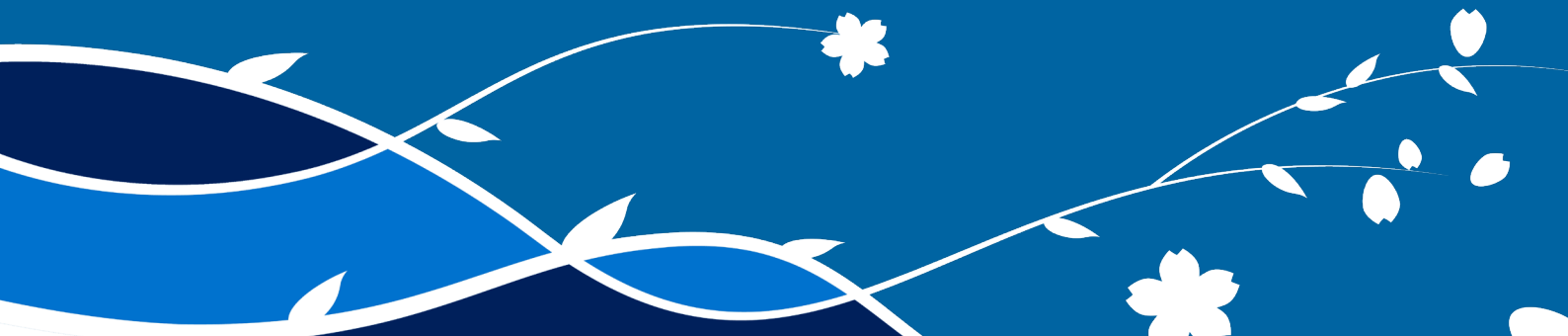




# KOLBE CATHOLIC COLLEGE

*Annual Report 2022*





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## OUR VISION

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To grow lifelong learners inspired by Jesus to help transform the world.

## OUR MISSION

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To build an authentic learning community that is rich in diverse opportunities enriched by Catholic values.

## OUR VALUES

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The **COURAGE** to live out God's mission of service and love.

Practice our **FAITH** by loving God and others with all our heart.

Aspire to **EXCELLENCE** so that we grow our talents and shine our light for all to see.



# A MESSAGE FROM THE PRINCIPAL

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2022 was another exciting year at Kolbe Catholic College where our College continued to forge its reputation as being the school of choice in the Greater Rockingham area. While the effect of the global COVID pandemic still impacted our community, our College persisted with a flexible and diverse education program that allowed our community to thrive in unique circumstances.

Our College developed our 'Kolbe Way' vision – designed to provide a compass point for our entire community. Utilising some of the virtues of St Maximillian Kolbe, a whole school pastoral vision embracing 'Courage, Faith and Excellence' was created to inspire our community to become the best version of themselves, and to become people for others. Our College remains steadfast in providing an environment for students and staff to feel loved, safe and a genuine sense of belonging within our community.

Our 2022 graduates produced some amazing academic results. Our College produced its highest Median ATAR result for 6 years, and we had nearly 100 students completed at least one Certificate II qualification at the College. The introduction of Specialist Pathways for Year 12 students within the Sports, Music and Performing and Visual Arts contexts was an exciting new initiative which reflects our College's desire to build active and engaging learning environments that prepare future ready learners.

As the College heads into 2023, may we continue to grow lifelong learners, inspired by Jesus, to help transform the world.

