

Iona College Geelong Charlemont

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Damian McKew, attest that Iona College Geelong 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.

24/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Jesus Christ, our greatest teacher, call us to share and witness our Catholic Faith and Tradition by building an inclusive community at Iona College whilst delivering quality learning opportunities for each of our students.

Strategic Intent

To be a Faith filled Catholic Learning Community of compassion, leadership, excellence and courage where all are welcome and inspired to grow to their full potential.

Statement of Iona

College Geelong's Philosophy Iona College Geelong upholds the following philosophy:

- We are committed to offering our students the best education possible and allowing each student to realise their full potential.
- We are committed to offering the best academic environment possible. To do this, we support each student's learning and ensure that each student can learn in an environment free from bullying, harassment, and undue distraction.
- We are committed to inclusiveness, strive to be open and welcoming to all students, regardless of their background, and do everything reasonable to accommodate each student's individual needs. Iona College Geelong will extend particular assistance to children who are poor, disadvantaged or considered most at risk.
- We are committed to caring for each student's emotional and pastoral needs. To do this, we have a pastoral care framework and provide support such as counselling services and education on resilience and mental health.
- We are committed to a Partnership between parents and school. Parents are the first educators of their children. By enrolling their child at Iona College Geelong, parents enter into a partnership with the College to promote and support their child's education, in particular their education in faith.
- We are committed to allowing each student to achieve in areas of their own interest. To do this, we accommodate each student's interests, allowing them to balance curricular and co-curricular activities, and encourage them to pursue their interests.

College Overview

Iona College Geelong Overview The name 'Iona' was chosen in recognition of the Isle of Iona off the west coast of Scotland. Irish Christian missionary St Columba, with a group of twelve followers, came to the island in the 6th Century and established a monastery. The Isle of Iona became a venerated seat of learning and prayer from which missionaries were sent out to spread the Good News to all parts of the known world.

On the 30th May 2018 the former Archbishop of Melbourne, Denis Hart visited the site to announce the name of Iona College Geelong.

"Like Iona College, the Monastery of Iona was a centre of learning by the sea. Just as Iona College will serve and underpin a growing community, Iona was literally a rock of faith, an island monastery rich in knowledge, a centre of tranquillity in turbulent times and a force for spreading the Gospel in parts then considered the edges of the world." (Archbishop Denis Hart 30/05/18)

Iona College Geelong is a Catholic faith community which will aspire to give students a passion for life, a love of learning and a determination to be of service to others. Our College motto "Learning to Change the World" is aspirational.

At Iona College, we acknowledge Australian democratic values. The school is committed to the principles of freedom of religion, freedom of speech and association, equal rights for all, the values of openness and tolerance, the rule of the law and elected government. We want each of our students to find their place in society with a willingness to use their gifts to make the world a better place for all.

Iona College Geelong is a Catholic co-educational College commencing with 150 students in 2020. We are located in Charlemont area of the Armstrong Creek growth precinct, which is within a 15-minute drive of the Geelong CBD and a ten-minute drive to Torquay on the Surf Coast.

A Catholic education at Iona College will reinforce family values in a dynamic, supportive and caring environment. Our goal is to incorporate the latest technology, delivered by teachers who truly care about student learning and an education that stimulates and actively encourages excellence.

Our College will place a strong, dual emphasis on personal well-being and physical activity which we believe will encourage the best possible educational outcomes for our students whilst at the same time supporting our young people as they navigate the many challenges that they are presented with.

Over the next six years, our aim is to fully complete the construction of the College with wonderful facilities that will support the learning of our young people. Key to the development of our College will be our teaching and support staff. This team is committed to working with each student throughout all stages of their learning journey as they work to discover new pathways and aspire to achieve excellence.

Iona is committed to providing our students with a strong, and broad curriculum, with the eventual capacity for students to complete Year 7 -12 schooling with opportunities to complete VCE or VCAL, VET and other vocational opportunities.

Principal's Report

2022 will be marked as the year that we finally had the opportunity to mark the official opening of Iona College Geelong. After being challenged by the COVID-19 restrictions over the previous two years we were pleased to recognise this official occasion on September 16. We celebrated the opening with a Mass celebrated by Archbishop Peter Comensoli and the priests from the Geelong Deanery including College Canonical Administrator, Fr Jim Clarke. We welcomed on the day, many guests, parents, and friends who have played an instrumental role in the establishment of our school. Who would have thought that when we first welcomed our Foundation students back at the start of 2020 that we would have to wait 2 and a half years for this occasion! The old English proverb that a patient seeker will be satisfied in due time has perhaps never been more appropriate than in the case of our official opening. Our opening was an important milestone in recognising the many people who have shared in our vision and walked the journey of establishment with us.

Significantly, our opening was also an opportunity to mark the unveiling of two significant additions to the College, The Iona Cross and Yarning Circle. These two creations have been designed uniquely for our school. The Iona Cross describes our Catholic and Australian story and will stand for many generations to come. We are grateful to Artist Chris Sage for her completion of this project. The day prior to our official opening we held a moving ceremony that marked the opening of the College Yarning Circle. This sacred space is located at the exact centre point of the College property and will be the heart of our College and it is here because it is symbolic of our school's connection to country and especially to the generations of our First Nations people who walked and learnt on this same land many years before we as a school have come into existence. Our Yarning Circle has been designed to be a place of respect, learning and peace. Our Yarning Circle enables us to take the time to educate ourselves and others in the Iona Community about our history, we understand that we still need to provide a way forward in the achievement of reconciliation with our First Nations People. This sacred space provides us with the opportunity to acknowledge the past wrongs committed and together build a better future for all for the current and many generations of students to come.

