



# 2024

## Annual Report to the School Community



### St Anne's College

72 Wendouree Drive, KIALLA 3631

Principal: Anthony Butts

Web: [www.sackialla.catholic.edu.au](http://www.sackialla.catholic.edu.au)

Registration: 2224, E Number: E3061

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## Principal's Attestation

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I, Anthony Butts, 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 2024 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 24 Mar 2025

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## About this report

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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](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### 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

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## College Overview

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St Anne's College is a Catholic College in its sixth year of operation. In 2024, the student cohort consists students enrolled in Foundation - Gr 5 and Yr 7 - 12. The staff 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.

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## Principal's Report

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We were very grateful that 2024 was uninterrupted and our programs were carried out without the challenges faced by our community in previous years.

Throughout the year, we continued to provide our students with a rich and engaging curriculum, wrapped in our very special St Anne's culture and environment. I would like to thank all of our staff for their ongoing commitment to the college and the endless hours they contribute to ensuring our children have the best possible education. I would also like to thank our School Advisory Council for giving up their time and contributing to the decision-making at St Anne's. Parental engagement is critical to effective school management, and I am very grateful to the School Advisory Council for their dedication and commitment.

We have continued to flourish under the spiritual leadership of of our Parish Priests. Their presence in the school is appreciated, leading our liturgies.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

The College Catholic Identity and Mission goals and intended outcomes for 2024 were: -

Recognising and embracing plurality through a mutual listening in which everyone has something to learn through genuine faith dialogue

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

St Anne's College adopted the Catholic Education Sandhurst Ltd theme of 'Behold I make all things new' for our 2024 school year. All practices throughout St Anne's College this year supported the college theme.

During term 2, staff and students working together to recognise and embrace plurality through a mutual listening in which everyone has something to learn through genuine faith dialogue, drafted the College's first Social Justice and Ecological Stewardship policies and procedures. Following this practice they also reviewed and updated the Fire Carrier Covenant. St Anne's College students and staff participated in the Caritas Justice Matters Camp, Grade 5 Caritas Just Leadership Day, raised awareness and funds for charities including St Vincent de Paul Society Christmas appeal, Caritas Project Compassion and Opening the Doors Foundation.

Whole school Masses held at St Mel's Parish Christ the King Church during the year included Opening Mass in February, St Joachim and St Anne's Feast day Mass in July, Year 12 Graduation Mass in October and the end of year whole school thanksgiving Mass in December. Other liturgies were held at the College and included, Ash Wednesday liturgies, Whole School Stations of the Cross liturgy in April, Opening of Stage 2 Building Liturgy led by Bishop Shane Mackinlay in July, and Advent liturgies in December.

In partnership with St Mel's Parish and St Mel's Primary School, St Anne's College staff facilitated the sacramental programs for Reconciliation, Confirmation and Eucharist during the year. St Anne's College also welcomed the St Mel's Parish community as they celebrated Good Friday Stations of the Cross in April, and All Souls Day Mass in November on College grounds.

As the first year with year 12, 2024 also saw our inaugural year 12 overnight retreat at Healesville.

Staff professional learning sessions conducted onsite during 2024 included: CESLtd led professional development sessions; Gospel of Mark scripture in the classroom sessions; Spirituality and Ecological Stewardship. St Anne's Staff led one hour sessions held once a month included topics including the place of prayer in a Catholic Dialogue School, understanding diversity and dialogue in a Catholic school, and Source of Life Curriculum.

## **Achievements**

Professional learning for staff in delivering scripture in the classroom.

- St Anne's College staff presenting Blessed Broken and Shared program.
- Students participating in CES Ltd Caritas Justice Matters Camps and Grade 5 Just Leadership day.
- Student led advocacy and fundraising raising in excess of \$7,000 during 2024.

## **Value Added**

- Review of Religious Education Curriculum in line with 2025 Magnify & Source of Life changes
- Updating of Fire Carrier Covenant
- Creation of Social Justice draft policy and procedure
- Creation of Ecological Stewardship draft policy and procedure
- Liturgies and Masses celebrated with the wider College and Parish community.
- St Mel's Parish Sacramental Program evenings at St Anne's College for Reconciliation, Eucharist, Confirmation facilitated by St Anne's College staff.
- Whole school Stations of the Cross Liturgy presented by students
- Fortnightly il Giornale community newsletter, Religious Education Leader – Catholic Identity reflection
- Weekly Staff newsletter, Religious Education Leader – Catholic Identity reflection
- 2024 Year 12 Retreat
- Caritas Justice Matters camp
- Caritas Grade 5 Just Leadership Day participation

- 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
- Teachers working towards Accreditation to Teach RE or Lead in a Catholic School
  
- Teachers completing and gaining accreditation to teach in a Catholic School
  
- Teachers completing and gaining accreditation to Teach RE or Lead in a Catholic School

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## Learning and Teaching

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### 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 (F- Gr 4)
- Progressive online reporting (Gr 5 - Yr12)