God Bless

**Neil Alweyn**  
**Principal**



# CONTEXTUAL INFORMATION

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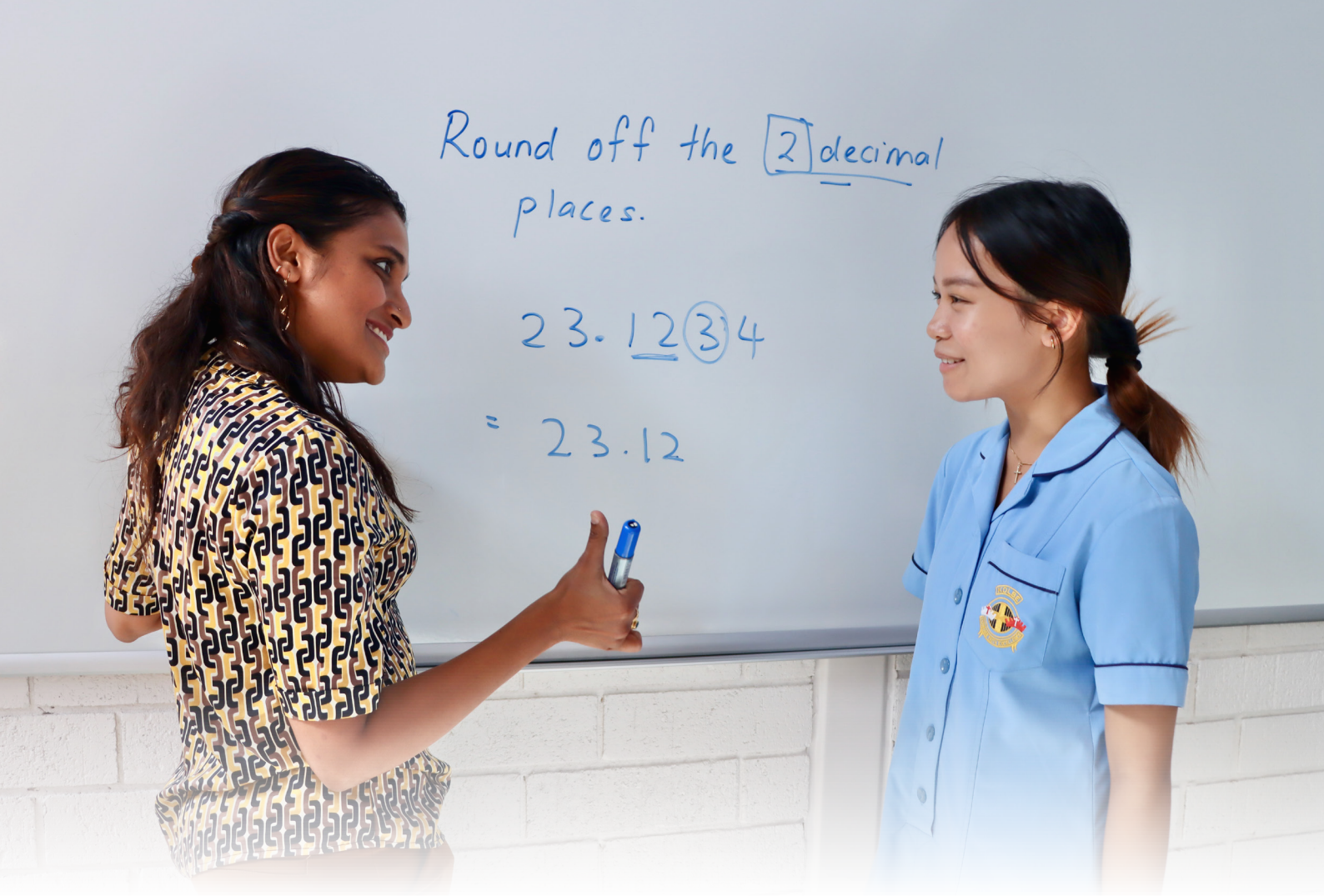
Kolbe Catholic College is a co-educational secondary college with over 1200 students from Year 7 to 12. By embracing 'The Kolbe Way', the College offers a holistic education that values the spiritual, religious, intellectual, physical, social and emotional development of all students, and in which relationships and learning are both important. The College promotes Gifted and Talented programs, as well as literacy and numeracy support across all years, thereby catering for students' individual needs. The student population is diverse, with 48 Aboriginal students, 67 students with special needs, and 43 students from Defence Force families.

Strong university entrance and vocational pathways are offered in the senior school, promoting the Kolbe 'Capabilities for Life'. As a future-oriented school we provide modern learning environments for students to engage with the curriculum.

The College is committed to developing independent learning skills in students and strongly encourages the use of educational technologies in the classroom. The use of 1:1 mobile learning technologies allows access for students both at school and home.

A broad range of extra-curricular activities, including sport, music, drama, dance and a wide range of academic competitions and clubs, enhance the pastoral and educational programs offered. Inter-House sporting competitions and broad student leadership experiences highlight the quality of pastoral care provided to students. A Christian Service Learning Program extends across all year levels, challenging students to focus on others rather than 'self'. The model of schooling offered by the College, underpinned by Gospel values, encourages students to aspire to our College motto — Courage, Faith, Excellence.





## TEACHER STANDARDS & QUALIFICATIONS

Kolbe Catholic College employed 95 teaching staff in 2022. Collectively, the highest qualifications held by teachers and the number of staff with these qualifications were:



### QUALIFICATIONS

### NUMBER OF TEACHERS

Masters	8
Graduate Diploma (or equivalent)	44
Bachelor	43
Diploma	1

# WORKFORCE COMPOSITION

Kolbe Catholic College employed a total of 95 teaching and 42 non-teaching staff, which includes one Aboriginal non-teaching staff member. The full breakdown is as per the table below:

TEACHING	FULL-TIME	PART-TIME	TOTAL
Male	35	0	35
Female	46	14	60
<b>Total</b>	<b>81</b>	<b>14</b>	<b>95</b>

NON-TEACHING	FULL-TIME	PART-TIME	TOTAL
Male	7	2	9
Female	7	26	33
<b>Total</b>	<b>14</b>	<b>28</b>	<b>42</b>



# STUDENT ATTENDANCE AT SCHOOL

## ATTENDANCE PROFILE

Given the strong correlation between excellent attendance and successful academic performance, the College works in close partnership with parents to promote and manage the regular attendance of students. To this end, as part of their duty of care and under the guidance of the Principal, College staff monitor all absences.

Regular student attendance is supported by:

- the provision of a safe and caring teaching and learning environment where student wellbeing is a priority;
- maintaining accurate student attendance records;
- practices and processes that address student attendance issues as they arise.