Earlier in the year we recognised the financial contributions of both the State and Commonwealth Governments with an opening ceremony for our facilities. On March 3, the Deputy Premier, James Merlino opened the Stadium and oval precinct on behalf of the State Government, and this was followed with Senator Sarah Henderson opening the Columba Centre on behalf of the Commonwealth Government on 21 March. We are appreciative of the support that we have received from the State and Commonwealth in building our school. In keeping with the theme of visits from our elected leaders, we also had a visit from the (now Foreign Minister) Senator Penny Wong who spoke with some of our Year 9 students about leadership.

The physical development of our College continued to progress over 2022 with the completion of the Resource Centre, Library, Canteen, Student Services and Administration Building. This was handed over to the College at the end of the year in readiness for 2023. This facility is a wonderful addition to the College facilities that will assist in catering for the rapidly increasing student population. In 2022, we welcomed 34 new staff (19 teaching staff members and 15 support staff) along with 232 new Year 7 students giving us a total student population (Years 7-9) of 561.

In Term 2, we conducted another series of Open Day's inviting future families to visit the College. In all, over 750 families registered to attend an information session and tour. These

visits resulted in the College receiving just over 400 applications for a place in Year 7 (2023). Whilst we were delighted with the interest in joining the Iona Community, the decision was made that the maximum number of students that we could take into Year 7 was 260.

In 2022 work continued on the registration processes associated with adding an additional year level along with the submission of the first six VCE subjects to be offered as potential enhancement subjects for students in Year 10 (2023) to the Victoria Curriculum and Assessment Authority. Of these six subjects registered, student demand meant that we would proceed with 'Art – Making and Exhibiting', 'Business Management' and 'Health and Human Development' as VCE units in 2023.

As I reflect on the year that has passed, it is important that I recognise the many people who have contributed to all that has been achieved. I would like to acknowledge the hard work and dedication of the Deputy Principal, Kylie Power who has maintained great oversight of all that has been achieved during the course of 2022. Thank you to the College Business Manager, Tom Harriott not only for his work with regard to the financial stewardship of the College, but also for his vision of achieving the goals of the College master plan. I would like to acknowledge the three other staff members who make up the College Leadership Team, Carmen Ahearn (Identity and Culture) Steve Parker (Learning and Innovation) and Ashley Mills (Student Wellbeing) each of whom has made a wonderful contribution to leading the Iona school community over the course of 2022.

I acknowledge the support of the College Council being led by the Chair, Ms Jo Hart. Thank you to members Fr Jim Clarke, Fr Linh Tran, Ms Luci Carroll, Mr Paul Tobias, Ms Sarah Morgante, Dr Megan Turner, Dr Melissa O'Shea, Ms Mari Portaro, and Mr Stephen Elder. The Council has been a strong supporter and advisory body regarding our College achieving the goals of our mission and vision.

Thank you to the parents and carers who have continued to support the evolution of Iona College. From the great 'leap of faith' taken by our foundation parents and carers back in 2020 to the 232 new families that have enrolled this year we are very grateful for your trust and support.

Finally, I would like to acknowledge our wonderful cohort of 561 students in Years 7-9. It is a joy to work with our young people and work towards a plan for each to be their best in all that they do. Significantly, I am constantly inspired by the dedicated work of the College staff for continuing to support our students in all that they do. We are blessed to have such a dedicated group of individuals who seek the best for our students. Together with the inspired guidance of our staff we encourage our students as they are 'Learning to Change the World'.

Catholic Identity and Mission

Goals & Intended Outcomes

Iona College seeks to be a place where faith and life intersect. As a contemporary Catholic school, we aspire to create a culture of welcome, where students, staff and families are invited to engage with prayer, ritual and service reflective of the mission of the Church.

Our College patrons inspire our community to act with compassion, be people of courage, care for the earth, serve others through leadership and strive for excellence.

We continue to develop our culture and identity as a Catholic school on Wadawurrung Country and journey with staff to create an environment enriched by faith, where young people can flourish.

Achievements

Developing our Catholic identity has continued throughout 2022 with the following achievements:

- Celebration of the Official Opening of the College with a mass presided by Archbishop Peter Comensoli.
- Design and completion of the Iona Cross and Yarning Circle to connect our Catholic and First Nations traditions and to invite engagement with these traditions.
- Sourcing of religious elements such as vessels and an altar to increase the 'sacredness' of celebrations.
- Development of a repertoire of liturgical music to increase participation in liturgical celebration.
- Composition of a school song based on a prayer of St Columba.
- Fundraising efforts to support local and global communities.
- Development of Religious Education curriculum that complies with Archdiocesan frameworks.
- Completion of Enhancing Catholic School Identity Survey which guides our annual action plan and strategic direction. "Iona College is to be congratulated on the high level of participation by students, staff, and parents!"

