



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Iona College Geelong

242 Horseshoe Bend Road, CHARLEMONT 3217

Principal: Damian McKew

Web: iona.vic.edu.au

Registration: 2231, E Number: E1413

Principal's Attestation

I, Damian McKew, attest that Iona College Geelong is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Feb 2024

About this report

Iona College Geelong is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision and Strategic

Intent 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 is a Catholic Co-educational College located in Charlemont (a 15-minute drive from the Geelong CBD) which is part of the rapidly developing Armstrong Creek growth precinct located between Geelong and the Surf Coast (a 15-minute drive from Torquay).

After many years in the planning, Iona College Geelong officially opened its doors for the first time for students at the start of the 2020 school year. 150 Year 7 students formed the Foundation year for the College coming from many different regions within Geelong, the Surf Coast and Bellarine.

With further cohorts of students added in subsequent years the College currently has a student population (7-10) of 830. With exceptional demand for a student place at Iona College, 260 Year 7 students were enrolled in 2023. It is expected that the student population of the College will be around 1500 by the time all year levels are offered. Iona College is the fifth and newest Catholic Secondary School in the Geelong region and the second Catholic Co-educational option in the Geelong region for parents seeking a mainstream Catholic Education for their daughters, sons and young persons.

Our Master Plan has been developed to ensure that the student community of Iona College has state-of-the-art facilities befitting educational needs for the present and the future. \$65 million dollars is being invested in capital works over the next six years. The 'Columba Centre' is a three-story multi-disciplinary learning centre that has an imposing outlook to the City of Geelong and the You-Yang's to the North and the Surf Coast to the South. In addition to the Columba Centre, a comprehensive landscaping program has taken place with a focus on native vegetation and ensuring that students have many and varied play spaces.

At the start of 2021, students began using their AFL accredited (MCG size) oval on the western side of the Columba Centre. The oval has been designed with various options including turf to ensure it remains a quality facility for many years to come.

In 2022, the College took possession of our Specialist Centre incorporating science, art, technology (wood, plastics, metal), information technology, media and STEM. The new Gymnasium, Food Technology and Music Centre allow for physical activity and creativity in a modern education setting. These contemporary facilities will provide a unique opportunity for students to follow their passion for learning.

In 2023 we opened our newly built Student Services, Library, Learning Centre and Administration. These facilities will continue to support our students as the population increases. Building will commence towards the end of this year to duplicate the College

Gymnasium and Food Technology Centre as well as the construction of a senior school classroom and facilities area. Further building projects are planned for construction across 2024/5 in order to cater to the exceptional demand that we have received during our growth phase.

In future years the College will establish an Early Learning Centre and Primary School on the current site that will complete the vision to establish an ELC-12 Catholic Secondary School for the region.

As a Catholic Co-educational School, Iona is committed to the service of those who are marginalised in our society. Service to others will form a key part of the Catholic Identity that Iona will craft over the next few years. We intend to reinforce with our students the need to use the education that they will be privileged to receive, to enact the College motto: 'Learning to Change the World'.

The current Governance structure of the College lies with the Melbourne Archdiocese Catholic Schools (MACS). Further information on MACS can be found at: <https://www.macs.vic.edu.au/> The College has also established an Advisory Council who continues to guide the College through its Foundational years. The Advisory Council is made up of two Canonical Administrators, members of the community with a specific skill, as well as parents.

Principal's Report

As we began the 2023 school year, we were delighted to welcome 260 new Year 7 students and 25 students new to Iona in Years 8-10. Alongside our new students, we also extended a warm welcome to 51 new staff members, each bringing their unique talents and perspectives to enrich our school community. Whilst the physical build of the college continues with vigour, we also remain mindful of the many people joining our community whether they be students or staff members. Each new member will contribute to the building of our flourishing school community.

At the start of the year, we were pleased to officially receive occupancy of the temporary library, student services and administration building. This was a significant milestone given that due to an installation defect, we found that the new building had been completely flooded just after Christmas. I am grateful for the efforts of our College Business Manager, Tom Harriott, who oversaw this rectification work. In early November, we announced the commencement of the next stage of the Iona building project. This stage includes the establishment of fourteen general-purpose classroom facilities and associated office spaces and facilities, duplication of the College gymnasium inclusive of retractable seating for 1,000 people, staging and associated audio-visual enhancements, along with the duplication of the Food Technology facility. Together with the establishment of new car parking and bus facilities, we were pleased to be able to commence this build in November. These developments will further enhance our learning environment and support the growth of our College community.