The following processes are in place to support student attendance:

- each morning attendance is taken during PC and in all subsequent classes throughout the day;
- clarification for unexplained absences is sought by contacting parents via SMS at 10am each day;
- absences remain unexplained until a parent advises the College of the reason;
- the requirement to attend school and the consequence of non-attendance is communicated regularly;
- the Principal writes to all parents of students who are absent for an extended period (greater than two days) to advise of the implications of non-attendance. A copy of the Attendance Policy is provided for their reference;
- all unsatisfactory student attendance is investigated and intervention strategies are implemented.

## YEAR LEVEL

## ANNUAL ATTENDANCE % RATE

Year 7	91%
Year 8	91%
Year 9	89%
Year 10	87%
Year 11	92%
Year 12	87%

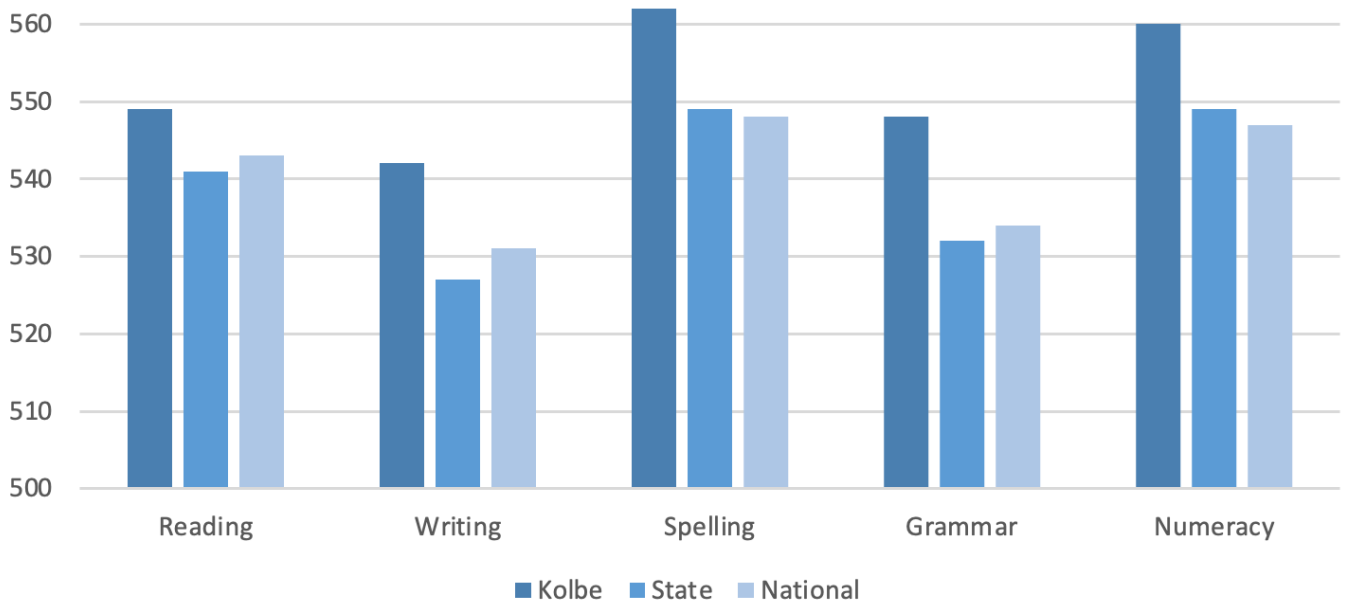




# 2022 NAPLAN DATA

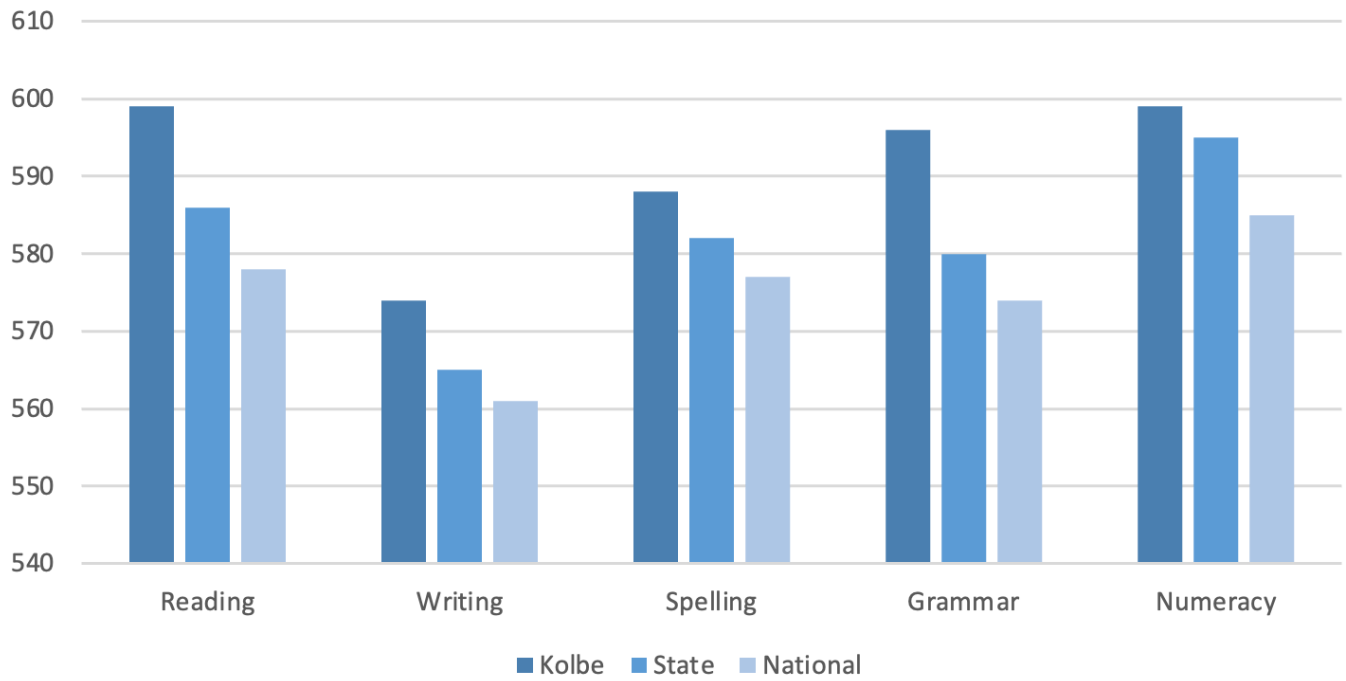
NAPLAN testing data for Year 7 and 9 students gives an indication of literacy and numeracy development. The results are utilised to inform teaching and learning practices, and a range of strategies are incorporated to support students in the development of key skills.

