

Empowering Compassionate Global Citizens



St Columba
College

ANNUAL
REPORT **2018**

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Empowering Compassionate Global Citizens

OUR VISION FOR LEARNING



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 MISSION

Provide students with outstanding learning and academic outcomes, supporting students to experience God's love, as embodied within our Anglican and Catholic traditions.

OUR VISION

St Columba College seeks to nurture in our students and the wider community a close relationship with God, a passion for living and a life-long love of learning.

OUR VISION FOR LEARNING

Empowering Compassionate Global Citizens.

FROM THE PRINCIPAL

I am delighted to report to you the performance of the College in 2018.

At St Columba College we focus on developing each child's intellectual, spiritual, social, emotional and physical development and what is unique at our school is an environment based on our Anglican and Catholic traditions.

Our hope for all our students is that they have a love of learning, are happy at school and overall become the best person that God calls them to be. We want our students to be thinking and acting for others, and to live life to the full by bringing love, respect, justice and compassion to others.

Attending this College is the opportunity for a great education and to advance a young person's future. We also understand that attending school regularly, successful learning outcomes and wellbeing are related and dependent upon each other. As a result we have invested in two key approaches. The first is to have a whole school approach across R-12 that we believe is best practice for every classroom. The School Wide Pedagogical Framework is adaptable for any age group; 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). The second approach is to be explicit in teaching young people how to cope in their daily lives. Positive Education involves utilising character strengths, developing social and emotional intelligence, teaching resilience, showing gratitude, being mindful and keeping healthy. We want these two approaches to have a significant impact on the development of every student.

Two key outcomes from our work so far are important to highlight. We began the 2018 school year proudly knowing 134 of 135 Graduates completed the SACE successfully in 2017. This was an enormous achievement by our students, staff and with the support of our families.

We also saw an increase in our student attendance rate across 2018 where we moved to 91%, an increase of 0.7% from the previous year.

The College's Strategic plan focuses on six main goals and in 2018 the following was achieved:

Goal 1: Living Faith in Action

- Religious Education program was further developed including implementation of Godly Play in R-5, Made in the Image of God Curriculum training for R-5, Years 6 and 9 teachers and review of RE curriculum across 6-9
- Retreat experiences were provided for Year 12 students to nurture a closer relationship with God and develops relationships with peers and teachers
- Social justice: Introduction of Compassion Market in R-5 and multiple fundraising initiatives occurred across the College
- Saint Columba Day: over 1400 students and staff across R-12 attended.

Goal 2: Empowering Compassionate Global Citizens

Enhancing Learning

R-12 School Wide Pedagogical Framework

- New Curriculum Handbooks developed for R-5, 6-9 and 10-12
- A curriculum review of Years 6-12 subject offerings undertaken
- Partnership with UNISA for STEM Year 7/8 cluster project
- Introduced the Futures & Careers Expo for Years 9-12
- Introduced the Year 12 Research Project Exhibition to showcase research undertaken.

Enhancing Wellbeing

R-12 Positive Education Framework

- The value of Respect and College rules visually presented in every classroom
- What's the Buzz Social Skills Program introduced for R-5
- Student Engagement and Leadership Coordinators created to drive student voice
- Student Leader programs for R-5, 6-9 and Year 12

- Embedded Vertical House structure for Years 6-9 and 10-12
- Introduced The Rite Journey at Year 9
- Reviewed the bullying and reporting procedures across R-12
- Carly Ryan Foundation workshops covered how to keep safe online
- Brainstorm Productions presented to R-4 in keeping safe online and protecting self and others
- Increased cultural awareness through various events
- Improved Performing Arts via the Musical 'Shrek' for Years 6-11
- Creation of Year 10 Art Mural for the Senior School
- 'R U OK?' Day planned by Prefects with activities focussed on wellness and peer connection.

Goal 3: Developing High Quality Staff and Excellence in Teaching

- Induction process for new staff reviewed
- English as an Additional Language training for R-9 teachers
- Interdisciplinary planning for Year 8 and 9 teachers
- Professional learning for Teacher Leaders via Tools for Leaders and Positive Leadership
- Positive Education training for all staff for Character Strengths
- Senior Leaders undertook training in Formal Restorative Conferences
- Positive Behaviour Correction Strategies with Bill Hansberry for new teachers.

Goal 4: Building Partnerships within and Beyond

- *SEQTA Engage* launched for parents
- Partnered with Anglicare for the Family Connect Program
- Connections and pathways with university, industry and defence were strengthened
- Introduced the Futures & Careers Expo for Years 9-12
- Provided Parent Engagement Seminars via Carly Ryan Foundation (Cyber safety) and Madhavi Nawana Parker (Positive Discipline).

Goal 5: Embracing Contemporary Learning Environments

- Master Planning across both the Junior and Middle Schools completed
- Stage 1 identified: R-5 - two Year 1 classrooms, new playground, covered basketball court, and 6-9 - refurbish Years 6 and 7, relocate the Chapel, refurbish Music and Indonesian, extend the Design and Technology and update the CAD and Systems rooms.
- All R-5 classrooms refurbishment completed.