In Term 1, we had the pleasure of hosting approximately 1,500 visitors considering enrolment at Iona for 2024 and beyond. We were so proud of our student leaders who led the College tours and spoke very passionately about their school. Notably, we received 480 enrolment applications for Year 7 in 2024, and with approval from the MACS Archdiocesan Committee, we expanded our Year 7 cohort from 234 to 260, demonstrating our commitment to growth while maintaining our high standards. Our proposed student enrolment in 2024 is just over 1,100 students.

Term 3 saw us undertake a comprehensive school review, that entailed the attainment of minimum standards in Compliance across five standards- Religious Dimension Sphere, Leadership and Management Sphere, Student Wellbeing Sphere, Learning and Teaching Sphere and School Community Sphere. Feedback from this review will inform our College School Improvement Plan 2024-2027, highlighting areas for development across all aspects of our school. I would like to acknowledge the College Leadership Team, staff, students and parents who were involved in this process that commenced halfway through 2022. Our School Reviewer reported that very positive progress had been made across all spheres, and

at the same time acknowledged the unique position that we were in at Iona having only been in operation since 2020.

A strong theme we often discuss at Iona is the number of wonderful opportunities we have as a school community. I often marvel at the many buses going in and out of Iona on numerous excursions, sporting pursuits, camps and experiences. The establishment of things like the Iona equestrian team underscores our commitment to offering diverse extracurricular opportunities that cater to the many interests and talents of all our students. Last year, we launched the Duke of Edinburgh Award, with one of our Year 10 students, achieving the Bronze Award. The pursuit of the Duke of Edinburgh award exemplifies the spirit of this international youth program, encouraging students to expand their horizons and effect positive change.

Our participation in the Combined Geelong Catholic Schools Musical production “The Next Generation School of Rock” hosted this year by Sacred Heart College showcased the many talents of our students and those from across our Catholic Colleges. Congratulations to our Iona students who were each amazing in the parts that they played.

Towards the end of Term 2, nineteen of our Year 10 students studying Indonesian, along with Iona staff embarked on a memorable experience immersing themselves in the rich culture and traditions of Indonesia. At the end of Term 3, our inaugural Central Australia trip set off with our first group of staff and students on their 7-day adventure. This trip is not only an opportunity for learning and exploration but also a chance to foster lasting memories and connections.

Work continued this year to fulfill the requirements of the VCAA and VRQA in relation to school registration. In 2024 we are preparing to offer the full suite of VCE and Vocational Major subjects at Unit 1 & 2 level. Additionally, four VCE subjects will be offered as an acceleration opportunity for our students. We continue to be committed to providing a rigorous and comprehensive curriculum that equips our students for success in their academic and personal pursuits. We are indebted to the College staff who have committed their time and energy to ensure that the registration processes of the College have been met.

In welcoming our 51 new staff members this year we also embarked on a comprehensive recruitment campaign for the 2024 intake of staff. As our College numbers grow, we are mindful of the need to keep pace with the staffing resources and supports needed to ensure our progressive development. Earlier this year we made the decision to appoint a second Deputy Principal to commence in the 2024 school year. The focus of the new Deputy will be in the Learning and Teaching space. We are pleased that in May we were able to appoint an experienced educator and current Principal of Rochester Secondary College, Melissa Gould to this position. We look forward to welcoming Melissa to Iona in 2024.

Once again, it is important to recognise the contribution of the many people who have led and supported Iona’s development in 2024. Our Deputy Principal, Kylie Power continues to

devote her energy to ensuring Iona's success. Tom Harriott, our Business Manager maintains a strong appetite to provide our school community with the best possible facilities and resources. I would like to acknowledge the three other staff members who make up the College Leadership Team, Carmen Ahearn (Culture and Identity) 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 2023.