## NATIONAL COMPARISONS: YEAR 7



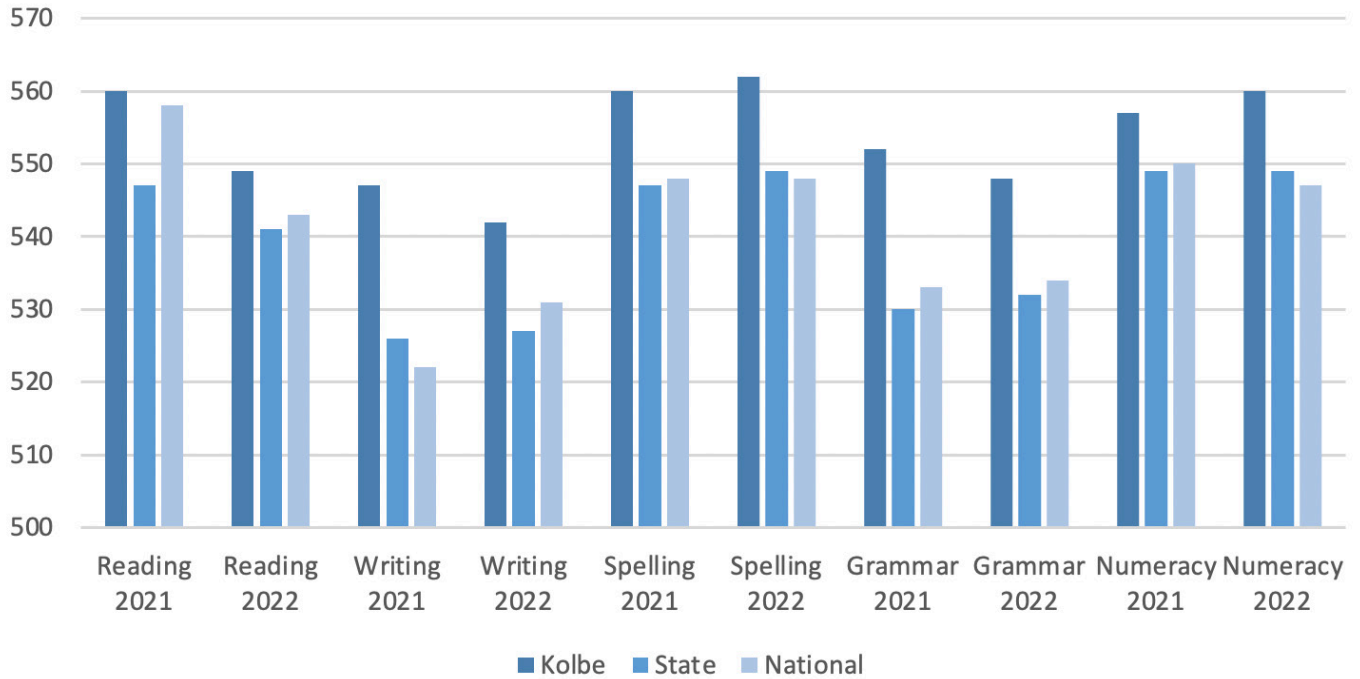
# 2022 NAPLAN DATA

## NATIONAL COMPARISONS: YEAR 9

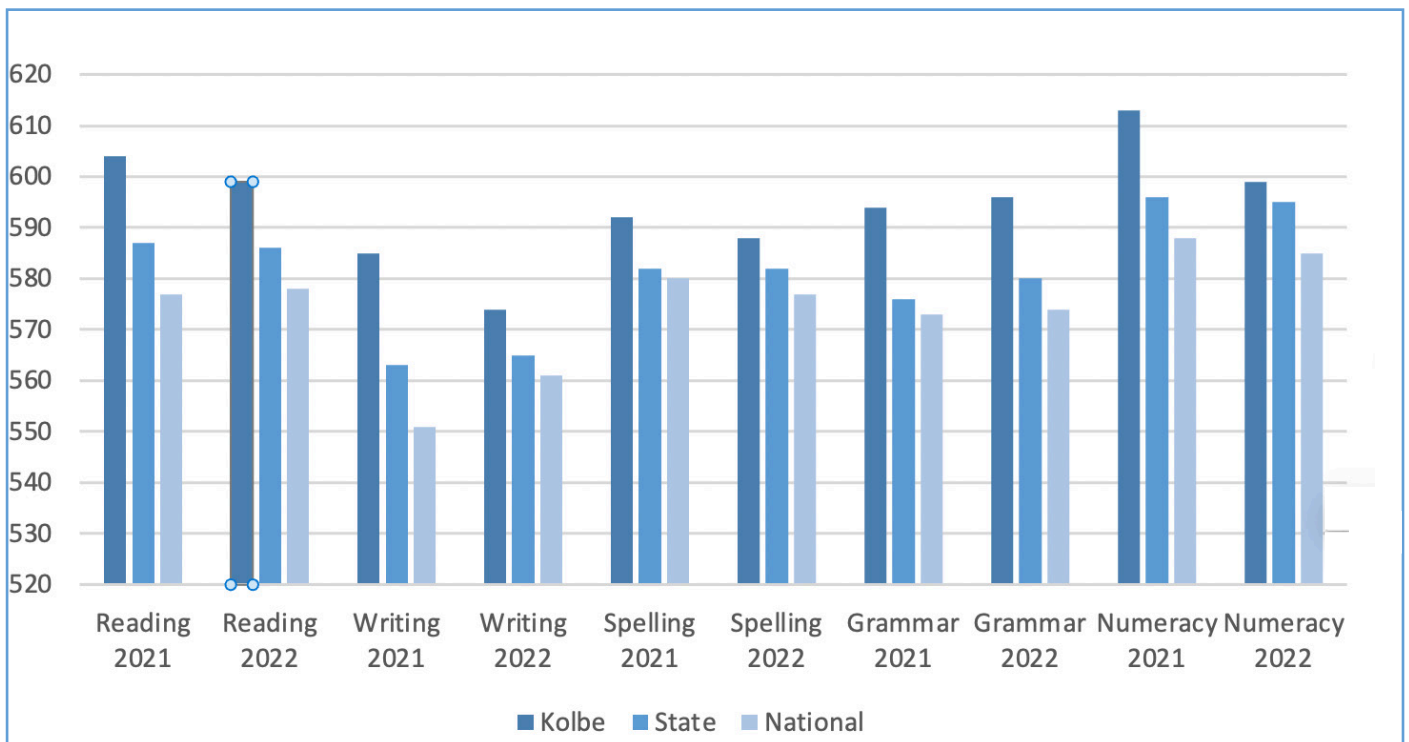


# 2022 NAPLAN DATA

## NATIONAL COMPARISONS: YEAR 7 2021 -2022



## NATIONAL COMPARISONS: YEAR 9 2021 -2022





## SENIOR SECONDARY SCHOOL OUTCOMES

In 2022, 166 Year 12 students attended the College and below is a summary of their outcomes:

### ACADEMIC ACHIEVEMENTS

### PERCENTAGE OF STUDENTS

Percentage of students who achieved WACE	98.8%
Percentage of students studying ATAR	37.3%
Percentage of students completing a Vocational Education & Training Certificate II or higher	59.6%
OLNA Numeracy Achievement	98.2%
OLNA Reading Achievement	98.8%
OLNA Writing Achievement	99.4%



# PARENT, STUDENT & TEACHER SATISFACTION

## PARENTS

Parents contributed to the achievement of College goals through:

- assisting in the supervision of senior school examinations;
- being involved on the College School Advisory Council and in the Parents and Friends Association;
- assisting in the uniform shop;
- volunteering at sporting events and camps;
- attending College Masses and assemblies.

Parents are encouraged to use email to contact teachers and the College portals to learn about educational programs and student academic progress.

Enrolments continue to be strong, and all students, from both new and existing families, are invited for an enrolment interview with the Principal or a member of the College Executive. Feedback during sibling interviews is extremely positive, which highlights the importance of partnership between families and school. Extensive enrolment waitlists in Years 7, 8, 9 and 10 are an indication of the support parents have for the College.



## STUDENTS

Students take pride in the College and are encouraged to apply for a number of leadership opportunities available across all years. Students often volunteer to assist in the Walsh Learning Centre and the ICT department, and as tour guides for major College events. They actively promote the ethos of the College in the community in a number of ways, including during work placements, while participating in the Christian Service Learning Program and in their part-time employment. Senior students are appreciative of the 'extra' support and guidance offered to them by staff, as is evidenced by their response to activities, such as the after school study club. Students from the College are highly sought after by local employers.