VALUE ADDED

Activities undertaken in 2022 include:

- Liturgical celebrations including the Opening and Closing of the school year, Lent, Holy Week and the Official Opening of the College.
- Livestreaming of liturgical celebrations and significant events to invite participation from families and community.
- Rehearsal of ritual and music to enrich liturgical celebrations.

- Prayer and reflection opportunities.
- Social Justice efforts including the raising of funds for Caritas Australia (Project Compassion), St Mary's Primary School in Mannya Parish, Uganda, CatholicCare, Mackillop Family Services, Triumph, Geelong Viqueque-Friendship Schools and Triumph (East Timor).
- Student-led social justice initiatives to support the clients of Samaritan House, St Vinnies and Geelong Mums.
- Preparation for the Official Opening of the College through parent newsletters and classroom activities.
- Student Leadership 'Culture and Identity' workshop.
- Opportunities for staff reflection and professional learning related to the Religious Dimension.
- Development of relationships with schools, parishes and community.
- Religious Education curriculum which is inclusive of Catholic Social Teaching and grounded in human dignity.
- Excursions and Incursions.

Learning and Teaching

Goals & Intended Outcomes

A primary goal for 2022 was for the teachers of Iona to create a classroom culture of high expectation as well as to establish challenging goals for their students.

Staff set about this by adding activities for enhancement and enrichment to our curriculum documents and by adding extension options to class tasks and assessment tasks. Staff were urged to write and review our curriculum with greater intentionality, being sure to include learning intentions and success criteria, which, when articulated to students, is a high-impact teaching strategy, showing them what they need to understand, clarifying what success looks like, helping them to focus on the task or activity taking place, supporting them to develop the skill of self-management and encouraging self-reflection.

Staff are also encouraged to begin collecting and storing exemplar work from their students that can be modelled to our students of the future to demonstrate the calibre of work being sought and what is achievable with the right work ethic, and a good amount of high-quality student work is now stored in Teams across the domains at Iona.

The electives created and designed for our Year 10s of 2023 throughout the course of 2022 were written to be academically rigorous and to set the expectations of the Year 11 and 12 years. Each of these electives were written as precursors to the VCE studies that will ultimately be offered, and students were also exposed to the expectations of senior study through subject expos, information sessions and the work conducted in Wellbeing / Careers lessons.

Iona's Accelerated Learning Program was also established at the beginning of 2022, allowing those students in Year 9 who had consistently demonstrated a high level of achievement across a range of subject areas and an ability to work independently, to complete work reliably and to submit work punctually to study a Unit 1 & 2 VCE study when in Year 10. Such a program highlights to students the benefits and rewards of commitment, conscientiousness and acumen and motivates students to apply themselves and maintain a strong work ethic, and a large number of applications to be a part of this program were received in 2022.

Achievements

2022 saw the creation of twenty-eight elective options to offer our Year 10 students of 2023, covering the full gamut of learning areas, as well as the establishment of Iona's Accelerated Learning Program, allowing students who have consistently demonstrated ability and commitment to their studies in Years 7 to 9 to apply to study one of six VCE Unit 1 & 2 subjects during their Year 10 year.

All of the Year 10 subjects on offer were introduced to our Year 9 students during our first ever full-day Subject Exhibition, designed to assist them in making considered and informed subject choices for 2023. The morning commenced with Community Group teachers guiding students through the Year 10 Handbook and helping them to identify any subject-related questions they might have. In the middle portion of the day, students rotated through two subject expos, where students had the opportunity to ask subject-specific questions to a panel of teachers representing the various subjects on offer next year, and a third session in which students viewed an engaging Careers-related documentary.

Iona's Year 9 cohort were also introduced to the experience of sitting examinations in 2022 in the subjects of English, Mathematics and Science. The protocols and conduct expected of

students during examinations at Iona, in keeping with the Victorian Curriculum and Assessment Authority rules for VCE examinations, were made clear to students, and were outstandingly observed, providing all involved with invaluable practice and experience and an understanding of the expectations and rigours of senior school exams.

Excitingly, Iona received word in 2022 that our application to teach the VCE of subjects of Business Management, Health & Human Development, Art: Making & Exhibiting, Food Studies, Outdoor Education and Psychology at Unit 1 and 2 level in 2023 was successful. Of these subjects, demand was sufficient amongst students for the first three to be running in 2023.

STUDENT LEARNING OUTCOMES

NAPLAN was conducted at Iona College to only Year 7 students in 2021 and to both Year 7 and 9 students in 2022. The data sets are limited by not being able to see growth data in students. Grade 5 data is unavailable to the College for Year 7 students (for 2021 and 2022) and the Year 9 students who completed NAPLAN in 2022 did not complete NAPLAN in 2020. As a new school with only two years of NAPLAN data, we also are limited in being able to identify school growth and areas of need.

Iona utilises a program named SPPlatform to coordinate student testing data in NAPLAN, On Demand and PAT testing. This platform is utilised to look at data sets ranging from whole year level data to individual student data. Data from the NAPLAN and from the SPPlatform is presented to staff as whole year level data and also to the Numeracy and Literacy leaders and teams to identify trends. Individual data is used for student learning reviews and to identify students who would benefit from extension or support in literacy and numeracy. Literacy and numeracy support classes are offered at Iona, and NAPLAN and other student data is one part of how students are selected to be offered places in these classes.