I acknowledge the support of the College Advisory Council being led by the Chair, Ms Jo Hart. Whilst Jo will maintain her place on Council, the end of 2023 sees her passing the chair responsibilities to another member of Council. I would particularly like to thank Jo for her efforts to support the continual development of Iona during her time as Chair. Thank you to members Fr Jim Clarke, Fr Linh Tran, Ms Lucy Carroll, Mr Paul Tobias, Ms Sarah Morgante, Dr Melissa O'Shea, Ms Mari Portaro, Mr Stephen Elder, Ms Jacinta Sadler and Ms Brooke Hyland. The Council has been a strong supporter and advisory body regarding our College achieving the goals of our mission and vision throughout the 2023 school year.

I would also like to recognise our wonderful College students and staff. Our students present each day willing to contribute their best efforts, whilst our staff support each individual in our community with care and compassion. Thank you to the many parents and carers who actively support our community in partnership. Our school is only as good as the many people willing to contribute their support. Together, we have achieved remarkable milestones and overcome challenges, a testament to the strength of our collective spirit. Thank you for your ongoing partnership and contributions to the success of our school.

Damian McKew

Foundation Principal

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 be people who act with compassion and courage, who lead others by positive example, who care for the environment and who seek excellence in all that they do.

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

- Mass for the Opening and Closing of the school year and Columba Day. Additionally, hosting the Combined Catholic Secondary Schools' Opening of the Year Mass.
- Liturgical observance for Lent and Holy Week.
- Livestreaming of liturgical celebrations and significant events to families.
- Catholic Education Week – College Leadership attended Mass with staff of local Catholic schools and Iona staff and students participated at the Mass of St Patrick's for Schools in East Melbourne.
- Induction of Year 7 students to the College story through Principal presentations.
- Induction of new staff and students to our community, inclusive of a Welcome to Country and Smoking Ceremony in the Yarning Circle.
- Commissioning of first FIRE Carrier students and staff during Reconciliation Week.
- Presentation of Child Safe Standard One (Culturally Safe Environments) at a Respectful Relationships Cluster Meeting.
- Fundraising efforts to support local and global communities (including Caritas Australia, St Mary's Primary School in Mannya Parish, Uganda, Catholic Care, Mackillop Family Services, Geelong Viqueque-Friendship Schools, Opening the Doors Foundation, Give Where You Live, Dolly's Dream). Funds raised and distributed to agencies throughout 2023 - \$14,130.37 plus goods.
- Social Justice advocacy, inclusive of participation in Refugee Holiday Program, Mackillop Social Justice Day and Geelong Mums.
- On-going development and review of Years 7-10 Religious Education curriculum that complies with Archdiocesan frameworks, embeds Catholic Social Teaching and supports College Culture and Identity.
- Development of Senior Years Religious Education (RE) courses including VCE Unit 2 Religion and Society and Vocational Major RE.

- Ongoing prayer and reflection opportunities for students in daily Community Group.
- Promotion of opportunities for staff formation and professional learning related to Religious Education.
- Staff Spirituality Day, 'Connection to Culture and the link to human dignity'.
- Update of College website to include Culture and Identity content.

Value Added

- Networking with local and Archdiocesan Catholic Schools through Religious Education Network and Faith and Mission Leaders' Network.
- Ongoing invitation for staff and students to participate in prayer and liturgy, with support provided.
- Staff undertaking further study in Religious Education and Mission – Graduate Certificate Religious Education, Master Educational Leadership (Catholic Educational Leadership).
- Development of relationships with local Geelong-region parishes and clergy.
- Weekly news inclusive of content related to Iona Culture and Identity.
- Excursions and Incursions.

Learning and Teaching

Goals & Intended Outcomes

- Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social).
- Teachers routinely monitor student goals and adjust them accordingly with students during learning conversations.
- Teachers use feedback as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.
- Teachers engage with evidence based professional learning and develop professional learning goals.

