for engagement and the improvement in the social media space noted as positive additions to the college. This forum has also been useful in understanding parent challenges and an opportunity to consult with the parent representative to find ways to address these challenges together.

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.sackialla.catholic.edu.au