A survey completed by Year 12 students at the end of 2022 indicated students' overall appreciation for their achievements during their time at the College.

### THE TEACHING STAFF AT THE COLLEGE HELPED ME ACHIEVE MY POTENTIAL

### STAFF WERE WILLING TO HELP ME WHENEVER I ASKED FOR ASSISTANCE

## TEACHERS

Teachers have a high level of commitment to the College and its goals, as indicated by the myriad of activities they are involved in outside of the classroom and the percentage of Year 12 students who gained their first preference at University and TAFE. Teachers at the College always endeavour to provide the best possible teaching and learning programs for the students. There is a strong sense of collaboration among teachers, resulting in individualised support when required, excellent pastoral care and active involvement in professional subject associations. Teachers are actively engaged in professional learning opportunities that address various aspects of student learning and achievement.

A strong sense of community prevails within the College and there is widespread support between colleagues. A strong growth model exists because of staff collaboration and the sharing of learning practices.

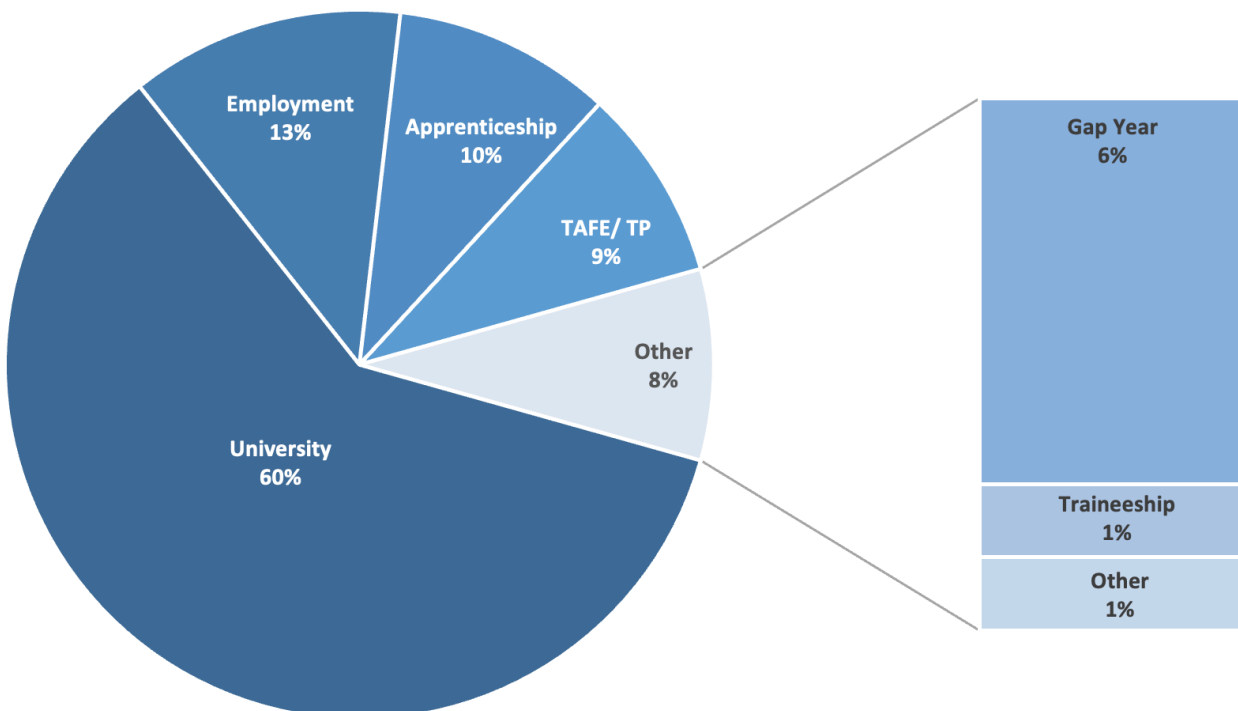
Always	39.30% (63)
Mostly	43.12% (69)
Sometimes	13.12% (21)
Rarely	3.75% (6)
Never	0.63% (1)

Always	49.38% (79)
Mostly	40.00% (64)
Sometimes	6.87% (11)
Rarely	3.75% (6)
Never	0.00% (0)



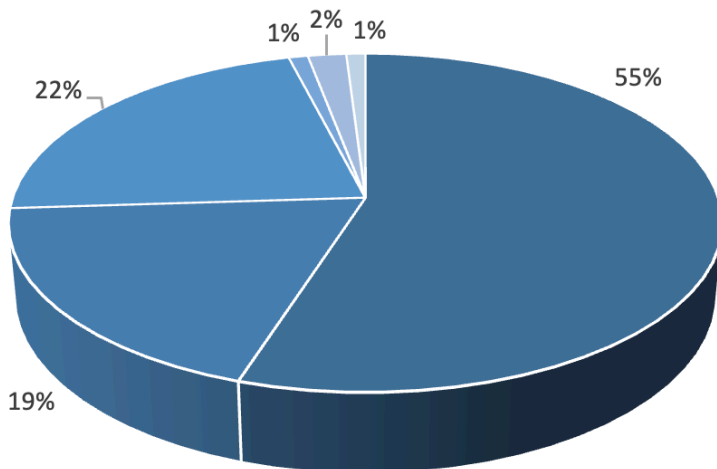
## POST-SCHOOL DESTINATIONS

The chart below provides a summary of post-school destinations.