Achievements

- Curriculum development: Curriculum development efforts aligned teaching practices with Victorian Curriculum standards and the core capabilities and involved the writing of the VCE and VCE Vocational Major courses to be taught for the first time at Iona in 2024. Each of these Curriculum and Assessment Plans were given the stamp of approval from the Victorian Curriculum and Assessment Authority. The scoping and sequencing of key skills and knowledge that students are to be taught across the domains also commenced in the second half of the year, beginning with a day of professional learning at the start of Term 3.
- Homework policy: The Learning and Innovation Team established an informed, appropriate and consistent course of action for students not submitting their assigned homework. To support those students unable to complete assigned homework in their time outside of the classroom, 'Homework Redemption Sessions' were introduced to lunchtimes at Iona, which students who neglect to submit an assessment task or complete their homework on three separate occasions are required to attend. In these sessions, supportive teaching staff are tasked with the role of assisting students in the completion of overdue work, helping identify the barriers preventing these students from meeting their homework obligations and offering strategies to overcome these barriers.
- Successful launch of Senior Pathways Program: The Senior Pathways Program was successfully launched, with enthusiastic participation from students. All Year 10 students were introduced to potential career pathways through the Morrisby Profile, a comprehensive assessment platform evaluating the personal strengths and potential of students, and information sessions for students and parents were conducted to guide them through senior school options available in 2024, such as the VCE, the VCE Vocational Major, VET and SBATs.

- Subject selection process: The early subject selection process for Year 8, 9, and 10 students assisted in planning the 2024 timetable and staffing requirements for the following year.
- Engagement with professional learning: The introduction of EMS360 for professional learning and Annual Review Meetings streamlined compliance processes and enhanced record-keeping accuracy. Notably, professional development on the use of artificial intelligence in educational settings was undertaken, informing the creation of policies on the use of AI at Iona.
- Adaptability and growth: The year was marked by adaptability, growth and a steadfast commitment to quality education, positioning the college well for continued success in education's evolving landscape.

Student Learning Outcomes

- Literacy and Numeracy initiatives: Literacy and Numeracy initiatives spanned multiple year levels. In Numeracy, the College participated in national competitions and explored new teaching methodologies, including the use of Maths Pathway in our junior years. In Literacy, the College developed its decodable text collection and involved students in such initiatives as the Prime Minister's Spelling Bee and the writing, design, publication and distribution of our student newspaper, aptly titled 'The Iona Voice'. MacqLit, an explicit and systematic reading intervention program for small groups of older low-progress readers, was introduced to Iona at the start of the year with tremendous success. The program delivers a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Literacy Intervention testing for all Year 7 students to ascertain who should be in the 2024 Year 8 Literacy Support class instead of Mainstream Year 8 English also took place.
- Valuable insights: Numeracy and reading tests, such as the MacqLit Reading Intervention Test and PAT testing across the college, provided valuable insights for personalised learning plans.
- Holistic educational experience: Initiatives like the Ignite Program, participation in the Youth UN Council Conference and literacy support efforts such as MacqLit provided students with a holistic educational experience. The launch of the Ignite Program in Term 4 saw our Year 10 students and those Year 9 students who had been accepted into Iona's Accelerated Learning Program commence their Unit 1 VCE / VCE VM classes prior to 2024, thereby providing them with a solid foundation to help them excel in their VCE or VCE VM studies.

- Preparedness for senior years: Programs like the Senior Pathways Program and subject selection process served to effectively prepare students for their senior school pathways.
- NAPLAN: NAPLAN testing ran from Wednesday 15th March to Friday 17th March at Iona, with a catch-up week running from Tuesday 21st to Wednesday 22nd for those students absent on the initial days of testing.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	527	60%
	Year 9	560	61%
Numeracy	Year 7	531	65%
	Year 9	560	67%
Reading	Year 7	542	76%
	Year 9	578	71%
Spelling	Year 7	526	69%
	Year 9	561	68%
Writing	Year 7	550	68%
	Year 9	577	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- 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.
- Teachers make pedagogical decisions that nurture the whole person.
- The school commits to empowering student voice through respectful and active participation.

