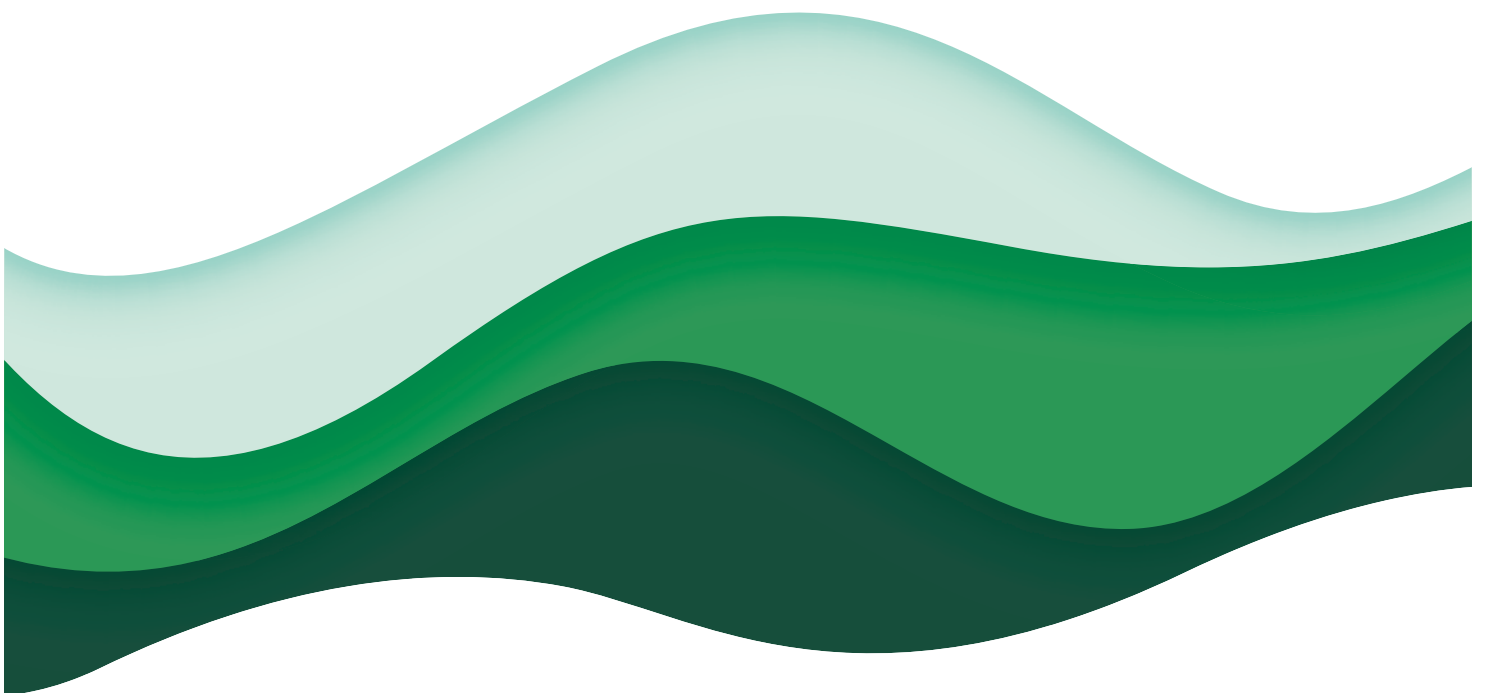


**St Columba**  
College

A joint Anglican and Catholic College

# 2019

## ANNUAL REPORT





# **St Columba** College

A joint Anglican and Catholic College



# CONTENTS

Contextual Statement .....	2
From the Principal .....	3
2019 Enrolments .....	5
Faith and Identity.....	6
Languages.....	8
Teacher Standards and Qualifications.....	9
Workforce Composition .....	10
Student Attendance.....	11
Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN) .....	12
An Explanation of the Naplan Data Distributed to Students, their Parents/Caregivers and Schools.....	13
Year 3 Results .....	13
Year 5 Results .....	15
Year 7 Results .....	17
Year 9 Results .....	19
Senior Secondary Outcomes .....	21
SACE .....	21
VET .....	21
Post School Destinations .....	22
Satisfaction – Students, Staff, Parents and Caregivers .....	23
Overall Financial Position .....	24







## CONTEXTUAL STATEMENT

St Columba College is an R-12 co-educational College established as a joint initiative of the Anglican and Catholic churches of the Adelaide Dioceses. Established in 1997 and located at Andrews Farm in the northern suburbs of Adelaide, the College is open to families who are seeking a Christian education founded by the beliefs, values and practices of both traditions of our unique ecumenical partnership. The College consists of three schools located on three sites within walking distance of each other; a Junior School for students from Reception to Year 5, a Middle School for students in Years 6 to 9 and a Senior School for students in Years 10 to 12.

### OUR VISION

St Columba College seeks to inspire in our students a relationship with God, a love of learning and a passion for life.

### OUR MISSION

To be an inclusive, empowering and dynamic learning community that fosters spiritual, academic and social growth.





# FROM THE PRINCIPAL

Reflecting on the 2019 academic year, we are proud of the learning experiences and the achievements of our students. As an Anglican and Catholic school, we aspire to be a strong and inclusive community and each day there is a shared excitement and enthusiasm for all that we do.

Schools and teachers have such an honourable role to play in society where we make a positive impact on the lives of young people and their future. Attending the College is the opportunity for a great education and to advance a young person's future and this is a gift that our families give their son or daughter.

We believe it is equally important to develop the whole person - to help our children to find meaning in their lives, to understand their place in the world, develop mindsets that they can achieve, and that they feel better equipped with self-confidence and resilience. All within a culture that promotes and nurtures the messages of the Gospel through the example of Jesus.

In 2019 we continued with two 'whole of school' approaches. The School Wide Pedagogical Framework which is adaptable for any age group and includes mindset (having a growth mindset), engagement (relevant and purposeful learning), differentiation (meets all abilities), hands on (learn by doing) and collaboration (work well with others) was a focus in each classroom. Positive Education was explicitly taught to young people in how to cope in their daily lives. This involved teaching character strengths, developing social and emotional intelligence, resilience, showing gratitude, being mindful and keeping healthy.

Our whole approach across R-12 aims to positively impact on the spiritual, learning and wellbeing of every student.

The College's Strategic plan focused on six main goals and in 2019 the following was achieved:

## Goal 1: Living Faith in Action

- New Chapel opened on MS campus
- Service outreach programs developed in R-5, Year 10 and 11
- Compassionate Market introduced for R-5
- Saint Columba Day – inaugural fete led by students

## Goal 2: Empowering Compassionate Global Citizens

- Literacy: improvement of writing for R-9
- New subjects for Years 8-12: Formula 1 (Design and Technology), Outdoor Education, Psychology, Innovation and Business and Global Citizenship
- 30 IPADS for Junior School Science
- Theme for Positive Education 2019: Year of Strong Minds
- P.E.A.C.E Project (bullying) with Flinders University
- Student Participation and Leadership: increased engagement across R-12 with 150 students
- Leadership days held for Years 5 & 12 Prefects
- Year 9 Peer Mediators introduced
- R U OK? Day with a Colour Run
- Musical Showcases for R-5 and 6-12
- Musical undertaken with over 80 Years 6-12 students participating in Chitty Chitty Bang Bang.

## Goal 3: Developing High Quality Staff and Excellence in Teaching

- New Induction program for Staff developed
- 20 teachers participated in Middle Leaders Program with Brown Collective
- 35 teachers held positions of responsibility
- Senior Leaders undertook Formal Restorative Practices Conference Training

- New Teachers attended the Positive Correction Strategies workshop
- Five Teachers attended National Positive Education Conference, Gold Coast
- Teacher 'In House' professional learning – 5 strands offered over three terms
- MITIOG training for Years 6-12 teachers
- Cultural Competency training for Years R-5 teachers

#### Goal 4: Building Partnerships within and Beyond

- *SEQTA ENGAGE* released for Junior School families
- Open House for R-12 held to welcome all families
- Community Development Officer appointed
- Family Liaison Officer appointed
- Promoted 'Bullying No Way' Day and celebration for Harmony Week
- Parent Ambassadors introduced in the Junior School
- Triple P Parenting Program for 14 families
- Sammy D Foundation presentation for Years 6-12
- Partnered with Foodbank and introduced Breakfast Club at both the Junior and Middle School campuses.