Goal 6: Enhancing Reputation

- Review of Communication Strategy undertaken
- Marketing plan implemented
- Parent satisfaction survey undertaken.

We will continue to work towards the above six goals in 2019 with the view to undertake planning for 2020 and beyond by the middle of the school year.

I take this opportunity to thank all who have contributed to our school community in 2018. Firstly, to our parents and caregivers for their support and partnership with us in 2018. Last year, the Parents and Friends Association was a small group of dedicated parents. I thank them for their tireless efforts and especially thank Vicky and Tony Zelipski and Kylie O'Malley for their time on the committee.

I express my deep gratitude to the College Council who volunteer their expertise, provide sound governance and leadership. On behalf of the whole community I thank the College Council in particular the Chair, Bruno Vieceli, for their time, commitment and support.

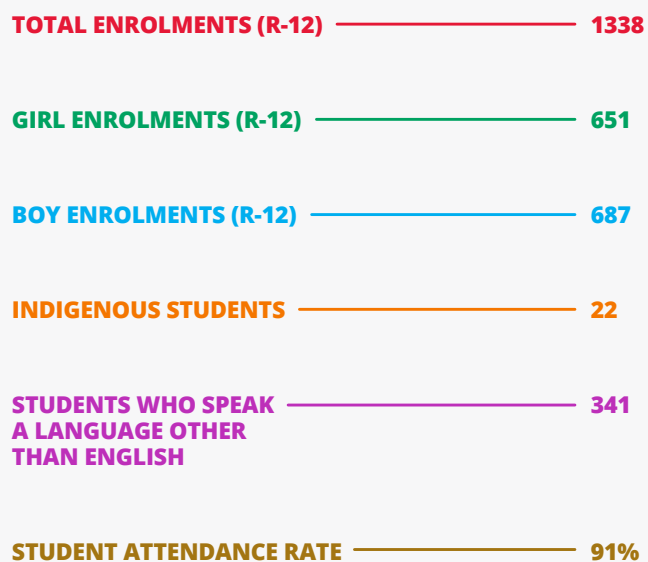
Our staff are deeply invested in nurturing the immense potential of all our students. This takes determination, hard work and passion. The teaching and support staff gives so much of themselves to ensure we are providing the best environment for our students to thrive in. It is a privilege to lead such a dedicated team.

We look forward to our work in 2019.

MS LEANNE CARR
Principal

2018 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 2018 August Census is given below:



ENROLMENT DATA 2018 - 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
98	100	91	97	91	84	87	80	121	129	125	123	112	1338

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

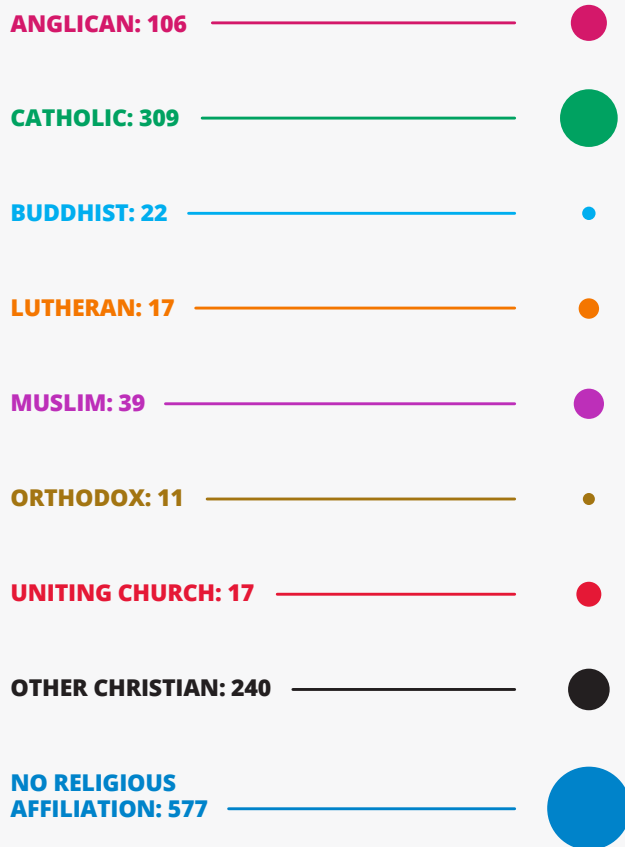
The table below provides a comparison between the August census of enrolment data for 2017 and 2018:

2018 ENROLMENT DATA			2017 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
561	777	1338	547	844	1391

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 the Mentor program, Liturgies, Eucharist's, Religious Education lessons and Retreats.