Achievements

- Kylie Power, Deputy Principal was announced as one of Australia's most influential educators for her work in the wellbeing space.
- A further two Year Level Wellbeing Leaders (YLWL) were accepted into the Master of Education (Student Wellbeing) at Melbourne University and three current YLWLs, Ashley Mills, Justine Fitzpatrick and Lauren Flint graduated from this course.
- The completion of a whole school review and Child Safety review highlighted our focus on embedding child safety into our culture at Iona College. Child Safe Standard No.1 was particularly noted as being exemplary during the review with our support of First Nations students a highlight.
- The College undertook a weekly analysis of our Pulse Data and the implementation of Intellischools to focus on collecting data from our students in both the wellbeing and learning spaces.
- There was an increased focus on student leadership including the development of a new student leadership model led by staff member Sam Wood, Head of Student Voice. This allowed our students to have a real voice in whole school decisions and plans.
- Our explicit teaching of Social Emotional Learning (SEL) and positive education was further expanded with whole staff training on character strengths, mindsets, and GRIT.

Value Added

- Invited as a pilot school to participate in the Healthy Masculinities Project (Jesuit Social Services) with targeted professional development of staff around the Man Box research.
- Facilitated a School Focused Youth Service (SFYS) grant for Elevate – targeting Year 9 and 10 girls encouraging them to move and use exercise to enhance mental health.

- Partnered with 'Life Changer' in delivering their program at Years 7, 8 and 9. This also included a new student leadership day.
- Continued our work as Lead school in Barwon Region for Respectful Relationships, leading the Surfcoast cluster.
- Continued working closely with LineWize ANZ, owner of the Pulse app. In late 2023, Iona College was filmed and used as a case study on how we embed this into our practice.
- Shared resources with both staff and parents via the weekly newsletter with the aim to inform best practice around student wellbeing.
- Celebrated national RUOK Day.
- Facilitated a week-long Year 7 Orientation program.

Student Satisfaction

As the College reflects on the fourth year of operation, student participation and results from the 2023 MACCSSIS survey are a testament to the shared commitment to collaboration and continuous improvement. The survey plays a pivotal role in informing the Annual Action Plan, School Improvement Plan, facilitates reflection and can lead to action. The student results were overwhelmingly positive and above the vast majority of other MACS Secondary Schools. Of particular note is the results of the 'school climate', 'rigorous expectations' and 'school endorsement' were all higher than MACS average.

Student Attendance

Parents can notify the College by phone, email or via the online parent portal (PAM) of their daughter/son/young person's absence from school. If there is an unexplained absence, parents are notified via SMS by Break 1 to obtain a reason for the absence and the role is marked accordingly.

Average Student Attendance Rate by Year Level	
Y07	89.3%
Y08	87.4%
Y09	87.9%
Y10	85.3%
Overall average attendance	87.5%

Leadership

Goals & Intended Outcomes

- The College will develop formal and informal programs aligned to the priorities of a developing school.
- The school provides induction processes when staff progress to new roles within the school, as well as ongoing opportunities for existing staff to refresh or update knowledge and practices.
- The school community fosters a culture of learning. School artefacts and learning environments reflect leaders and teachers enabling a learning-focused Catholic culture, where visible strategies are at work to monitor and progress student learning outcomes.

Achievements

- Appointment of a VIT Coordinator to specifically support Graduate Teachers through the VIT and induction process.
- In Term 1, weekly meetings focused specifically on the induction of new teaching staff, ensuring a smooth transition into our school community.
- All new employees both teaching and non-teaching, have been appointed informal staff support facilitating their integration into the school environment.
- New teaching staff were strategically placed in offices and supported by Domain Coordinators, providing them with essential guidance and assistance.
- One-on-one meetings were conducted with all new staff members to ensure their induction requirements were fully met, addressing their individual needs effectively.
- Professional learning sessions were allocated, focusing on 'Horizon of Hope' and emphasizing the link between our Catholic Identity and developing a culture conducive to learning.
- New structures, processes, and procedures were developed, supportive of the introduction of VCE and pathways subjects, enhancing the educational offerings of our school.
- Staff were surveyed regarding the types of feedback that would impact teaching practice and improvement, ensuring continuous refinement and enhancement of our educational practices.
- An increase in professional development time was structured into teaching staff meetings with a specific emphasis on cultivating a learning culture at Iona.
- Staff participated in Annual Review Meetings.
- Staff members are actively engaging in the ongoing development and refinement of curriculum for Year 11 and beyond.