#### Goal 5: Embracing Contemporary Learning Environments

- Two Junior School classrooms completed
- Junior School Science Lab refurbished
- Nature playground – first section completed at Junior School
- Entrance to Junior School reconstructed and completed
- Drawings for new Sport Court at Junior School completed

- Refurbishment to CAD and Systems Rooms and extension to Design and Technology facility completed
- New Router purchased for Design and Technology
- Years 6 and 7 classrooms and break out spaces refurbished
- Indonesian Room refurbished on the Middle School campus
- Two Music Rooms refurbished, and a recording room created on the Middle School campus

#### Goal 6: Enhancing Reputation

- Open Day held in Term 1 for prospective families
- Utilised Social Media tools to promote good news stories.

I thank all who have contributed to our school community in 2019. To the teaching and support staff who give so much of themselves to ensure we are providing the best environment for our students, our parents and caregivers for their ongoing support and to the College Council who volunteer their expertise and leadership.

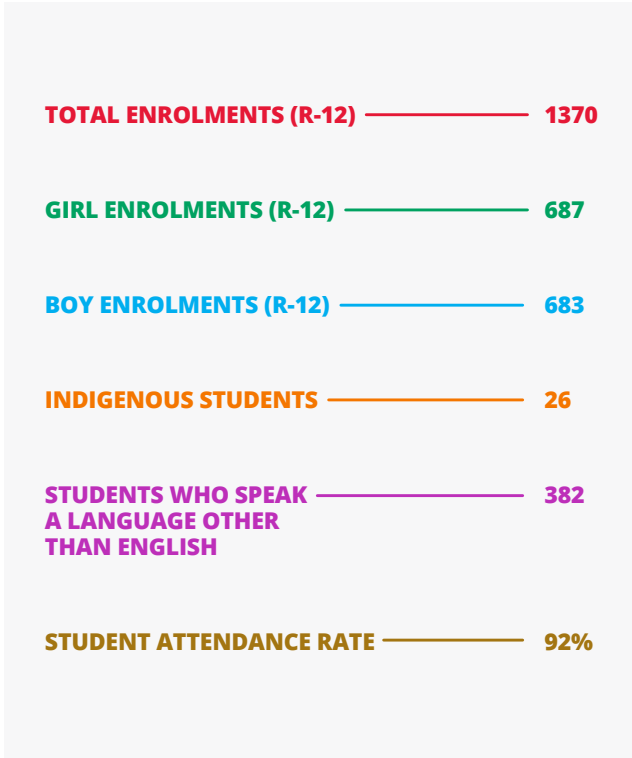
2019 was a significant year in undertaking planning for the school's future. The Strategic Plan 2020 and Beyond will guide the exciting development of the College in 2020. We look forward to our work in 2020.

#### Ms Leanne Carr

Principal

# 2019 ENROLMENTS

Schools in South Australia are subject to an official census of enrolment on two occasions throughout the year, in February for the State Government and in August for the Federal Government. Data provided on each occasion determines funding levels to non-government schools such as St Columba. Data for each year level as recorded in the 2019 August Census is given opposite:



ENROLMENT DATA 2019 – AUGUST FEDERAL GOVERNMENT CENSUS DATA (R-12)													
RECEPTION	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12	TOTAL
97	100	102	92	106	102	87	116	117	120	126	90	115	1370

Please note: In the Senior years, enrolment numbers fluctuate as students transfer to technical / trade school, TAFE or apprenticeship.

The table below provides a comparison between the August census of enrolment data for 2018 and 2019:

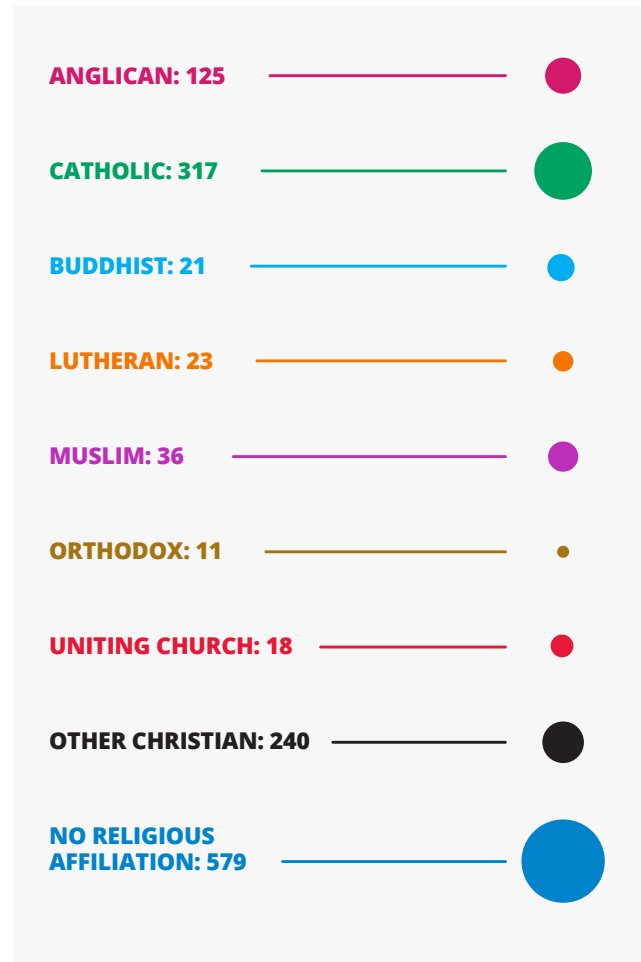
2018 ENROLMENT DATA			2019 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
561	777	1338	599	771	1370



# FAITH AND IDENTITY



As an Anglican and Catholic College, St Columba has always taken seriously the spiritual welfare of its staff and students, and has sought to assist them to both understand academically the facts of the Christian faith and to experience emotionally the effects of the Christian faith. Students are engaged through, Liturgies, Eucharist and Religious Education lessons. The religious affiliation of the St Columba community in 2019 is identified below:









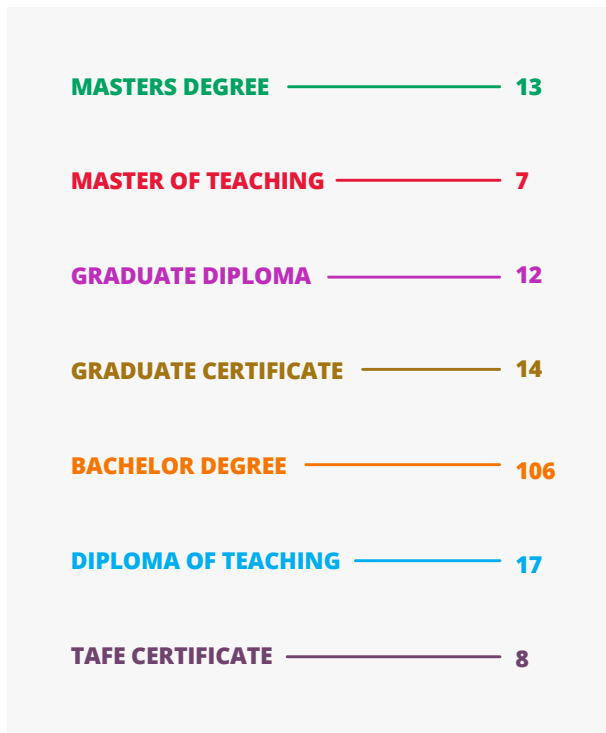


# LANGUAGES

<b>AFRIKAANS</b>	<b>1</b>
<b>ARABIC</b>	<b>6</b>
<b>BARI (SUDAN)</b>	<b>2</b>
<b>DARI (AFGHANISTAN)</b>	<b>24</b>
<b>DINKA (SUDAN)</b>	<b>181</b>
<b>ENGLISH</b>	<b>966</b>
<b>FARSI (AFGHANISTAN)</b>	<b>4</b>
<b>FILIPINO</b>	<b>5</b>
<b>HAUSA (WEST AFRICA)</b>	<b>1</b>
<b>HAZARAGI (AFGHANISTAN)</b>	<b>5</b>
<b>HINDI</b>	<b>1</b>
<b>KHMER</b>	<b>22</b>
<b>KIRUNDI (TANZANIA/UGANDA)</b>	<b>36</b>
<b>LAO</b>	<b>4</b>
<b>MADI</b>	<b>10</b>
<b>NEPALI</b>	<b>1</b>
<b>OTHER LANGUAGES</b>	<b>4</b>
<b>PUNJABI</b>	<b>2</b>
<b>SHONA</b>	<b>4</b>
<b>SWAHILI (KISWAHILI)</b>	<b>28</b>
<b>TAGALOG</b>	<b>10</b>
<b>VIETNAMESE</b>	<b>17</b>
<b>ZULU</b>	<b>1</b>

# TEACHER STANDARDS & QUALIFICATIONS

Formal academic qualifications of teaching staff:



All teachers are required to hold the necessary qualifications for Teacher Registration in South Australia which includes a National Police Check and a record of at least 60 hours of Professional Learning in each three year period. In addition to the formal qualifications held by teaching staff, all staff are required to complete training in Responding to Abuse and Neglect and First Aid.

St Columba College has provided substantial support by means of funding and time to staff in order to assist them with accessing Professional Learning to meet their individual needs for growth and development and build capacity within the community to ensure that our students have access to high quality teaching and learning.

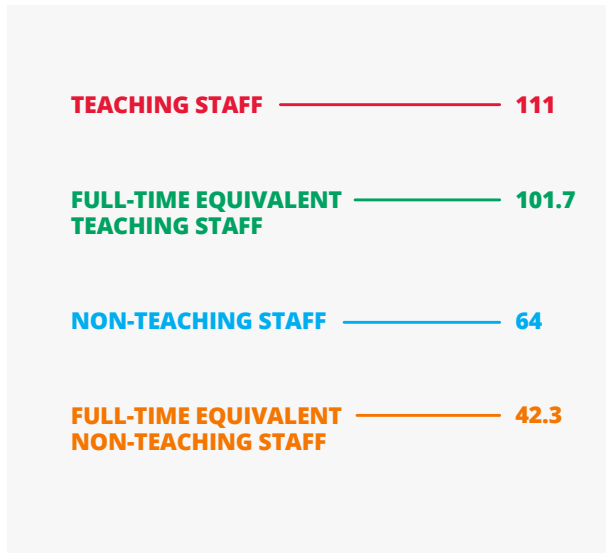
Additionally, there have been a number of opportunities for teaching staff to work internally with other staff within their year level teams or learning areas in reviewing and developing curriculum and assessment.

The most significant areas of professional learning accessed throughout 2019 have been:

1. STEM
2. English as an Additional Language
3. Literacy – Writing
4. Numeracy – Investigations
5. Book making and writing
6. SA Certificate of Education subject assessment and moderation
7. ICT: One Note and IPADS in the classroom
8. Differentiation strategies to improve learning
9. Graduate Certificate in Religious Education
10. Positive Education
11. Autism Training
12. Inquiry Learning
13. Design Thinking
14. Aspiring Leaders
15. Middle Leaders Program – Brown Collective

# WORKFORCE COMPOSITION

During 2019, there were:



Oversight and responsibility for the daily operations of the College as an R-12 community during 2019 was shared by the College Leadership Team. The College Leadership Team was comprised of the Principal, R-12 Deputy Principal, Business Manager, Head of Junior School, Head of Middle School, Head of Senior School, Director of Spirituality, Assistant Principal - Learning and Teaching, and Assistant Principal - Wellbeing.

There are 3 campuses – Junior School (R-5); Middle School (6-9); Senior School (10-12). The Head of School assumes responsibility and immediate oversight of all students on their campus.

Other positions of responsibility during 2019 included: Learning Area Leaders; Assistant Head of Junior School, House Leaders, Year Level Team Leaders and Inclusive Education Coordinators

Students were also supported by the College Nurse and First Aid Officers, Counsellors, Chaplains, Family Liaison Officer, Learning Support Staff, ICT and Student Services.





# STUDENT ATTENDANCE

St Columba College provides a number of channels in which student absence can be notified. Parents/caregivers are encouraged to contact the College in the event that their son/daughter will not be at school. Any student who is late to class or is leaving early is expected to 'sign in or out' at Student Services.

When the student is absent without explanation, an SMS text message is sent to the parent/caregiver seeking clarification for the absence. All explained absences are categorised and the specific details are recorded for each student on the College's attendance database.

Repeated absenteeism without explanation is followed up by class teachers, kinship teachers, Assistant Head of Junior School and House Leaders.

Long term absences are managed by the Head of School who communicates with the family in order to support their child's attendance. An Attendance Improvement Plan is documented and counselling support is provided to the student who is experiencing difficulties attending school. Formal, written contact with parent/caregivers for a student with long term absences is also undertaken by the Principal. Contact is then made with the Department of Education to support resolving long term absenteeism.

The percentage figure for average student attendance shows the proportion of days that each student, on average, attended school over each term. The larger the percentage, the smaller the number of days that students are absent from school.

In 2019, the average student attendance rate was 92.0%, an increase of 1% since 2018.

## 2019 ATTENDANCE RECORDS (%) BY YEAR LEVEL

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	95.2	92.1	94	92.9
Year 1	94.8	92.3	94	93.5
Year 2	95.8	93.9	93.9	93.8
Year 3	93.9	94.9	92.8	94.1
Year 4	94.1	94.6	93.8	93.8
Year 5	95.5	91.8	93.5	95.5
Year 6	94.1	94.7	92.4	93.5
Year 7	96.7	95.1	92.4	91.0
Year 8	94.4	92.6	91.6	92.6
Year 9	92.5	89.3	88.9	89.4
Year 10	88.5	85.9	86.1	85.8
Year 11	91.8	88.9	88.9	90.0
Year 12	90.2	86.0	85.1	87.1

## AVERAGE STUDENT ATTENDANCE BY SCHOOL AND COLLEGE (%)

SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	94.9	93.3	93.7	93.9	93.9
6-9	94.5	92.7	91.2	91.5	92.5
10-12	90.0	86.8	86.5	87.5	87.7
R-12	93.6	91.5	91.2	92.0	92.0

# STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)



NAPLAN or the 'National Assessment Program – Literacy and Numeracy' is an annual, Australia-wide assessment where all students in Years 3, 5, 7 and 9 participate in tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The content of these tests are aligned to the Australian Curriculum: English and Mathematics.

The tests provide parents, caregivers and schools with an understanding of how individual students are performing

in different aspects of literacy and numeracy at the time of the tests. NAPLAN tests are one aspect of the College's assessment and reporting processes and do not replace the extensive, ongoing assessments made by teachers about each student's learning. St Columba College encourages all students to sit all tests.

A summary of the achievements of students at St Columba in the 2019 NAPLAN assessments is given below:

NAPLAN TESTING COMPONENT	% OF STUDENTS WHO ACHIEVED AT OR ABOVE THE NATIONAL MINIMUM STANDARD (NMS)			
	Year 3	Year 5	Year 7	Year 9
READING	94	97	94	89
WRITING	94	97	90	80
SPELLING	95	98	95	91
GRAMMAR & PUNCTUATION	89	93	92	91
NUMERACY	93	98	97	97

# AN EXPLANATION OF THE NAPLAN DATA DISTRIBUTED TO STUDENTS, THEIR PARENTS AND CAREGIVERS AND SCHOOLS

## Scales and Scores

NAPLAN results are reported using five scales, one for each of the domains of Reading, Writing, Numeracy, and two for the Language Conventions domain (one scale for Spelling, and one for Grammar and Punctuation). The NAPLAN scales are constructed so that any given score represents the same level of achievement over time. For example, a score of 750 in Reading will have the same meaning in 2019 as in 2012. This enables progress in literacy and numeracy achievement to be monitored over time for individual students and groups of students in schools.