The religious affiliation of the St Columba community in 2018 is identified below:





CULTURE AND IDENTITY

AFRIKAANS	1
ARABIC	4
DARI (AFGHANISTAN)	28
DINKA (SUDAN)	157
ENGLISH	997
FARSI (AFGHANISTAN)	3
FILIPINO	5
HAZARAGI (AFGHANISTAN)	7
HINDI	4
INDONESIAN	1
KHMER	19
KIRUNDI (TANZANIA/UGANDA)	25
LAO	3
MADI	10
OTHER LANGUAGES	2
PERSIAN	1
PUNJABI	8
SHONA	1
SWAHILI (KISWAHILI)	22
TAGALOG	10
THAI	1
UYGHUR	1
VIETNAMESE	25
ZIMBABWE (SHONA)	2
ZULU	1

INDIGENOUS ————— **22**

TEACHER STANDARDS & QUALIFICATIONS

Formal academic qualifications of teaching staff:



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. They are also 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.

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 2018 have been:

1. STEM
2. English as an Additional Language
3. Literacy – Writing
4. Numeracy – Investigations
5. Literacy intervention strategies
6. SA Certificate of Education subject assessment and moderation
7. ICT: One Note and IPADS in the classroom
8. Religious Education curriculum
9. Made in the Image of God sexuality
10. Positive Education
11. Rite Journey
12. Mental Health: Gen X
13. Aspiring Leaders
14. Positive Leadership.

WORKFORCE COMPOSITION

During 2018, there were:

TEACHING STAFF ————— **107**

**FULL-TIME EQUIVALENT
TEACHING STAFF** ————— **98.1**

NON-TEACHING STAFF ————— **55**

**FULL-TIME EQUIVALENT
NON-TEACHING STAFF** ————— **37.3**



Oversight and responsibility for the daily operations of the College as an R-12 community during 2018 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, 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 2018 included: Directors of Spirituality R-5 and 6-12; Inclusive Education Coordinator R-5, 6-9, 10-12; Learning Area Leaders; Assistant Head of Junior School, House Leaders and Year Level Team Leaders.

Students were also supported by the College Nurse and First Aid Officers, Counsellors, Chaplains, Sudanese 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 2018, the average student attendance rate was 91.0%.

2018 ATTENDANCE RECORDS (%) BY YEAR LEVEL

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	94	91.2	94.5	93.1
Year 1	95.2	95.4	94.6	93.9
Year 2	93.7	93.5	93.3	92.1
Year 3	93.3	92.1	92.1	91.9
Year 4	94.1	93.8	92.8	93.3
Year 5	94.0	92.0	94.8	93.3
Year 6	94.3	92.7	92.4	92.2
Year 7	92.4	91.4	92.0	90.7
Year 8	93.0	90.4	89.7	88.9
Year 9	90.0	85.6	87.3	83.6
Year 10	89.4	87.0	86.9	89.6
Year 11	89.9	85.2	86.1	88.2
Year 12	91.4	88.8	88.4	88.1

AVERAGE STUDENT ATTENDANCE BY SCHOOL AND COLLEGE (%)

SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	94.1	93.0	93.7	92.9	93.4
6-9	92.4	90.0	90.4	88.9	90.0
10-12	90.2	87.0	87.1	86.6	88.3
R-12	92.4	90.3	90.8	90.5	91.0



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 2018 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	92	95	93	93
WRITING	96	91	87	71
SPELLING	93	97	95	90
GRAMMAR & PUNCTUATION	96	97	86	90
NUMERACY	95	99	99	96

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 2018 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.

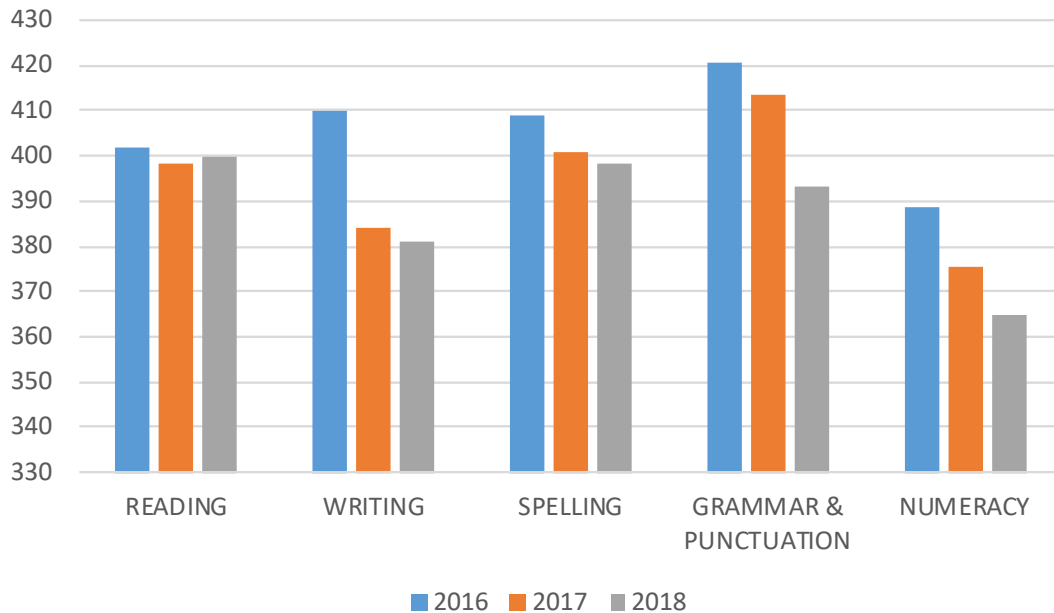
The National Minimum Standard for each NAPLAN year level are as follows:

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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
READING	401.7	398.3	399.7	4	4	4	95	95	92
WRITING	409.9	384.1	381.1	4	4	4	99	98	96
SPELLING	408.7	400.9	398.2	4	4	4	96	94	93
GRAMMAR & PUNCTUATION	420.8	413.5	393.1	4	4	4	94	94	96
NUMERACY	388.5	375.6	364.9	4	4	3	99	95	95

School Mean Scores - Year 3, 2016 -2018



In all four Literacy domains of NAPLAN testing, the College Mean Scores for Year 3 are situated in Proficiency Band 4 which is two bands above the National Minimum Standard (NMS) expected at Year 3. While the mean Numeracy score places the 2018 Year 3 students in Band 3 the mean score of 364.9 is only 10 points or 2.4% below that required at Band 4. No less than 92% of Students achieved at or above the National Minimum Standard (NMS) in each component of NAPLAN in 2018. This outcome is slightly below the 2016 and 2017 data.

A more in-depth breakdown of the Year 3 data for 2018 indicates that the Mean Score of our students ranged between 13.3% (Numeracy) and 24.1% (Reading) higher than the cut-off score separating Bands 2 and 3 and between 1.9% (Writing) and 6.9% (Reading) higher than the score dividing Bands 3 and 4. This is a very promising entry point for our Year 3 students undertaking NAPLAN for the first time.

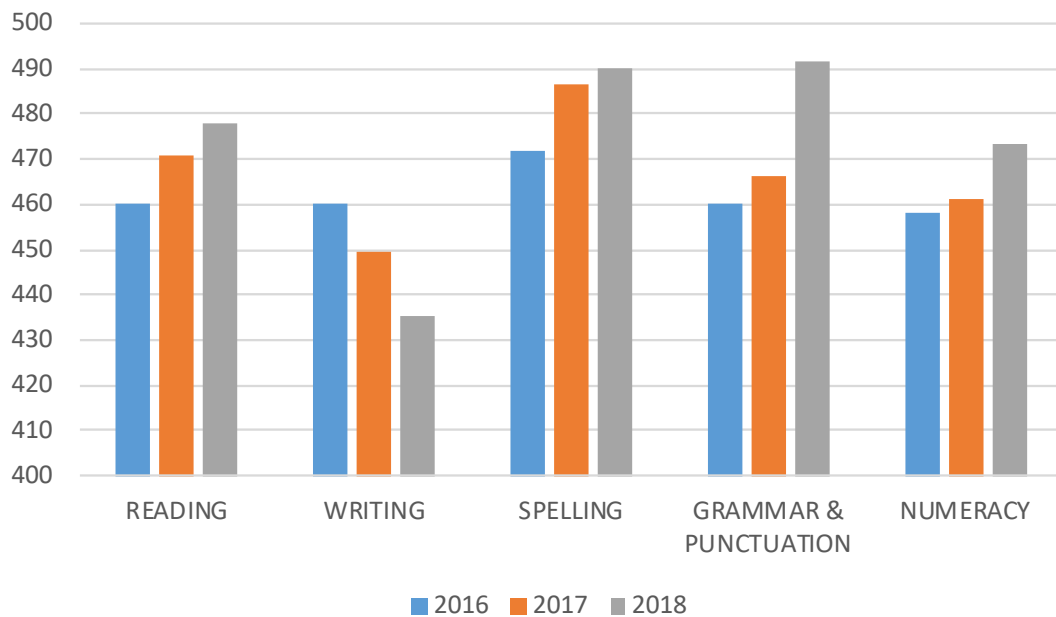
While, in relation to the National Minimum Standard, there has been a slight fall in the mean achievement of our Year 3 students in each of the Literacy testing domains compared to both the 2016 and 2017 results, none of these fluctuations has been sufficient to reduce the year level band achievement below level 4. St Columba College Year 3 data for 2018 out-scored the state percentage of students achieving the NMS in the Writing, Spelling, Language Conventions and Numeracy tests. The 96% of students achieving the NMS in Writing and Grammar and Punctuation also exceeded the national score by 1.6% and 1.1% respectively.