- The College conducted meticulous planning and recruitment activities for the year 2024, ensuring alignment with its evolving needs and values.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Teaching staff professional learning opportunities included cross-curricular, domain specific and team learnings.	
Postgraduate study including Master of Student Wellbeing, Master of Educational Leadership, Careers Education, School Leadership, Graduate Certificate in Religious Education.	
Catholic Education Series	
PAVCSS Conference	
AGE Education Summit	
Respectful Relationship workshops	
NCCD PD linked to student's individual needs	
PISA Conference	
Classroom wellbeing and professional management	
Collaborative course writing opportunities	
Number of teachers who participated in PL in 2023	60
Average expenditure per teacher for PL	\$842.00

Teacher Satisfaction

As the College reflects on the fourth year of operation, parent participation and results from the 2023 MACCSSIS survey are a testament to the shared commitment to collaboration and continuous improvement. The survey plays a pivotal role in informing the Annual Action Plan, School Improvement Plan, facilitates reflection and can lead to action. The staff results were overwhelmingly positive and above the vast majority of other MACS Secondary Schools. Of particular note is the following survey results:

- School leadership - 91% (MACs average 80%)

- School safety- 77% (MACS average 58%)
- Psychological safety- 84% (MACS average 66%)
- Collaboration around improvement strategy- 75% (MACS average 66%)
- Collective efficacy- 82% (MACS average 74%)
- Catholic identity- 79% (MACS average 75%)

Teacher Qualifications	
Doctorate	0.0%
Masters	10.5%
Graduate	11.6%
Graduate Certificate	8.4%
Bachelor Degree	30.5%
Advanced Diploma	1.1%
No Qualifications Listed	37.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	66
Teaching Staff (FTE)	63.6
Non-Teaching Staff (Headcount)	68
Non-Teaching Staff (FTE)	70.6
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- The school is a community that works in the service of others.
- Iona College supports families as partners for learning.
- Iona continues to build and develop community partnerships and connections.
- Families are supported to be actively involved in the College community

Achievements

- Creation of a social justice action calendar based on liturgical seasons, the social justice calendar, Religious Education curriculum focus and Iona College term themes.
- Support of the following agencies as per Iona's Social Justice Guidelines: Caritas, St Mary's Uganda, Refugee agencies (Geelong Settle Well/Catholic Care), Geelong-Viqueque Schools, MacKillop Family Services, St Vinnies, Lazarus Community Centre, Samaritan House Geelong, Opening the Doors Foundation.
- Creation of the Iona Pathways network via family links to a database to ensure structured workplace learning and work experience options are available to our students.
- Redesigned the Passion Project expo to coincide with the Celebration Awards Evening to further enhance community connections for parents and students.
- A focus on communication with parents via the Newsletter and social media to ensure communication with families is appropriate and targeted and achievements are celebrated.
- Successful immersions to Indonesia and Central Australia as well as our commitment to continue camps at Year 7, 8, 9 and 10 this year.
- Lead school for the Barwon Respectful Relationships (RR) Surfcoast Cluster supporting the following schools in their RR journey: Lisieux Primary School, St Catherine of Sienna Primary School, St Therese Primary School, Christian College P-12, St Johns Lutheran College P-12 and Lutheran College Geelong P-12.
- Parent evenings included: partnering with parents for learning and wellbeing including topics of cyber safety, drug education, hosting the First Nations BBQ, musical soirees, Open College Tours, student award celebration evening, project expos, career pathways and online student progress meetings.
- Celebrating the Catholic nature of our College and the aspirations of excellence of students and staff through social media platforms, newsletters and annual publications.
- Conducting parent surveys- canteen working party, wellbeing, Enhanced Catholic Identity and MACSIS surveys.

Parent Satisfaction

As the College reflects on the fourth year of operation, parent participation and results from the 2023 MACCSSIS survey are a testament to the shared commitment to collaboration and continuous improvement. The survey plays a pivotal role in informing the Annual Action Plan, School Improvement Plan, facilitates reflection and can lead to action. The parent results were overwhelmingly positive and above the vast majority of other MACS Secondary Schools. Of particular note is the growth in the 'barriers to engagement' category.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at iona.vic.edu.au