For each student and each test an achievement score is calculated based on the number of items the student answered correctly and the difficulty level of the items. This achievement score is then placed on the NAPLAN scale which has a minimum of zero and a maximum of 1000.

## Bands

Only a section of the entire achievement scale is used to report student outcomes at each year level. The scale for each testing domain is divided into ten bands

to cover the full range of student achievement in the tests. The bands map the increasing complexity of the skills assessed by NAPLAN. Six of the bands are used for reporting student performance at each year level. The Year 3 report shows Bands 1 to 6, the Year 5 report shows Bands 3 to 8, the Year 7 report shows Bands 4 to 9, and the Year 9 report shows Bands 5 to 10.

## National Minimum Standards

For each year level and test a National Minimum Standard (NMS) has been set. The number and percentage of questions a student needs to answer correctly to achieve the national minimum standard varies depending on the test domain and year level. Students within a minimum standard band will typically be able to display skills in that band and in the band below and display some of the skills in the bands above the minimum standard.

The National Minimum Standard for each NAPLAN year level are as follows:

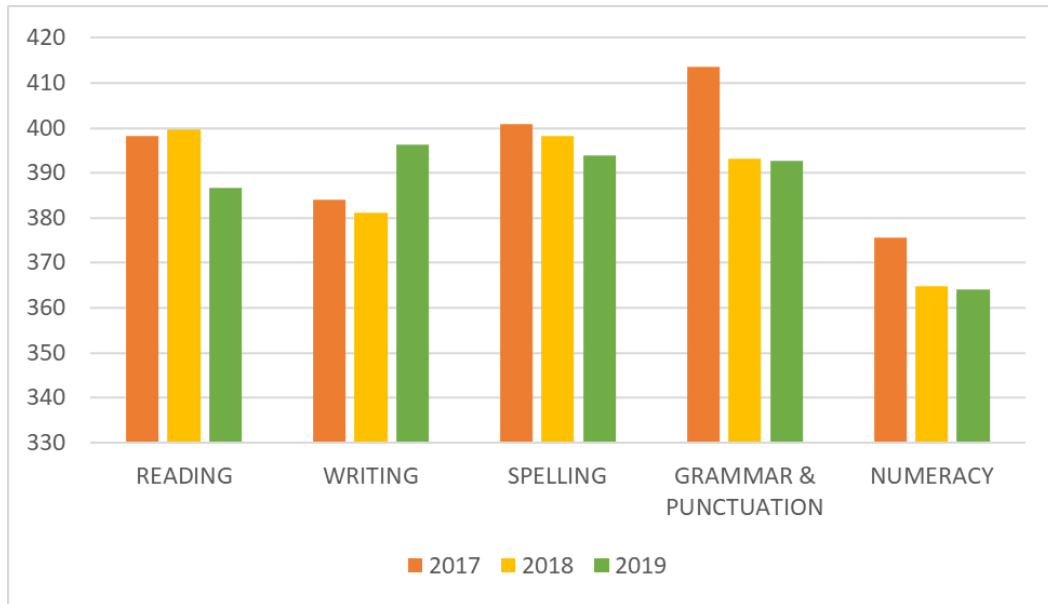
Year 3 – Band 2      Year 5 – Band 4  
Year 7 – Band 5      Year 9 – Band 6

## YEAR 3 RESULTS SUMMARY

**SCHOOL MEAN SCORES - PROFICIENCY BAND AND % OF STUDENTS WHO ACHIEVED AT OR ABOVE NATIONAL MINIMUM STANDARDS (NMS)**

NAPLAN TESTING COMPONENT	MEAN SCORE			MEAN SCORES AS PROFICIENCY BAND			% OF STUDENTS WHO ACHIEVED THE NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
READING	398.3	399.7	386.7	4	4	4	95	92	94
WRITING	384.1	381.1	396.2	4	4	4	98	96	94
SPELLING	400.9	398.2	393.8	4	4	4	94	93	95
GRAMMAR & PUNCTUATION	413.5	393.1	392.7	4	4	4	94	96	89
NUMERACY	375.6	364.9	364.2	4	3	3	95	95	93

## School Mean Scores - Year 3, 2017 - 2019



In all four Literacy domains of NAPLAN testing, the College Mean Scores for Year 3 are situated in Band 4 which is two bands above the National Minimum Standard (NMS) expected at Year 3. While the mean Numeracy score places the 2019 Year 3 students in Band 3 the mean score of 364.2 is only 10 points or 2.6% below that required at Band 4.

A more in-depth breakdown of the Year 3 data for 2019 indicates that the Mean Score of our students in the literacy-based assessments averaged to a scale score of approximately 392. This value is 22% higher than the entry point into Band 3 from the NMS of Band 2 and 5% higher than the cut-off score separating Bands 3 and 4. This is a very promising entry point for our Year 3 students undertaking NAPLAN for the first time.

While, in relation to the National Minimum Standard, there has been a slight fall in the mean achievement of our Year 3 students in each of the literacy testing domains compared to both the 2017 and 2018 results, none of these fluctuations has been sufficient to reduce the year level band achievement below level 4. St Columba Year 3 data for 2019 matched the state proficiency band achievement in the Reading, Writing, Spelling, Language Conventions and Numeracy tests. The 95% of students achieving the NMS in Spelling also exceeded the national score 93.3% and state outcome of 91.4%.

While the 2019 literacy outcomes illustrated on the three-year comparison graphs appear less than for 2017 and 2018, the fluctuations in mean scores have not

been significant enough to alter the proficiency band achievement at Band 4, a trend that is also consistent with achievement within South Australia in these tests over this period of time. For some years NAPLAN mean score results for Writing have consistently been less than the other literacy domains across both the state and nation for all four testing year levels.

The improvement in the mean Writing score for Year 3 students is the first of a trend of significantly elevated outcomes in 2019 for all four NAPLAN year levels. In Year 3 the improvement corresponds to more than a quarter of a band in a single year. This is an exciting result and affirms the determined effort of class-room and specialist literacy teachers to introduce an intensive and coordinated approach to improving this critical component of learning in the Junior School.