While the 2016 results are the highest within the three year comparison, the general trend where achievement in Literacy domains has been greater than in Numeracy has continued into 2018. 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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
READING	460.3	470.8	477.7	5	5	5	90	94	95
WRITING	460.2	449.5	435.5	5	5	5	91	95	91
SPELLING	471.9	486.6	490	5	6	6	91	98	97
GRAMMAR & PUNCTUATION	460.2	466.5	491.4	5	5	6	91	89	97
NUMERACY	458	461.1	473.4	5	5	5	97	99	99

School Mean Scores - Year 5, 2016 -2018



More than 91% of Students at St Columba in Year 5 achieved at or above the National Minimum Standard (NMS) in each component of NAPLAN testing in 2018. In three of the five testing domains, the College Mean Scores for Year 5 are situated in Proficiency Band 5 which is one band above the National Minimum Standard expected for the year level. A score exceeding 478 on the Spelling and Grammar and Punctuation scales elevated the 2018 Year 5 mean score to Band 6 level for both these Literacy disciplines.

With the exception of Writing, the mean score achievement in all of the four other testing domains in 2018 exceeded the results obtained for 2017 by between 0.7% and 5.3%. These improvements, resulting in between 95 and 99% of students achieving the NMS, were also sufficient for St Columba College to exceed the state and national NMS data in all four tests. While the decline in Writing outcomes for the Year 5 cohort is disappointing, a similar trend, where achievement in this test was the lowest, was noted for both the 2018 state and national data. Nonetheless the College result of 91% of students achieving the NMS for Writing exceeded both the SA and national outcomes by 5.5% and 1.2% respectively. A continued strong focus on Literacy learning in the Middle School will endeavour to respond to this outcome for these students' prior to their NAPLAN assessment in 2020.

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 2018, data for the Reading progress made by our Year 5 students from their achievements in 2016 in Year 3 indicates that:

- 38% of students have demonstrated low progress in Reading. This is an increase of 5% for the same Year 5 / Year 3 comparison between the 2015 and 2017 data.
- 48% of students have demonstrated average or medium progress in Reading corresponding to a fall of 1% against the 2015 - 2017 comparison.
- 15% of students have demonstrated high progress in Reading. The trend of relative stability in Reading was reinforced by this data with a 2% fall noted from the previous two year comparison.

The measures of progress made by our Year 5 students from their achievements in 2016 in Year 3 for Numeracy indicate that:

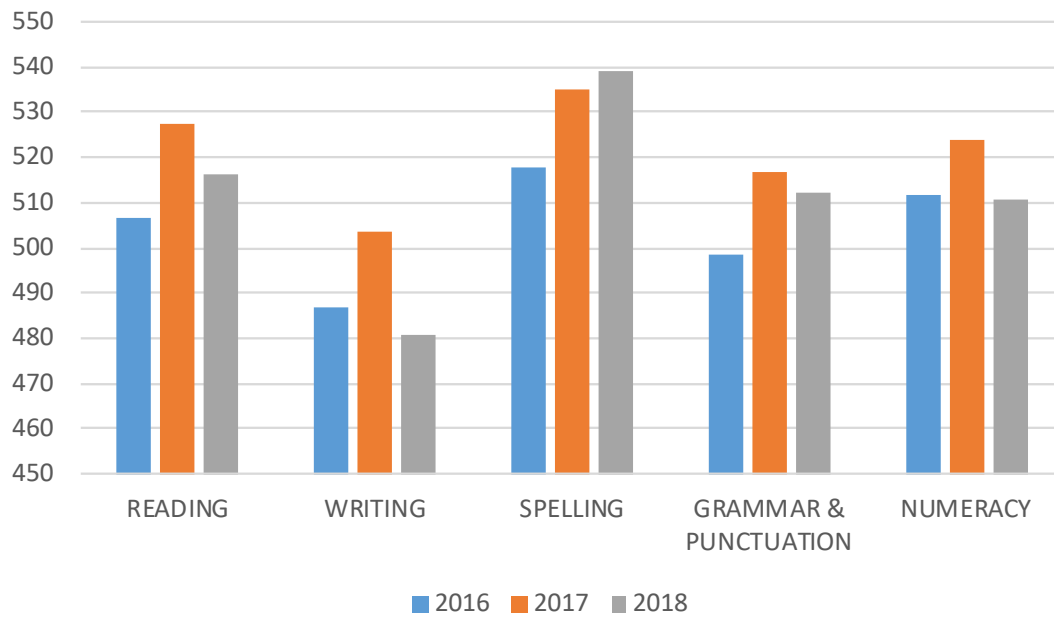
- 15% of students have demonstrated low progress. This is a very pleasing decrease of 22% for the same comparison between the 2015 and 2017 data.
- 60% of students have demonstrated average progress in Numeracy. This tallies to an increase of 12% for Numeracy against the previous Year 3 and Year 5 comparison.
- 25% of students have demonstrated high progress in Numeracy. The trend of an improvement in the two previous measures for Numeracy was continued by this outcome being a 9% rise from the previous two year comparison.