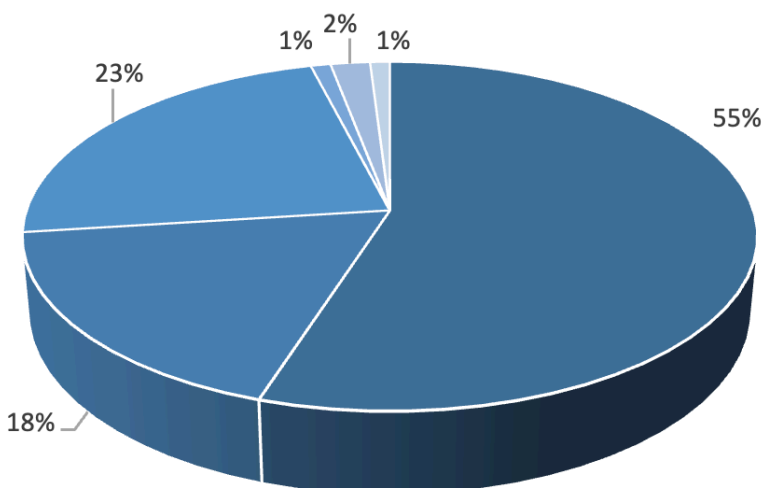
# SCHOOL INCOME

## 2022 ACTUAL INCOME



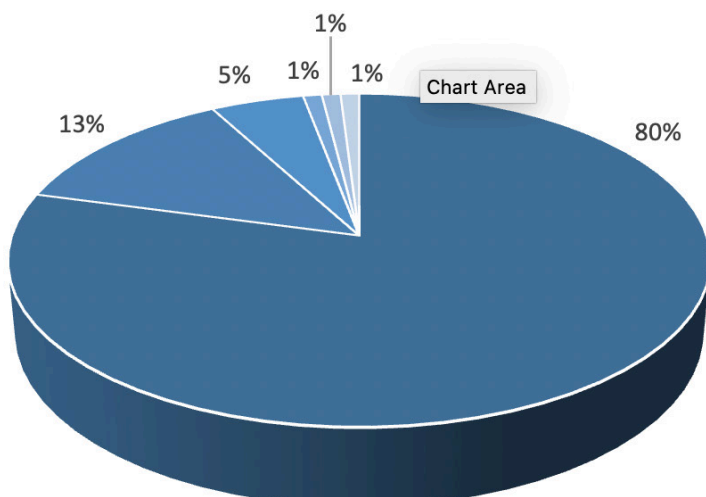
- Australian Government Grants
- State Government Grants
- Student fees and levies
- Trading activities
- Capital - building levy
- Sundry income

## 2023 PROVISIONAL INCOME



- Australian Government Grants
- State Government Grants
- Student fees and levies
- Trading activities
- Capital - building levy
- Sundry income

## 2023 PROVISIONAL EXPENDITURE



- Australian Government Grants
- State Government Grants
- Student fees and levies
- Trading activities
- Capital - building levy
- Sundry income

# BOARD CHAIR REPORT

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The past year has been another challenging one, as we continued to be greatly impacted by the COVID-19 global pandemic. At sporadic intervals, online learning had to be implemented, we had significant student absentees and staff shortages, and the College had to continually review health and safety measures and consider the viability of various major events on the school calendar. I would specifically like to thank our teaching staff for their approach to these issues. Their dedication, adaptability and hard work during a difficult year has been truly remarkable and very much appreciated.

The School Advisory Council continued its core activities, along with a few new developments. The Council is entrusted to assist the College in its strategic purpose and the planning of future capital works. This year, our Principal, Mr Neil Alweyn, and Business Manager, Mr Brad Woodhead, have been in discussions with key stakeholders regarding the Stage 15 and 16 building projects. Stage 15 will consist of a cafeteria, change rooms, Physical Education and Performing Arts offices, four classrooms, and the refurbishment of the Performing Arts block that will include a new black box theatre and dance room. Work on Stage 15 is proposed to start in December 2022. Stage 16, which will proceed in the years following, will include a new College gymnasium and further classrooms. Mr Alweyn and Mr Woodhead have liaised with our architects, EIW, and Catholic Education WA throughout the year to finalise the master plan.

Changes to the federal funding of schools in 2024 will have a significant impact on Kolbe. Currently, the College's funding from the Federal Government is assessed under the current Socio-Economic Status (SES) funding model, which is based on the family wealth of the suburbs surrounding the College. The model being introduced in 2024 will be the Direct Measure of Income (DMI) model, in which assessment is based on the median income of the families of the College. The new DMI model will provide a more accurate and meaningful measure to determine the base funding level per student but will also measure the capacity of the families at the College to contribute to fees. In Kolbe's case, as our DMI is greater than our previous SES, the result will be a reduction in federal funding, as the capacity of families to contribute to fees is greater than the amount claimed.