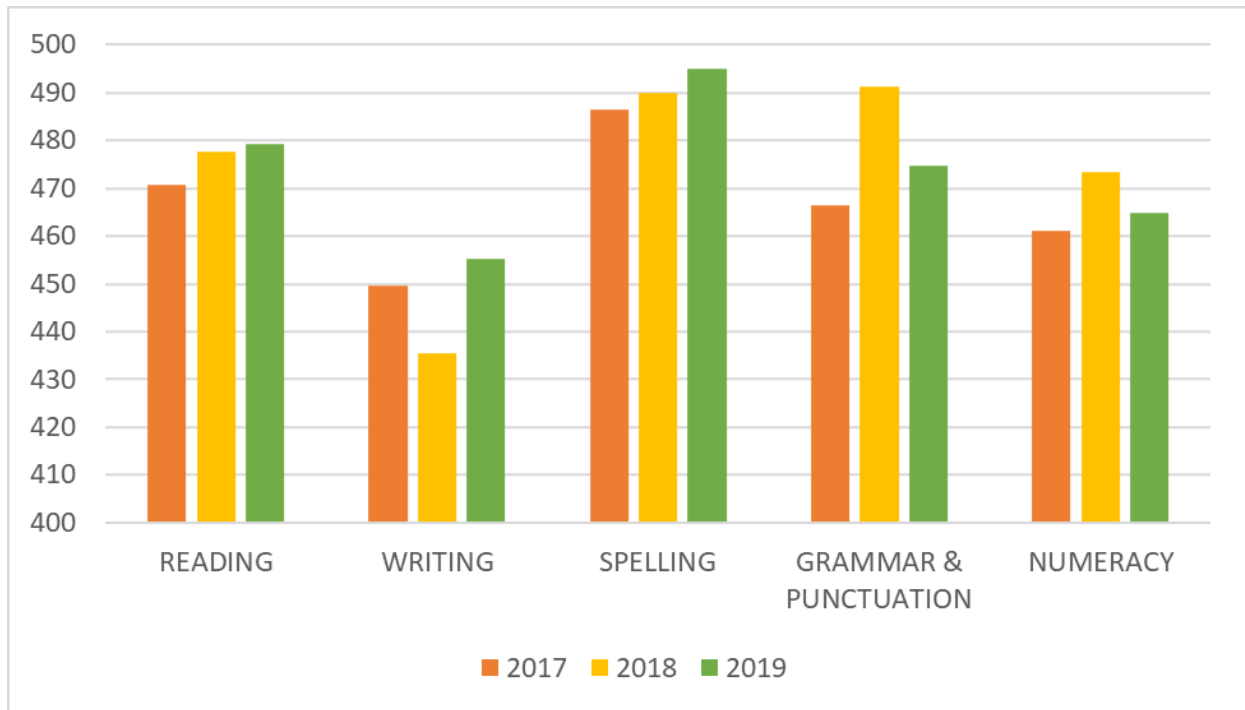
While the 2019 data for numeracy achievement has remained stable since 2017 where the highest, recent mean scores and proficiency band were achieved they remain above the National Minimum Standard and less than a quarter of a band score from entry into Band 4 where both the state and national scores currently stand.

While marginal data variations from year to year are of some concern, supporting the development in Literacy and Numeracy skills for all students is an absolute priority for all Junior School teachers from Reception to Year 3. NAPLAN data only presents a snap-shot of this growth at the start of Term 2 each year.

## YEAR 5 RESULTS SUMMARY

SCHOOL MEAN SCORES - PROFICIENCY BAND AND % OF STUDENTS WHO ACHIEVED AT OR ABOVE NATIONAL MINIMUM STANDARDS (NMS)									
NAPLAN TESTING COMPONENT	MEAN SCORE			MEAN SCORES AS PROFICIENCY BAND			% OF STUDENTS WHO ACHIEVED THE NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
READING	470.8	477.7	479.3	5	5	6	94	95	97
WRITING	449.5	435.5	455.2	5	5	5	95	91	97
SPELLING	486.6	490	495	6	6	6	98	97	98
GRAMMAR & PUNCTUATION	466.5	491.4	474.7	5	6	5	89	97	93
NUMERACY	461.1	473.4	464.8	5	5	5	99	99	98

School Mean Scores - Year 5, 2017 -2019





More than 93% of students at St Columba in Year 5 achieved at or above the National Minimum Standard (NMS) in each component of NAPLAN testing in 2019. In three of the five testing domains, the College mean scores for Year 5 are situated in Band 5 which is one band above the National Minimum Standard expected for the year level. A score exceeding 478 on the Reading and Spelling scales elevated the 2019 Year 5 mean score to Band 6 level for both these Literacy disciplines. The Band 6 achievement in Reading and Spelling is consistent with both the state and national results for these two tests, as is the Band 5 outcome for Writing.

With the exception of Grammar and Punctuation and Numeracy, the mean score achievement in the other three testing domains in 2019 exceeded the results obtained for 2018 by between 0.3% and 4.5%. These improvements, resulting in no less than 97% of students achieving the NMS, were also sufficient for St Columba to exceed the state and national NMS data in Reading, Writing and Spelling. The increase of just under 20 points on the Writing scale from 2018 continued the impressive improvement trend identified in the Year 3 data. An improvement of 20 points amounts to 38% of a Band. This is a remarkable achievement that, when consolidated, should see this challenging domain as a highlight of student NAPLAN success at St Columba.

While the decline in Grammar and Punctuation and Numeracy outcomes for the Year 5 cohort is disappointing, the College result of 93% and 98% of students achieving the NMS exceeded both the state and national outcomes. A continued strong focus on learning in both these domains in the Middle School will endeavour to respond to this outcome for these students prior to their NAPLAN assessment in 2020. An improvement of approximately 13 points or a quarter of a band would elevate student achievement to the desired Band 6 that for 2018 and 2019 has been the benchmark score of both the state and nation in both these tests.

Data regarding individual student growth for Reading and Numeracy over the two year testing 'spread' is also provided to schools by the testing authority. As a guide students are expected to move by about 1½ bands from Year 3 to 5. 25% of students are expected to make either a Low or Upper progress while 50% of students are expected to make Medium progress.

The data provided on student progress is estimated and based on a comparison of student achievement with students of similar ability.

In 2019, data for the Reading progress made by our Year 5 students from their achievements in 2017 in Year 3 indicates that:

- 24% of students have demonstrated low progress in Reading. This is a welcomed decrease of 14% for the same Year 5 / Year 3 comparison between the 2016 and 2018 data.
- 58% of students have demonstrated average or medium progress in Reading corresponding to an increase of 10% against the 2016 - 2018 comparison.
- 18% of students have demonstrated high progress in Reading. The trend of consistent improvement in Reading was reinforced by this data with a 3% increase noted from the previous two-year comparison.

The measures of progress made by our Year 5 students from their achievements in 2017 in Year 3 for Numeracy indicate that:

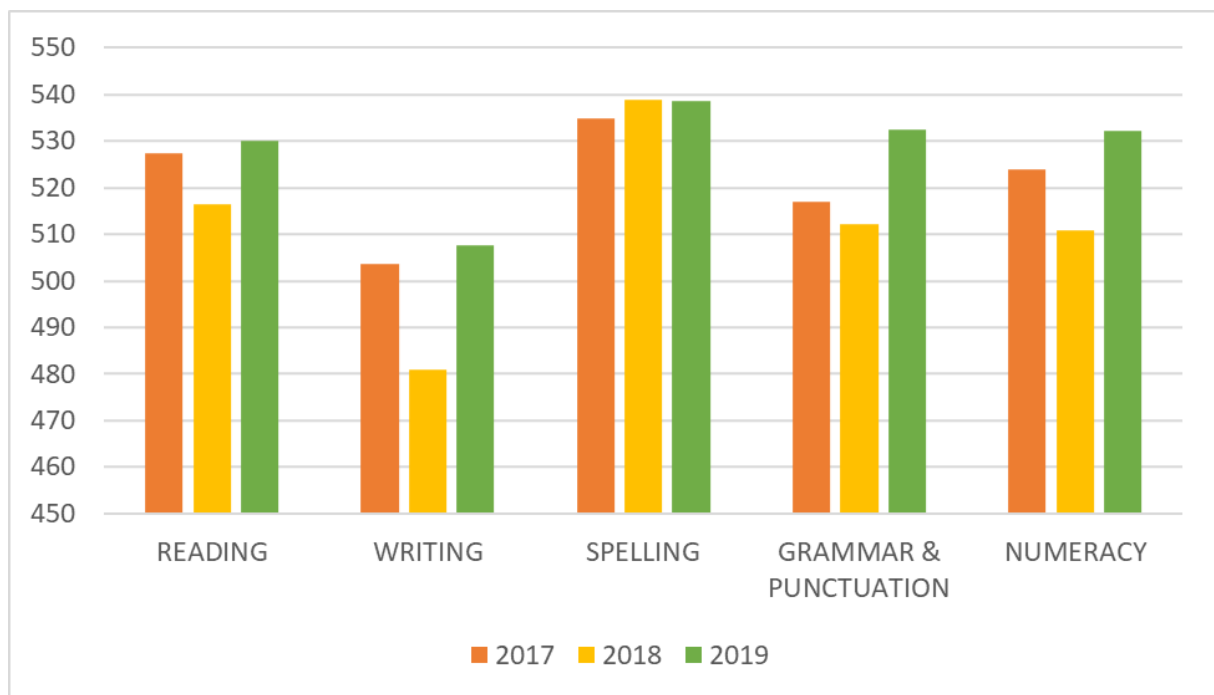
- 24% of students have demonstrated low progress. This is an unfortunate increase of 9% for the same comparison between the 2016 and 2018 data.
- 59% of students have demonstrated average progress in Numeracy. This tallies to a relatively stable outcome of a 1% fall against the previous Year 3 and 5 comparison.
- 17% of students have demonstrated high progress in Numeracy. The proportion of students demonstrating low progress and the stable average progress accounts for this result being 8% lower than for previous measure of high progress Numeracy