Further data analysis, such as identification of strengths and challenging areas within the subdomain and curriculum content, is being planned in the future.

Another strategy put in place to improve student outcomes was the introduction of Maths Pathway in Term 4 at Year 7 level. Maths Pathway is an online educational website that uses a modular format where students complete work based on what proficiency level they are at, as opposed to every student completing the same tasks. The software helps teachers manage the varied learning needs of each student in their classroom, helping students who are falling behind to catch up and helping accelerate maths learning for high performing students.

Maths Pathway uses advanced diagnostics and ongoing formative assessments to map each student's learning gaps and competencies. It collects granular data over several hours of modules. By identifying each student's learning profile — what they have mastered, what they are ready to learn next and what gaps may exist — it generates a learning and teaching plan to target each student's point of need. By giving students content they are ready to learn, students work within their zone of proximal development; challenged enough to remain engaged, but given plenty of opportunity to experience success.

Maths Pathway also involves students solving questions in exercise books so that their teachers can monitor their workings and intervene proactively. If students need help at any point, they can access fully worked solutions, instructional short videos and find other

students who have already mastered that mathematical concept, thus helping to build student resilience.

The trial of Maths Pathway in Term 4 of 2022 was a great success and will consequently be used at Year 7 and Year 8 level at Iona throughout 2023.

MEDIAN NAPLAN RESULTS FOR YEAR 9

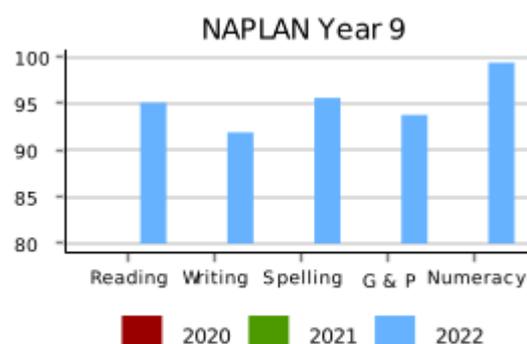
Year 9 Grammar & Punctuation	552.5
Year 9 Numeracy	572.7
Year 9 Reading	576.3
Year 9 Spelling	572.8
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	94.8	-	97.6	2.8
YR 07 Numeracy	-	99.2	-	95.7	-3.5
YR 07 Reading	-	100.0	-	99.5	-0.5
YR 07 Spelling	-	94.8	-	95.7	0.9
YR 07 Writing	-	93.2	-	98.1	4.9
YR 09 Grammar & Punctuation	-	***	-	93.8	***
YR 09 Numeracy	-	***	-	99.4	***
YR 09 Reading	-	***	-	95.1	***
YR 09 Spelling	-	***	-	95.6	***
YR 09 Writing	-	***	-	91.9	***

* 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

Iona College leaders create collaborative processes that ensure safe and positive environments for learning. Our policies, procedures, and practices promote positive behaviour in learning environments and our curriculum planning and implementation are explicit in focusing on social and emotional growth and development. Teachers plan learning that explicitly teaches personal and social capabilities and make pedagogical decisions that nurture the whole person.

Achievements

Iona College has created an 'Agreed Behaviours' initiative which helps clarify behavioural expectations for all students across the school in line with our 'Positive Behaviour' framework. A coordinated 'Kindness culture/anti-bullying' week was held, promoting daily activities and messages to staff and students. Small Community Groups were maintained at Year 7 with only 12 students per class, thus encouraging an enhanced sense of belonging, contentedness, and safety for our students.

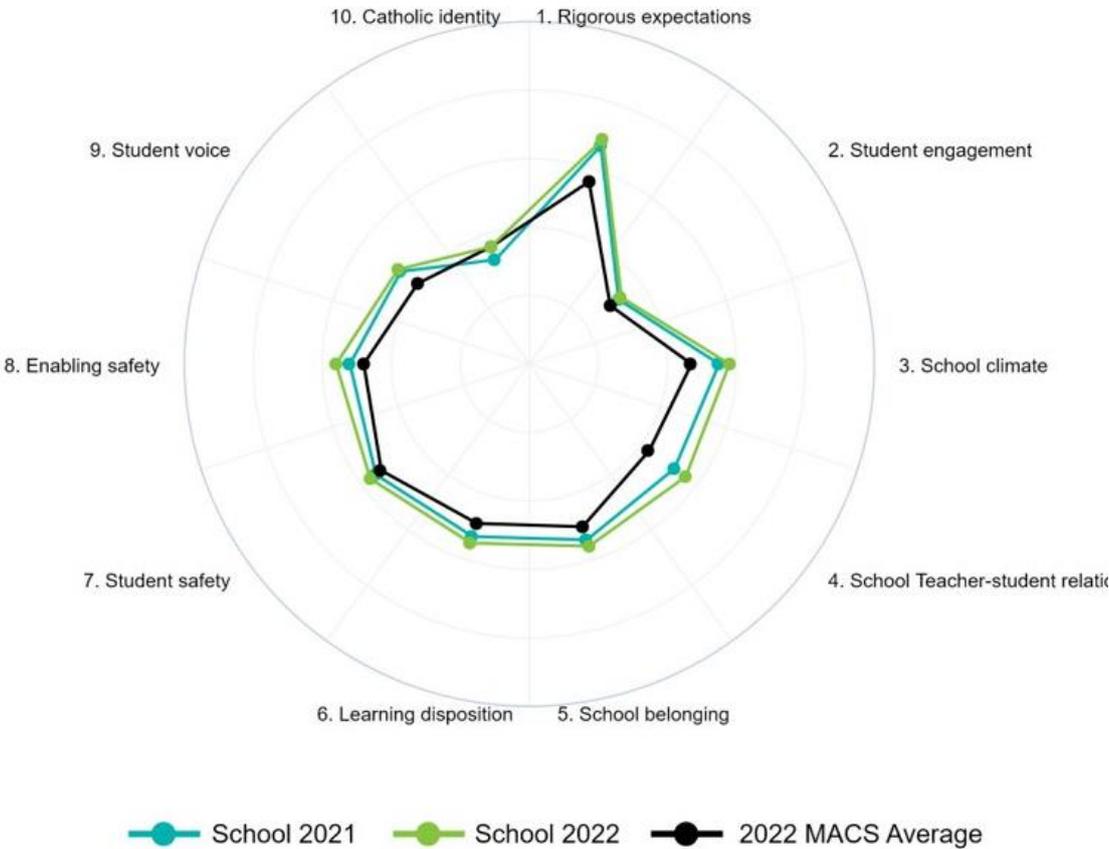
The ongoing monitoring of 'Pulse' data, a program gathering information on student well-being, allows students to seek help remotely, and for staff to follow up with students when required. The data also allows the tracking of trends in particular cohorts and in certain areas of wellbeing that may be thriving or require further attention. The College conducted a review of the uniform policy in consultation with staff and student leaders. The College Deputy Principal Ms. Kylie Power presented at 'The Age' Education Summit focusing on staff and student well-being and three of the Wellbeing Leaders completed a year of their 'Masters in Student Wellbeing' at Melbourne University.