While this will result in fee increases for our families, the College Executive and School Advisory Council will continue to work hard to establish carefully considered changes for the next few years with respect for our families' contexts. This will ensure our College remains in a strong financial position moving into the future.

To the graduating class of 2022, congratulations on the completion of your time at the College, and on behalf of the School Advisory Council, I wish you well for your very bright futures.

I would like to thank the P&F President, Mrs Erin Posik, and her team for their support of the College and all they do for the benefit of the students, the staff and the College community.

To the School Advisory Council: Mrs Kathryn Bunce (Vice Chair), Mr Richard Beal (Treasurer), Mrs Samantha Veenhuizen, Mr Geoff Vincent, Mr Pierluigi Vajra, Mr Neil Alweyn (Principal), Ms Anita O'Donohue (Senior Deputy Principal), and Mr Brad Woodhead (Business Manager) — on behalf of the College community, I thank you for your vision and tireless efforts to ensure that the College continues to meet its goals. Together, you have made a considerable collaborative contribution to the strategic direction and support of the College leadership team.

To Mr Neil Alweyn, our Principal, with his big smile, sense of humour and endless energy, we thank you for your leadership and your commitment to the College's growth. Your support and loyalty are greatly appreciated by all.

This year, we farewell Mr Tim Shanassy, Deputy Principal (Year 10-12), who has been appointed as Vice Principal at Corpus Christi College. On behalf of the School Advisory Council, I thank you, Tim, for being such a dedicated and dynamic staff member. Your enthusiasm and innovation has contributed to making the College a great place for our students to learn and develop. We wish you all the very best in your future endeavours.

It's an ongoing privilege to lead the School Advisory Council on behalf of the community.

Best wishes  
**Kylie Henning**  
**School Advisory Council**



# SCHOOL IMPROVEMENT PLAN

## IMPROVEMENT GOALS

## RELEVANT ACTIONS

<p><b>CATHOLIC IDENTITY</b></p> <p>In order to grow the faith formation and support staff wellbeing we will explore and develop ways to pray and reflect.</p>	<ol style="list-style-type: none"><li>1. Our staff retreat will be re-framed in 2022. The intention will be to create an engaging faith formation opportunity for staff to come together and reflect on the place of Jesus in their lives.</li><li>2. The development of a dedicated staff prayer group which provides an opportunity for staff to come together in a range of prayer experiences.</li><li>3. Our faith formation day this year will explore the concepts of pilgrimage and/or service to promote gospel values amongst staff, focus on wellbeing and will be a chance for us to pray together.</li><li>4. Max Time Professional Learning sessions will run to engage staff in the 'believing touchstone'.</li></ol>
<p><b>EDUCATION</b></p> <p>In 2022, we will embed our College's newly developed 'Vision for Learning' into our school culture.</p>	<ol style="list-style-type: none"><li>1. Ensure the Vision for Learning is visible across our College and in staff offices and on our website.</li><li>2. Launch the Vision for Learning during a whole staff meeting.</li><li>3. Re-write job descriptions in 2022 to reflect the vision for Learning.</li><li>4. Ensure advertising for new staff is in line with the Vision for Learning.</li><li>5. Embed into interview processes.</li><li>6. Run pop-ups during Professional Learning time (including and beyond Max Time) that dive deeper into the Vision for Learning language and purpose with our staff.</li><li>7. Ensure that the Vision for Learning is a key focus at Curriculum Leader Days in 2022 and informs curriculum Planning.</li><li>8. Make links between our current and future strategic plans, and the Vision for Learning.</li></ol>

# SCHOOL IMPROVEMENT PLAN

## IMPROVEMENT GOALS

## RELEVANT ACTIONS

<b>COMMUNITY</b>	
<p>In 2022, we will introduce and embed the newly formed well-being team into our school community.</p>	<ol style="list-style-type: none"><li>1. Launch the Wellbeing Team at the start of the year at a whole school staff meeting.</li><li>2. Educate staff, students and parents about wellbeing. Create a common language that the Kolbe community is familiar with.</li><li>3. Staff: Use Max time to provide professional development for staff on wellbeing &amp; the Keeping Safe Curriculum.</li><li>4. Students: Ensure that the College is providing a variety of activities for students to ensure a sense of belonging and inclusivity.</li><li>5. Create a student wellbeing team for 2022.</li><li>6. Establish two positions on the student leadership team in the area of wellbeing, for 2023.</li><li>7. Ensure that the 'Kolbe Way' is used to help the implementation of wellbeing in the Strategic Plan for 2023-2025.</li></ol>
<p><b>STEWARDSHIP</b></p> <p>In 2022, we will help groups at Kolbe to explore their unique role as environmental stewards.</p>	<ol style="list-style-type: none"><li>1. Take steps to reduce our ecological footprint. Particularly focus on this at our staff retreat and staff pilgrimage.</li><li>2. Brainstorm with relevant groups, ways of promoting a more sustainable life at the College.</li><li>3. Promote solidarity with indigenous communities in shared responsibility for our common home.</li><li>4. Incorporate content around ecological education and spirituality into our Religious Education Courses.</li></ol>



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