In conclusion the most recent data identifies that 76% of students are indicating sufficient to above expected progress based on NAPLAN measures in both Reading and Numeracy between Year 3 and Year 5. Any student who is not demonstrating anticipated progress in any area of their learning at their allocated year level is a concern to all teachers. Literacy and Numeracy progress is known to be fundamental to all learning and therefore remains a strong focus of the work of all teachers.

## YEAR 7 RESULTS SUMMARY

SCHOOL MEAN SCORES - PROFICIENCY BAND AND % OF STUDENTS WHO ACHIEVED AT OR ABOVE NATIONAL MINIMUM STANDARDS (NMS)									
NAPLAN TESTING COMPONENT	MEAN SCORE			MEAN SCORES AS PROFICIENCY BAND			% OF STUDENTS WHO ACHIEVED THE NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
READING	527.3	516.5	530.1	6	6	7	96	93	94
WRITING	503.7	480.9	507.5	6	6	6	93	87	90
SPELLING	534.9	538.9	538.6	7	7	7	95	95	95
GRAMMAR & PUNCTUATION	517	512.2	532.4	6	6	7	87	86	92
NUMERACY	523.9	510.7	532.2	6	6	7	96	99	97

### School Mean Scores - Year 7, 2017 - 2019



With the National Minimum Standard (NMS) for Year 7 set at Band 5 the mean score achievements of our 2019 students were an impressive improvement on the 2018 results. Four of the five testing domains were averaged at Band 7 with only Writing levelling at Band 6. This outcome placed St Columba College consistent with both the state and nation for NAPLAN assessment in Year 7 in all testing disciplines. The Band 7 results for Reading, Grammar and Punctuation and Numeracy are particularly

pleasing as this outcome is the highest average for at least the last six years. In this time, since 2014, the College's Spelling results have fallen to Band 6 only twice and have remained consistently at Band 7 since 2017.

A close examination of the average scale score achieved by St Columba College students in comparison to the data for South Australia and the nation in all of the testing domains, further highlights the improvement of the Year

7 results. In 2018 the average of the five testing mean scores for St Columba students was 20.2 points less than across all schools in the state and 25.3 points for the nation. These values correspond to an average of 38% and 49% of a Band difference respectively, with Bands being consistently 52 points apart. In 2019 these values were reduced to 15% of a Band for South Australia, from an 8.2 points difference and 23% of a Band, or 12 points less for the nation. Achievement of similar improvements in future testing programs would secure NAPLAN data alignment between the state and the nation at Year 7.

While a Band comparison emphasises a body of improved Literacy and Numeracy results, it does not draw attention to a further outstanding result at Year 7 masked by comparisons made thus far. Once again student achievement in the Year 7 Writing assessment was a hallmark of achievements made last year. The Writing mean score, being 26.6 points above the 2018 result corresponds to more than half a band improvement. On all comparisons St Columba outscored both the state and nation in Writing progress made between 2018 and 2019. The percentage of students achieving the National Minimum Standard in Writing was higher than both jurisdictions and growth in the mean score for Writing was 2.7 times higher than achieved in SA and 3.4 times that recorded for the nation. These improvements in the mean data positioned students at St Columba in Band 6 as recorded in SA and the nation. This progress is an incredible achievement given that the 2019 report on NAPLAN results identified the unfortunate observation that Year 7 Writing results had fallen to their lowest level for some time.

While successes are rewarding there are always areas for improvement that are evident in the annual NAPLAN reports the College receives. The Numeracy outcome where 97% of students met the NMS, a drop from 99% achievement in 2018, is one of these observations. The College aspires for 100% of students to attain this NAPLAN benchmark in all tests in all year levels and will continue to focus learning and teaching programs to achieve this result in the future.

Given that Year 7 students have previously participated in two previous NAPLAN testing programmes progress data in Reading and Numeracy between 2017 and 2019 is also available to the College. The testing authority's guide to expected growth indicates that a single band increase is anticipated at this stage between these two school years.

Appraising student progress between their NAPLAN tests in Year 5 to those in Year 7 indicates that:

- 24% of students have demonstrated low progress in Reading compared to the 25% value recorded for the 2016/2018 Year 5 to Year 7 progress data.
- 52% of students have demonstrated average or medium progress in Reading. This value is a 7% decrease in improvement for the previous 2016 to 2018 testing comparison.
- 24% of students have demonstrated high progress in Reading which is a welcome improvement of 8% from the previous gains made by Year 7 students from their Year 5 test. This value explains the result for medium progress in Reading.

Student progress data between the NAPLAN Numeracy tests in Year 5 in 2017 to those in Year 7 reveals that:

- A drop of 9% to 15% of students who have made low progress in Numeracy compared to the 34% value recorded for the 2016/2018 Year 5 to Year 7 progress data.
- 61% of students have demonstrated average or medium progress in Numeracy. This corresponds to a 2% decrease in improvement from the previous two-year testing comparison.
- The impressive improvement made in the low progress comparison was matched by a 21% increase from the previous two-year gain made by Year 7 students in the high progress comparison. Only 3% of students in the 2016/2018 comparison achieved high progress from their Year 5 test compared to 24% reported in the Year 7 data for 2019.

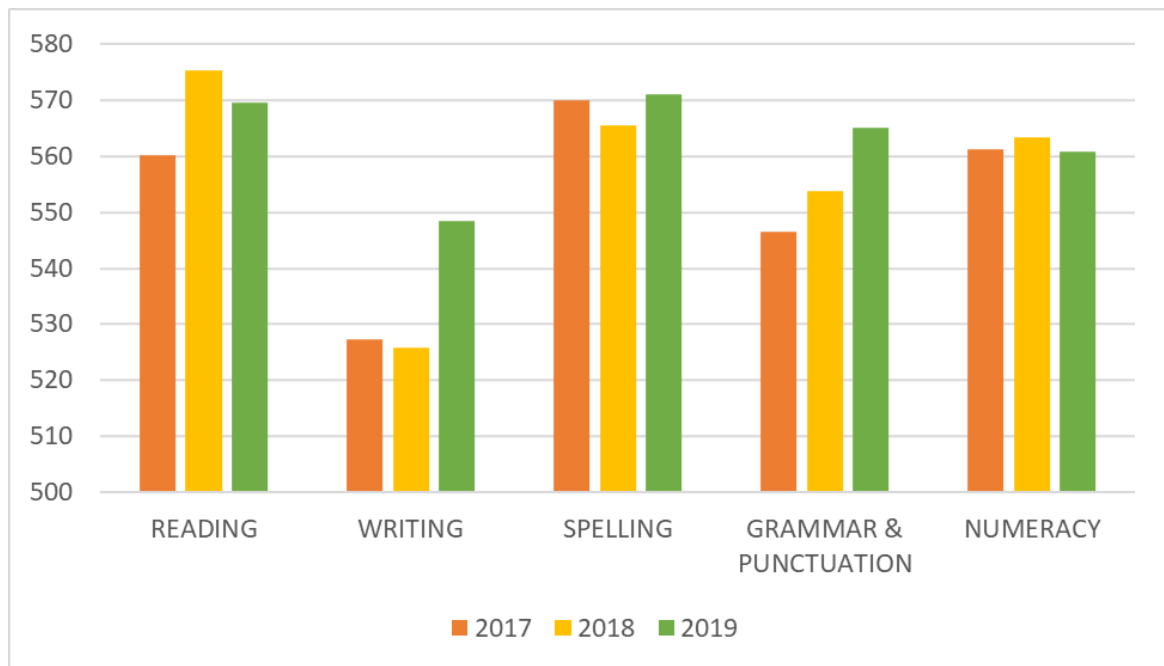
In conclusion approximately three quarters of students indicate sufficient to above expected progress between Year 5 and Year 7 in Reading in both the last two Year 5/7 comparisons. This outcome is consistent with the improvement distribution expected by the testing authority. The Numeracy comparisons, however, improved from 66% in 2018 to 85% in 2019, 10% above the benchmarks provided to schools.