VALUE ADDED

- Facilitated Headspace education sessions for all students
- Held a Headspace parent information night for College community with over 70 families in attendance
- Hosted a 'Dangers of alcohol' presentation, as well as a 'Gambling meets gaming' presentations at Year 9 to all Year 9s
- Hosted Richie Hardcore, a much sought-after presenter who addressed Year 9 boys on topics including consent, mental health, male stereotypes, healthy and unhealthy masculinity; in partnership with St. Josephs College, Richie also delivered a talk to our large number of our parent body on the same topics
- 'Drug education' sessions delivered to all Year 8 and 9 students by Sharon Torpey (Founder and Direction of 'Drug Ed Australia')
- Conducted a School Focused Youth Service (SFYS) funded project titled 'Fit to Thrive' targeting selected Year 8 and 9 boys across Terms 2-4
- Facilitated a week-long Year 7 Orientation program

- Facilitated a School Focused Youth Service (SFYS) grant for 'Social Stencil' for relevant Years 7, 8 and 9 students; this involved a parent information evening, the delivery of the program to students, along with the training of staff to deliver the program in the future
- Involved in partnering with 'Life Changer' and delivering their program at Years 7, 8, and 9; this also involved the training and involvement of parent mentor
- Lead school in Barwon Region for Respectful Relationships
- Held 'Digital tattoo' sessions for Years 7-9 students, as well as a parent workshop, delivered and funded through Barwon Adolescent Task (BAT) Force; delivered by Leigh Bartlett (BAT Force Executive Officer)
- Created 'virtue award's for two students from each year level for each term; awarded to the student who best reflected the virtue of focus for the term
- Held a 'self-harm' workshop to all parents, with vulnerable families personally invited
- Shared resources to both staff and parents via the College Newsletter that help to inform practice around student wellbeing
- 'Iona Career's created and launched (February 2022)
- Celebrated R U Ok Day

STUDENT SATISFACTION



MACSSIS Student Data

STUDENT ATTENDANCE

Parents can notify the College by phone or email when their son/daughter is absent from school. They also have the option to access the Parent Access Module (PAM) to notify of their child's absence. If there is an unexplained absence, parents are contacted by Break 1 to obtain a reason for this absence and the roll is marked accordingly.

Please see below the 2022 School Attendance:

Campus	Year Level	Student Count	School Attendance Percentage	Class Attendance Percentage	% Class Time Lost Due to School Activities
Secondary School	Year 7	238	87.82%	87.05%	10.53%
Secondary School	Year 8	160	86.68%	85.89%	11.21%
Secondary School	Year 9	176	85.15%	84.61%	7.23%
Totals and Averages		574	86.55%	85.85%	9.65%

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate null%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	87.4%
Y08	85.8%
Y09	85.1%
Y10	null%
Overall average attendance	86.1%

Child Safe Standards

Goals & Intended Outcomes

Child Safety at Iona College is central to what we do. Embedding a culture of child safety and building the team responsible for implementing child-safe processes and strategies was the focus for 2022.

Our continued development of policies and related procedures for responding to and reporting allegations of suspected child abuse will be highlighted with a thorough review of our approach as we prepared for the new 11 Child Safe standards that came into effect in July 2022.