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)

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

Increased 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 which 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 conducts a staff 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

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	360	30%
	Year 5	480	61%
	Year 7	503	51%
	Year 9	*	*
Numeracy	Year 3	395	63%
	Year 5	488	73%
	Year 7	501	55%
	Year 9	*	*
Reading	Year 3	392	57%
	Year 5	499	79%
	Year 7	500	57%
	Year 9	590	77%
Spelling	Year 3	381	47%
	Year 5	459	58%
	Year 7	503	47%
	Year 9	*	*
Writing	Year 3	409	77%
	Year 5	488	76%
	Year 7	487	32%
	Year 9	*	*

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	25
VCE VM Completion Rate	83%
VCE VM Completion Rate	83%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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## Student Wellbeing

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### 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 around School Wide Positive Behaviour Framework

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

Program Support Group meetings

Broadening the Inclusive Education team (administration role)

Engagement of 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**

Our student goal setting meetings have been an effective way to gather student feedback and

suggestions. Data from these meetings indicate that students enjoy coming to school and most have a positive relationship with their teachers. Students indicated they feel suitable challenged with the work they are assigned and teachers have high expectations.

The majority of students expressed they feel safe at school and that they have the opportunity to speak with wellbeing staff when needed.

## **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. 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 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 .

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	70.83

<b>Average Student Attendance Rate by Year Level</b>	
Y01	88.9
Y02	90.9
Y03	91.4
Y04	90.2
Y05	89.3
Y06	
Y07	82.1
Y08	83.8
Y09	86.1
Y10	79.6
Overall average attendance	86.9

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## Leadership

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### Goals & Intended Outcomes

To empower our leaders with a clear understanding of shared educational philosophies and an

ability to articulate our pursuit to develop a culture that promotes learning.

To ensure that expectations are clear for all members of the school community.

To evaluate school events and seek feedback on a regular basis to improve performance.

To make directed decisions to ensure the effective and targeted use of resources and expertise to maximise outcomes.

To continue to develop the Master Plan that will provide quality buildings and resources for a sustainable future.

### Achievements

Our staff leadership team, comprises of the Principal, Deputy Principal Learning & Teaching, Deputy Principal Wellbeing, Learning & Teaching Leader F-4, Learning & Teaching Leader 5-9, Learning & Teaching Leader 10-12, Wellbeing Leader F-4, Wellbeing Leader 5-9, Wellbeing Leader 10-12, Learning Support Leader, Catholic Identity Leader, Learning Diversity Leader and Business Manager.

The group meet once a fortnight to discuss the School Improvement Plan, professional development, planning and general business.

Our leaders facilitate Professional Learning Communities in their respective areas, which drive learning and teaching, student and staff wellbeing and support for students with additional needs.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
ACER Leading Professional Conversations	
VACPSP Conference	
Play & Art Therapy	
2024 STAV Conference	
Virtual Psychology Conference	
VCE History Conference	
Trauma Informed Education	
Zart online	
Forces & Motion PD	
First Aid Training	
CPR Training - Teachers TalkSmart	
Medium Rigid Licence Course	
Victorian Catholic Secondary School Deputy Principals Association	
AI in Education	
Home Economics	
Cultural Tour Rumbalara Aboriginal Cooperative	
Home Economics	
VATE Conference	
Understanding PAT - ACER	
Number of teachers who participated in PL in 2024	53
Average expenditure per teacher for PL	\$1432.00

## Teacher Satisfaction

The information gathered from teacher goal-setting and annual review meetings was encouraging. Feedback on teacher workload was constructive, guiding our ongoing efforts to support staff in this area. Data related to role clarity and teamwork has shown continued improvement. There is a strong consensus that St Anne's excels in collegial support and wellbeing. Most teachers report that student behaviour is an area of improvement and will be a specific goal with strategic planning and our PBIS program.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	4
Graduate Certificate	0
Bachelor Degree	7
Advanced Diploma	1
No Qualifications Listed	28

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	76
Teaching Staff (FTE)	65.27
Non-Teaching Staff (Headcount)	67
Non-Teaching Staff (FTE)	53.93
Indigenous Teaching Staff (Headcount)	5

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## Community Engagement

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### Goals & Intended Outcomes

Goals:

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 student 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

Annual School Report to the Community

Student Parent Learning Conversations

F-4 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

End year Mass

Parents attendance at dance of Year 10 formal

Advisory Council Workshop meetings

### **Parent Satisfaction**

All parents and carers had the opportunity to complete Orima Parent Surveys. The following trends were identified:

**Strengths:** The St Anne's community, Catholic Identity, caring staff, school buildings and indoor facilities.

**Areas to improve:** Playground facilities, Student behaviour, Communication regarding academic growth, General communication of school events.

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## Financial Performance

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

For more detailed information regarding our school please visit our website at [www.sackialla.catholic.edu.au](http://www.sackialla.catholic.edu.au)