As concluded with the Year 5 achievements for this report, any data returning to the College that indicates low progress irrespective of how closely it matches or improves relative to national trends, is a considerable concern and is used among other school-based assessments to inform the work of teachers.

## YEAR 9 RESULTS SUMMARY

SCHOOL MEAN SCORES - PROFICIENCY BAND AND % OF STUDENTS WHO ACHIEVED AT OR ABOVE NATIONAL MINIMUM STANDARDS (NMS)									
NAPLAN TESTING COMPONENT	MEAN SCORE			MEAN SCORES AS PROFICIENCY BAND			% OF STUDENTS WHO ACHIEVED THE NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
READING	560.2	575.3	569.5	7	7	7	94	93	89
WRITING	527.3	525.9	548.4	6	6	7	77	71	80
SPELLING	570	565.6	571.2	7	7	7	93	90	91
GRAMMAR & PUNCTUATION	546.6	553.8	565.2	7	7	7	90	90	91
NUMERACY	561.3	563.4	560.8	7	7	7	98	96	97

School Mean Scores - Year 9, 2017 - 2019



Greater than 90% of Year 9 students at St Columba College in 2018 achieved at or above the National Minimum Standard (NMS) in the Reading, Spelling, Grammar and Punctuation and Numeracy assessments. In each of these domains the Mean Scores were very similar or slightly above those achieved in 2017. Numerically these scores placed the students within Band 7 for the tests, consistent with outcomes for the previous two testing periods. The mean scores for Reading, Spelling and Numeracy were all above the mid-band mean score of 556 with Grammar and Punctuation at the mid-band score. In Reading, Spelling and Numeracy the percentage of students at the College achieving the NMS exceeded the state value with the result for Numeracy continuing the trend from Year 5 of also being above the national result.

The data for Writing remained consistent with the Band 6 result achieved in 2017 with the percentage of students achieving the NMS disappointingly falling to below 80%. Band 6 is the National Minimum Standard for Year 9. This outcome was also repeated at both state and national level for Writing where the only 75% and 79.5% of Year 9 students achieved the NMS. The 2018 NAPLAN data for Writing has revealed that a concentrated emphasis on this aspect of Literacy learning is not only a priority for St Columba College in both the Junior and Middle Schools but also across the nation as a whole.

The NAPLAN testing authority's guide to expected growth indicates that about three quarters of a band is probable between Year 7 and Year 9.

Analysis of the information provided on the progress made by our 2018 Year 9 students from their Year 7 results indicates that 86% of students recorded average or high progress in Reading and 72% in Numeracy from their 2016 Year 7 testing. The actual data is given below, firstly for Reading and then Numeracy.

- 14% of students have demonstrated low progress in Reading representing an improvement of 10% from the previous two year NAPLAN cycle.
- A 2% fall to 48% of students demonstrating average or medium progress in Reading was reported from 2016 compared to progress made from 2015.

- 38% of students demonstrated high progress in Reading. This outcome is 12% above the 2015 value of 26% which was already above the national expectation of 25% of students achieving high progress.
- 28% of students have demonstrated low progress in Numeracy. This data represents an improvement of 3% from the previous two year comparison. While all improvement is welcome the College is committed to reducing completely any record of low progress in these two fundamental areas of learning in every year level.
- An increase of 8% to 52% was recorded for students achieving average or medium progress in Numeracy from their Year 7 test in 2016 compared to improvements made by the 2015 Year 7 students.
- 21% of students have demonstrated high progress in Numeracy. The Numeracy value is a fall of 4% from the previous gain achieved by the 2017 Year 9 students.

## Conclusion

As a one week 'snap-shot' of student achievement in Literacy and Numeracy, NAPLAN data is a valuable tool for teachers as it can confirm or challenge observations and conclusions evident from the multitude of assessment approaches and measurement tools employed by classroom and subject teachers. The attention of teachers, having collected any achievement data, is to employ it to inform their teaching and to personalise learning to support students build on their strengths and overcome their challenges.



# SENIOR SECONDARY OUTCOMES

## SACE

The SACE (South Australian Certificate of Education) results of our 117 Year 12 students in 2019 are indicated below:

- 99% SACE completion (116 of 117 students)
- 98.8% of our scores were either A, B, or C
- 63.2% of grades were either A or B
- 92 As were achieved in a wide variety of subjects
- 3 students achieved an ATAR in the 90s (top 10% of the state), with a further 11 students achieving an ATAR of 80 or above (top 20% of the state)
- The Dux of the College with an ATAR of 96.6 is Mark Jones. Our next highest performing students were Kuoivot Majak (94.2) and Jabez Bullas (92.45)
- 11 students achieved an ATAR above 80
- 1 Merit achieved (top performing A+ students across the state) was achieved by Kimmy Fry (Child Studies).

### Key Highlight:

The following results show the grades and percentage across all Stage 2 subjects:

- A band: 14.5%
- B band: 48.7%
- C band: 35.6%
- D band: 1.1%

This represents a 98.8% achievement level at C- or better across all Stage 2 enrolment.

## VET - Vocational Education and Training

In 2019, 25 Senior School students participated in nationally accredited training courses at Certificate I, II or III level as a component of their SACE study.

Students undertook vocational training with a variety of registered training organisations (RTOs) in:

- Certificate II in Construction Pathways
- Certificate II in Electronics
- Certificate II in Electrotechnology
- Certificate II in Metal Roofing and Cladding
- Certificate II in Animal Studies
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistance
- Certificate III in Beauty Services
- Certificate III in Animal Studies
- Certificate III in Business
- Certificate III in Construction (Skill Set)
- Certificate III in Early Childhood Education & Care
- Certificate III in Fitness
- Certificate III in Hairdressing
- Certificate III in Individual Support (Disability)
- Certificate III in Information, Dig Media & Technology
- Certificate III in Sports
- Certificate IV in Dance Teaching & Management

## Post School Destinations

- 77 students undertook SATAC Applications in 2019
- 68 students received a university offer (88%)
- 44 students were offered their first preference (57%)