Achievements

We have continued to embed our child safe policy and commitment into everyday practice including:

- The embedding of policies and commitments into everyday practice
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Review of processes and reporting of responding to and reporting allegations for suspected child abuse
- LSO targeted professional development focusing on child safety for students with a disability
- Professional learning of teachers, non-teaching staff, and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools
- Student participation and empowerment strategies
- Strategies to establish a culturally safe environment
- Strategies that ensure equity is upheld and diverse needs are respected
- Strategies that promote safety and wellbeing in the physical and online environments of the college
- Child safety Team established and structures that impact this team reviewed continuing to strengthen the child safe culture of the college
- Engagement and involvement of Families and communities in promoting child safety
- Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- Development of volunteer child safety practices
- Risk Management practices and complaints handling processes

Leadership

Goals & Intended Outcomes

Iona College strives to be a Faith filled Catholic Learning Community of compassion, leadership, excellence, and courage where all are welcome and inspired to grow to their full potential. We continue to focus on developing our culture and identity as a Catholic school.

As the College is employing new staff each year, priority in this dimension is given to the induction of new staff to ensure that they readily become part of the Iona community. The school provides ongoing mentoring and support networks as part of induction processes for graduates and new staff, where shared experiences are valued and communicated. A key priority for our College in 2022 is to provide collaborative opportunities for staff to work together to plan an engaging and dynamic learning program for our students. New staff will be fully inducted into the Positive Behaviour Support system of student management undertaken by the College.

Achievements

- Facilitated a dynamic, remote learning schedule for students, catering to all abilities
- Reviewed feedback sought from staff for the POL structure for 2022-2023
- Professional Development undertaken by the College Advisory Council
- Curriculum development and staff planning for Year 10 and beyond
- Professional Development opportunities provided to all staff
- New staff induction process developed with comprehensive induction program for new teaching and non-teaching staff
- Staff Annual Review Meetings
- Implemented EI360, a target professional development platform for the recording staff PD
- Development of a 5 year Master Plan with a renewed focus on the growth of facilities and resources in consultation with key stakeholders of the College

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Teaching Staff Professional learning opportunities included cross-curricular, domain-specific and team learnings.

Post graduate study including Masters in Student Well-being, Graduate Certificate in Religious Education, Careers Education, School Leadership

Respectful Relationship Workshops

Catholic Accreditation Series

PAVCSS Conference

NCCD
 Education Perfect
 Duke of Edinburgh
 Andrew Fuller Education

Compliance Training

Mandatory Reporting emodule
 ACIA Anaphylaxis Training
 Slips, Trips, Falls and Manual Handling
 Full First Aid, CPR, Asthma and Anaphylaxis
 Diabetes Level 1 and 2
 Recommitment to Child Safety Code of Conduct
 Emergency Awareness and Warden Training
 Return to Work Coordinator training

Number of teachers who participated in PL in 2022	40
Average expenditure per teacher for PL	\$1720