In conclusion, 63% of students are indicating sufficient to above expected progress based on NAPLAN measures in Reading and 85% in 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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
READING	506.7	527.3	516.5	6	6	6	95	96	93
WRITING	486.9	503.7	480.9	6	6	6	92	93	87
SPELLING	517.6	534.9	538.9	6	7	7	95	95	95
GRAMMAR & PUNCTUATION	498.4	517	512.2	6	6	6	90	87	86
NUMERACY	511.7	523.9	510.7	6	6	6	95	96	99

School Mean Scores - Year 7, 2016 -2018



With the National Minimum Standard (NMS) for Year 7 set at Band 5 the mean score achievements of our 2018 students remained consistent with our 2017 results. That is, four of the five testing domains were averaged at Band 6. The Band 7 result for Spelling is particularly pleasing given that its mean score of 538.9 is the highest of any Year 7 NAPLAN achievement in any testing component for at least the last four years. The Numeracy outcome where 99% of students met the NMS was also very promising being 4.5% higher than all South Australian students and 3.4% higher than across the nation. Results of 3.4% and 2.2% higher than both the state and nation were also recorded for the Spelling assessment.

While the Spelling outcome stands out for its mean score, in relation to the National Minimum Standard, there has been a slight fall in the mean achievement of our Year 7 students in each of the other testing domains compared to data published for 2016 and 2017. None of these fluctuations has been sufficient to reduce the year level band achievement below Band 6. While it is always disappointing to see such fluctuations, the mean scores for three of these four tests remains well above 504, the value that marks the mid-way score between Bands 6 and 7. The result for Writing with the lowest mean score was, like the Year 5 test, mirrored across the state and nation where the mean score was marginally below and above the mid-band score, 502.5 and 505.3 respectively.

The mean achievement score for Writing falling to its lowest for some time, but with Proficiency remaining at Band 6, emphasises the strength of those students who scored at or above the NMS. However, it also highlights a diverse range of ability in the Writing domain that informs teachers across all curriculum areas that a small group of students are requiring deliberate intervention to support this particular aspect of their literacy learning.

Given that Year 7 students have previously participated in two previous NAPLAN testing programmes progress data in Reading and Numeracy between 2016 and 2018 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:

- 25% of students have demonstrated low progress in Reading compared to the 33% value recorded for the 2015/2017 Year 5 to Year 7 progress data.
- 59% of students have demonstrated average or medium progress in Reading. This value is a 10% increase in improvement for the previous 2015 to 2017 testing comparison.
- 16% of students have demonstrated high progress in Reading which is a fall of 3% from the previous gains made by Year 7 students from their Year 5 test.

Student progress data between the NAPLAN Numeracy tests in Year 5 in 2016 to those in Year 7 reveals that:

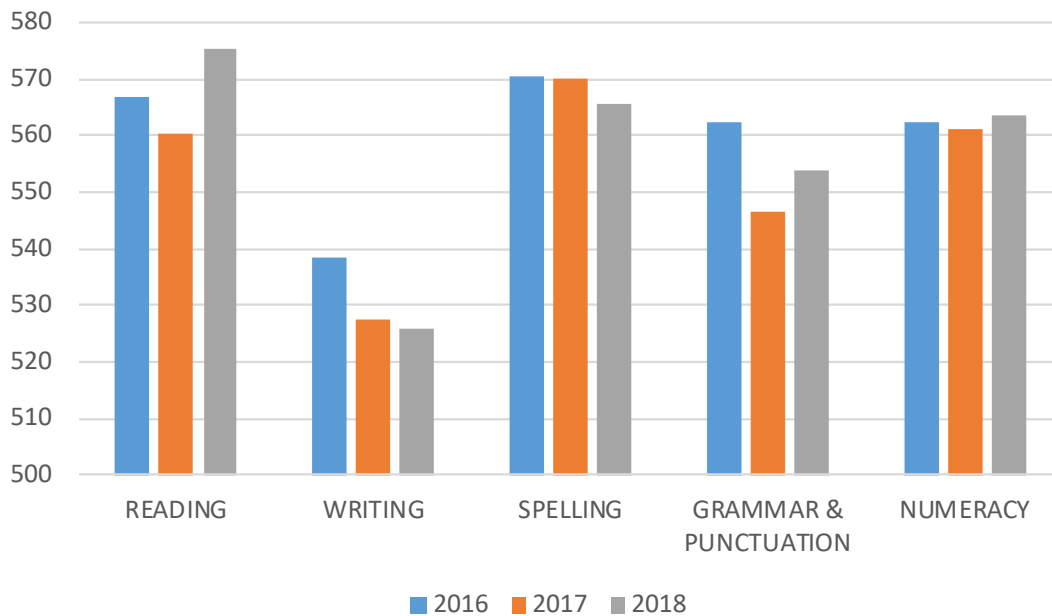
- 34% of students have made low progress in Numeracy compared to the 26% value recorded for the 2015/2017 Year 5 to Year 7 progress data.
- 63% of students have demonstrated average or medium progress in Numeracy. This corresponds to an 11% increase in improvement from the previous two year testing comparison.
- A fall of 18% from the previous two year gain made by Year 7 students from their Year 5 test to only 3% of students achieving high progress was a disappointing outcome of the Year 7 data for 2018.