### Tertiary courses offered to St Columba College students in 2020 included:

- Bachelor of Art/ Bachelor of Science
- Bachelor of Arts/Master of Teaching (Secondary)
- Bachelor of Behavioural Science (Psych)
- Bachelor of Business (Legal Studies)
- Bachelor of Business (Tourism and Event Management)
- Bachelor of Commerce (Accounting)
- Bachelor of Communication and Media
- Bachelor of Construction Management
- Bachelor of Creative Arts
- Bachelor of Creative Arts (Costume)
- Bachelor of Creative Industries
- Bachelor of Criminology
- Bachelor of Design (Illustration)(Game)
- Bachelor of Early Child Education (Hons)
- Bachelor of Engineering (Mechanical)(hons)
- Bachelor of English (Hons)
- Bachelor of English (Hons) Flexible
- Bachelor of Environmental Science
- Bachelor of Exercise and Sport Science
- Bachelor of Health Science
- Bachelor of Health Science (Public)
- Bachelor of Health science/ Masters Occupational Therapy
- Bachelor of Human Movement
- Bachelor of Information Technology (Network & Cyber)
- Bachelor of Law and Legal Practice (combined)
- Bachelor of Law and Society
- Bachelor of Laws Double Degree
- Bachelor of Mathematical Science (Advanced)
- Bachelor of Media (Journalism)
- Bachelor of Media Arts
- Bachelor of Medical Science
- Bachelor of Nursing (Pre-Reg)
- Bachelor of Nursing
- Bachelor of Podiatry
- Bachelor of Primary Education (Hons)
- Bachelor of Psychological Science
- Bachelor of Science (Animal Science)
- Bachelor of Science (Biomedical Science)
- Bachelor of Science (Forensic & Analytical)
- Bachelor of Science (Hons) Direct
- Bachelor of Science (Marine Biology and Aqua)
- Bachelor of Secondary Education (Hons)
- Bachelor of Social Science (Human Service)s/ Bachelor of Physiological Science
- Bachelor of Social Work
- Bachelor of Software Engineering (Hons)
- Diploma in Animal Technology/ Bachelor of Science (Animal Behaviour)
- Diploma of Arts / B Primary Education (Hons)
- Diploma in Health
- Foundation Studies

# SATISFACTION – STUDENTS, STAFF, PARENTS AND CAREGIVERS

Surveys and forums are conducted on a regular basis and in 2019, students, staff and parents completed online surveys through Curtin University:

- Student Voice – What’s Happening in This School (WHITS)
- Staff Voice – School Organisational Climate Survey (SOCS)
- Parent and Caregiver Voice

*The following ratings are out of 5:*

## Student Voice

### Reception – Year 2

- Students reported high levels of connection with teachers (4.19) and peers (4.07)
- Students understand rules and expectations (4.5) and seek help (4.5)
- Students like being at school (4.23)
- Students are happy at school (4.11)

### Year 3 – Year 4

- Students supported high levels of connection with teachers (4.07) and peers (3.5)
- Students understand rules (4.48) and seek help (4.16)
- Students like being at school (3.94)
- Students are happy at school (3.43)

### Year 5 – Year 6

- Students report high levels of support (3.97)
- Students understand the rules (4.31) and seek help (4.29)
- Students like being at school (3.89) and feel welcomed
- Students are happy to be at the school (3.5)
- Students feel that I belong at school (3.68)

### Year 7 – Year 12

- Students reported connection with peers (4.17) and adult support (3.32)
- Students understand rules (4.02) and seek help (3.35)
- Students reported expectations for success (3.96)
- Students reported liking school (2.79) and have a good time at school (3.13)
- Students feel accepted at school (3.64)
- Students reported that teachers expect them to do well (4.15)
- Students reported that teachers give them work that makes them think (3.87) and believe they are able to succeed (3.94)
- Students reported determination to achieve goals (3.92)

## Parents and Caregivers

- Parents reported they are satisfied with how their child/children is/are progressing behaviourally (3.98)
- Parents reported they are satisfied with how their child/children is/are progressing emotionally (3.63)
- Parents reported they are satisfied with how their child/children is/are progressing socially (3.83)
- Parents reported they are satisfied with how their child/children is/are progressing academically (3.54)
- Parents reported they are satisfied with how their child/children is/are progressing morally (4.02)

# SATISFACTION – STUDENTS, STAFF, PARENTS AND CAREGIVERS

## Teacher Voice

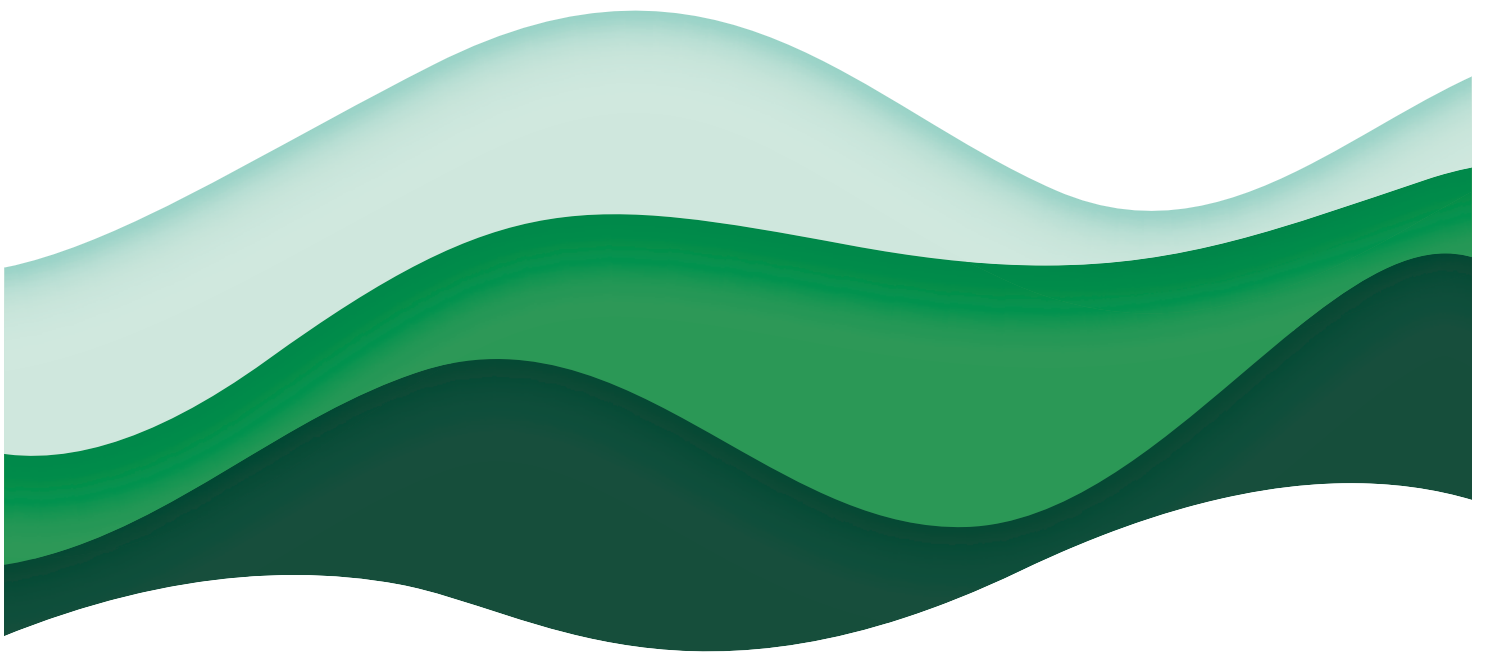
- Teachers reported a high alignment with the College's mission (4.17)
- Teachers reported a high alignment of staff collegiality (3.78)
- Teachers reported support for improvement of practice (3.62)
- Teachers reported high job satisfaction (3.84)
- Teachers reported high self-efficacy (4.11)
- Teachers reported safe and orderly work environments (3.61)
- Teachers reported positive home and school relations (3.66)

## Educational Support Officer Voice

- ESO staff reported a high alignment with the College's mission (4.35)
- ESO staff reported a high alignment of staff collegiality (3.75)
- ESO staff reported support for improvement of practice (3.41)
- ESO staff reported high job satisfaction (4.07)
- ESO staff reported safe and orderly work environments (3.89)
- ESO staff reported positive home and school relations (3.63)

## OVERALL FINANCIAL POSITION

- An operating surplus of \$2,532M
- Cash reserve of \$6.9M up \$3.6M on the previous year
- Capital expenditure of \$3.7M
- Net assets increased to \$41.7M



SHOULD YOU HAVE ANY FURTHER QUESTIONS, PLEASE CONTACT THE COLLEGE:

8254 0600 | [admin@stcolumba.sa.edu.au](mailto:admin@stcolumba.sa.edu.au) | [www.stcolumba.sa.edu.au](http://www.stcolumba.sa.edu.au)

President Avenue, Andrews Farm SOUTH AUSTRALIA 5114

© Copyright 2020 St Columba College