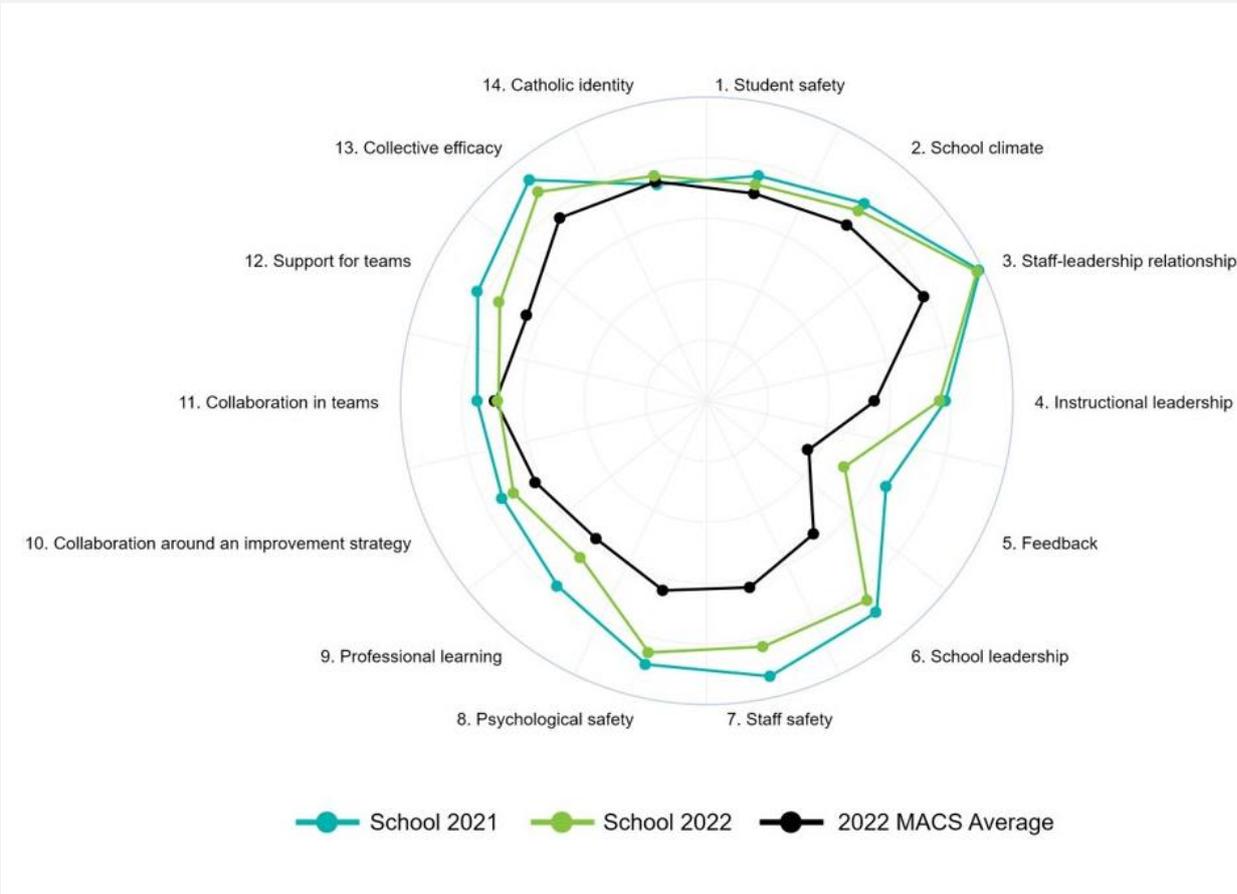
TEACHER SATISFACTION

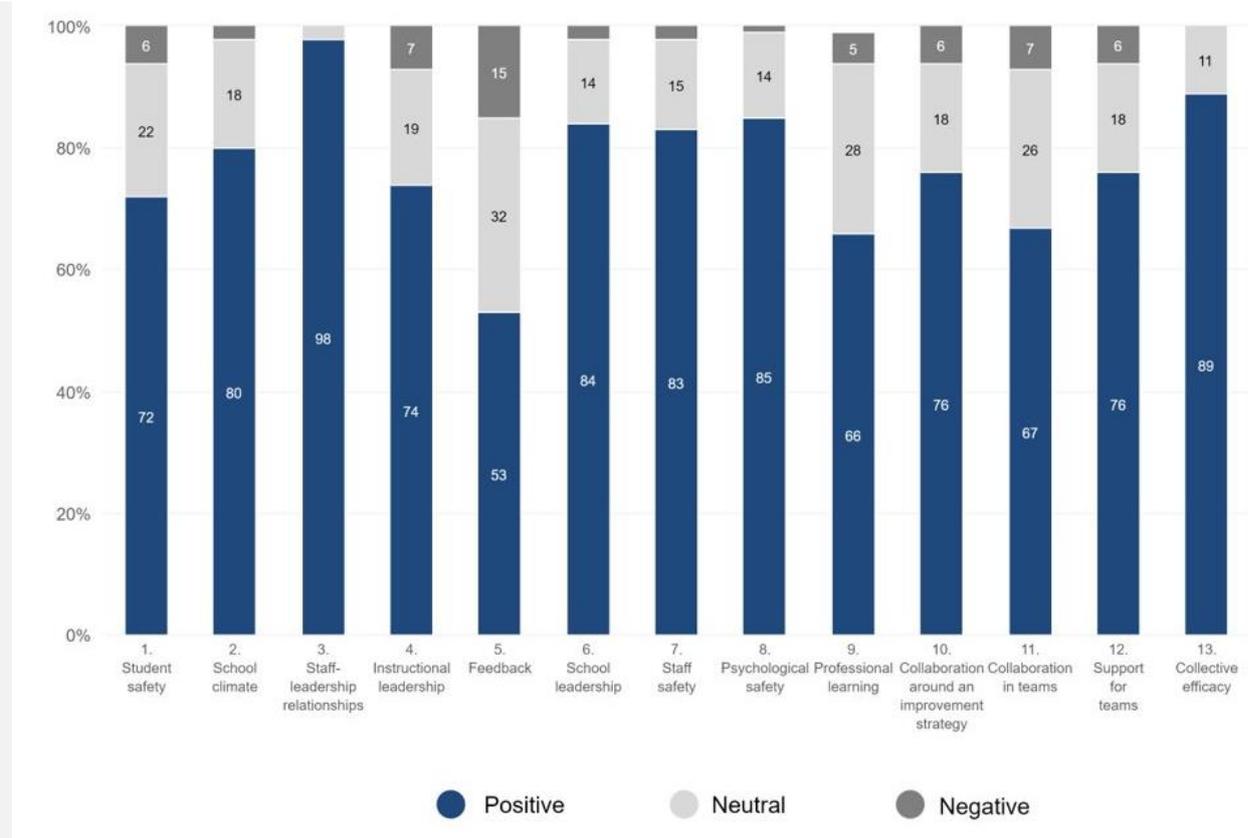
Teaching staff participated in the 2021 MACSSIS survey.
 The data shown is the percentage of staff who gave a positive response to questions in relation to each of the following survey domains:

- 73% - Student Safety
- 81%- School Climate
- 98% - Staff-Leadership Relationships
- 75%- Instructional leadership
- 50%- Feedback
- 85%- School Leadership
- 84%- Staff Safety
- 83%- Psychological Safety
- 64%- Professional Learning
- 79%- Collaboration Around an Improvement Strategy
- 76%- Collaboration in Teams
- 78%- Support for Teams
- 85%- Collective Efficacy

74%- Catholic Identity

All data for Iona College is above the average for a MACSSIS same type of school





MACSSIS Staff Data

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.9%

ALL STAFF RETENTION RATE	
Staff Retention Rate	90.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	19.6%
Graduate Certificate	9.8%
Bachelor Degree	39.2%
Advanced Diploma	2.0%
No Qualifications Listed	56.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	40.0
Teaching Staff (FTE)	38.1
Non-Teaching Staff (Headcount)	39.0
Non-Teaching Staff (FTE)	39.1
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

In 2022 the College will focus on supporting students and staff by offering a welcoming environment and inviting new students and families into the College.