In conclusion, approximately three quarters of students are indicating sufficient to above expected progress between Year 5 and Year 7 in Reading and approximately two thirds in Numeracy. 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 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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
READING	567	560.2	575.3	7	7	7	96	94	93
WRITING	538.3	527.3	525.9	7	6	6	83	77	71
SPELLING	570.6	570	565.6	7	7	7	92	93	90
GRAMMAR & PUNCTUATION	562.5	546.6	553.8	7	7	7	89	90	90
NUMERACY	562.3	561.3	563.4	7	7	7	98	98	96

School Mean Scores - Year 9, 2016 -2018



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.



SACE

The SACE (South Australian Certificate of Education) results of our 112 Year 12 students in 2018 are indicated below:

- 100% of all Year 12 students eligible for the SACE were awarded their SACE certificate
- 99.4% of scores were either A, B, or C
- 73% of grades were either A or B
- 115 A grades were achieved in a wide variety of subjects
- 6 students achieved an ATAR above 90 (top 10% of the state)
- 12 students achieving an ATAR of 80 or above (top 20% of the state)
- The Dux of the College achieved an Australian Tertiary Admission Rank (ATAR) of 96.65 placing this student in the top 10% of the state
- 3 Subject Merits (top performing A+ students across the state) were achieved by 3 students. The subjects included Business and Enterprise, General Mathematics and Workplace Practices.

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

- A band: 21.4% (up from 14.8% in 2017)
- B band: 51.6%
- C band: 26.4%
- D band: 0.6%

This represents a 99.4 % achievement level at C- or better across all Stage 2 enrolments. 73% of grades were in the A or B grade band.

VET - Vocational Education and Training

In 2018, 33 Senior School students participated in nationally accredited training courses at Certificate I, II or III level as a component of their SACE study.

Thirteen Stage 2 students undertook vocational training with a variety of registered training organisations (RTOs) in:

- Certificate II in Construction Pathways
- Certificate II in Electronics
- Certificate III in Animal Studies
- Certificate III in Business
- Certificate III in Music Industry (Electronic Music Production)
- Certificate III in Music Industry (Performance)
- Certificate III in Screen and Media.

Nine students completed a school-based apprenticeship in the retail sector.

Post School Destinations

- 78 students lodged an application for entry to a formal University (tertiary)
- 74 students who lodged an application received a formal University (tertiary) offer.
- 81% of students were accepted into their First or Second Preferences.

Tertiary courses offered to St Columba College students in 2018 included:

- Bachelor of Accounting
- Bachelor of Architectural Studies
- Bachelor of Arts (Creative Writing)
- Bachelor of Arts/M Teaching (Secondary)
- Bachelor of Bus (Design & Market)
- Bachelor of Business
- Bachelor of Business (Innov & Entr)
- Bachelor of Commerce (Accounting)
- Bachelor of Commerce (Accounting)
- Bachelor of Construct Mgmt & Econ (Hon)
- Bachelor of Criminology ADL
- Bachelor of Criminology FLI
- Bachelor of Design (Comm Design)
- Bachelor of Early Child Ed (Hons)
- Bachelor of Eng (Hons) (Civil)
- Bachelor of Eng (Hons) (Elec & Elec)
- Bachelor of Eng (Hons) (Mechanical)
- Bachelor of Eng (Hons) (Mechanical) DBL
- Bachelor of Eng (Hons) (Software)
- Bachelor of Eng (Hons) Architect
- Bachelor of Eng (Hons) Eng Pathway
- Bachelor of Environmental Science
- Bachelor of Health & Medical Science
- Bachelor of Human Movement
- Bachelor of Info Tech (Games & Ent Des)
- Bachelor of Info Tech (Network & Cyber)
- Bachelor of Information Technology
- Bachelor of Journalism/B Arts (Creat)
- Bachelor of Laws Double (Hons)
- Bachelor of Marketing
- Bachelor of Marketing & Communication
- Bachelor of Media (Marketing)
- Bachelor of Media Arts
- Bachelor of Media Design
- Bachelor of Nursing
- Bachelor of Pharmacy (Hons)
- Bachelor of Primary Ed (Hons)
- Bachelor of Psych Science (Counselling)
- Bachelor of Psych Science/B Business
- Bachelor of Psychological Science
- Bachelor of Science (Animal Science)
- Bachelor of Science (Animal Behaviour)
- Bachelor of Science (Forensic & Analytical) Comb
- Bachelor of Science (Palaeontology)
- Bachelor of Science (Advanced)
- Diploma of Event Management
- Diploma of Nursing
- Foundation Studies

TEACHER, STUDENT AND PARENT SATISFACTION WITH THE SCHOOL

During 2018, the College Leadership team have engaged in a consultation process with parents, students and teachers in order to inform the future directions of the school.

Teacher satisfaction is determined through the teacher professional review process, staff meetings, Consultative Committee and informal conversations.