Opportunities will be sought to have parents actively engage in the learning opportunities of their daughters and sons.

Achievements

In 2022, the College engaged parents with targeted educational information sessions focused on the learning, health and well-being of their daughters, sons and young persons.

We had an emphasis on connection and belonging by providing opportunities for families to work in partnership with us, especially after COVID-19 lockdowns made connection more difficult in previous years.

To assist with College plans as we grow, leadership sought to increase the use of feedback from students, staff and families and student voice and leadership was a clear focus. Values of each College House were celebrated with students clearly identifying and taking responsibility for living out these values – Chisholm House – Compassion / MacKillop House – Courage / Francis House – Leadership / Glowrey House - Excellence.

We continued our work building community partnerships and connections and used social media and newsletters to celebrate our work with the community. This assisted us in being clear and promoting our vision, and mission, and sharing our Catholic story and key values.

VALUE ADDED

- Year Level Welcome evenings
- College Open Week Tours
- Student Progress Meetings
- Aboriginal and Torres Strait Island community BBQ's
- Respectful Relationship Parent Information Evening
- Musical Soirée evenings
- Drug Education Australia
- Social Stencil Workshop
- Official Opening of the College celebrations streamed online
- Self Harm Parent Workshop
- Parent Canteen Focus Group meetings
- Year 7 (2023) Information Evening
- Student Awards Celebration Evening

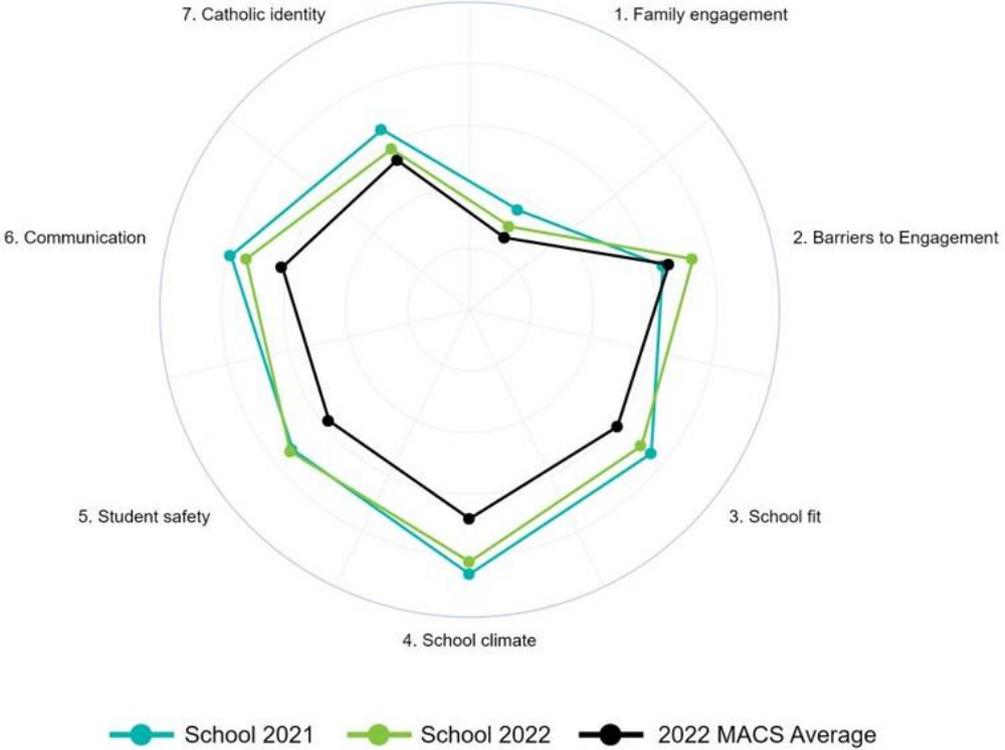
- Celebrate the Catholic Nature of our College and the aspiration of excellence of students and staff through social media platforms and publications
- Surveying and input from parents (various forms; ECSI and MACSIS survey, canteen working party, Health and wellbeing information nights)
- Year 7 Orientation week introduced to allow for positive transition from Primary School
- R U Ok Day

PARENT SATISFACTION

Feedback was sought from the College community throughout 2022. Several surveys including MACSSISS, Enhancing Catholic School Identity, College Canteen, Community Engagement were conducted.

Areas that were addressed in the surveys were:

- Family engagement
- Barriers to engagement
- School climate
- Student safety
- Communication
- Catholic Identity
- Healthy food choices
- Environmentally sound practices



MACSSIS Family Data

Future Directions

In 2023, we will open our newly build Student Services, Library, Learning Centre and Administration. These facilities will continue to support our students as the population increases. We expect to commence further building projects in 2023 to cater for the exceptional demand that we have received during our growth phase.

Our staff will continue to form a relevant and dynamic learning program for existing and future Year levels as we grow our student cohort. At the core of learning is the well-being of each individual in our care that we will continue to support in the years to come.