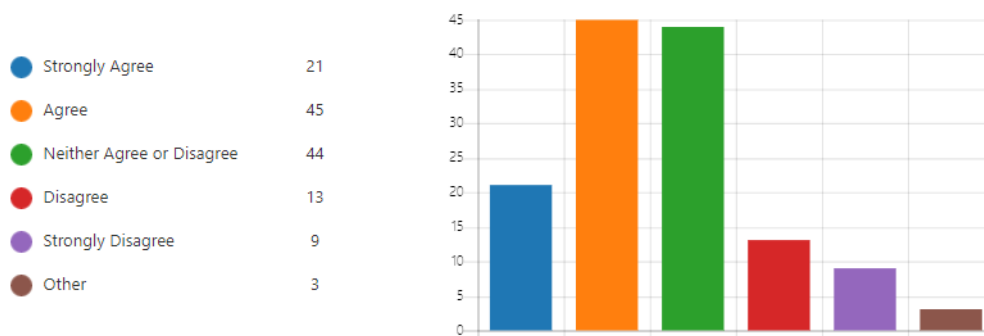
Student forums were held in order to seek student feedback around their experiences at the College and their learning experience so far as well as determining their preferred modes of engaging with their learning and the school community in to the future.

Parent Feedback

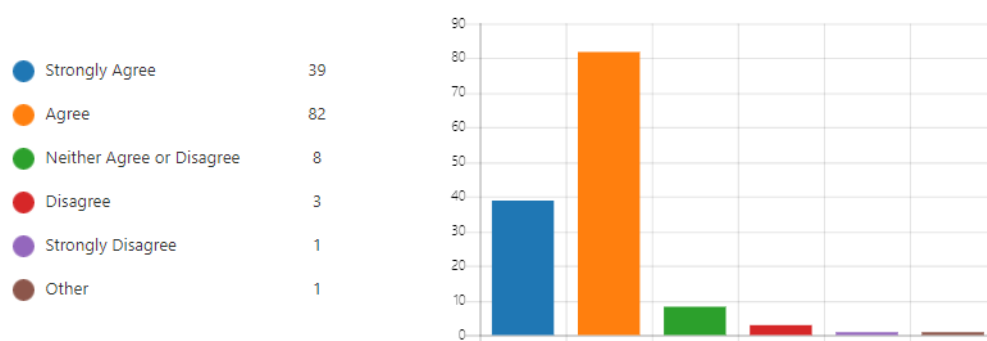
A Parent Satisfaction Survey was distributed at the end of the school year. The purpose of the survey was to provide an understanding of family experience and satisfaction at the College as a part of our ongoing improvement process.

133 parents participated. The feedback from parents has been greatly appreciated and going forward this information from the community will assist our planning.

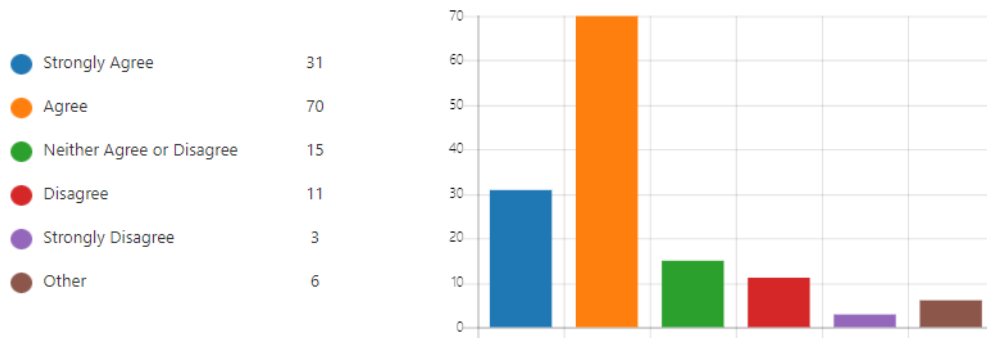
Q. My child/ren enjoy participating in the Religious Education and Liturgical programs of the College



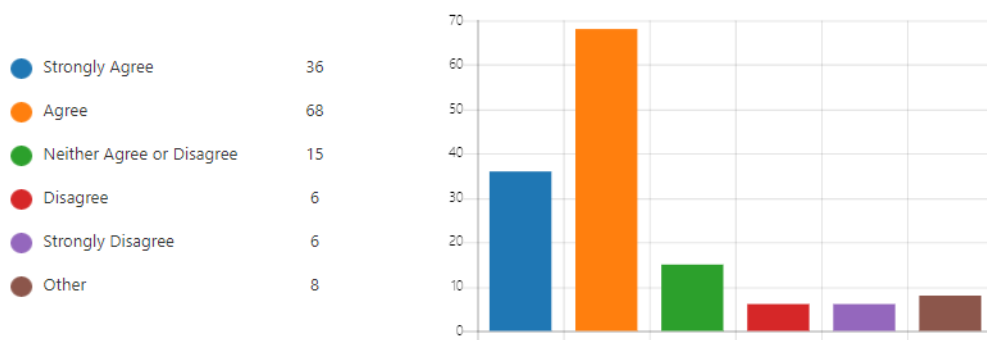
Q. Teachers at St Columba College expect my child/ren to do his or her best



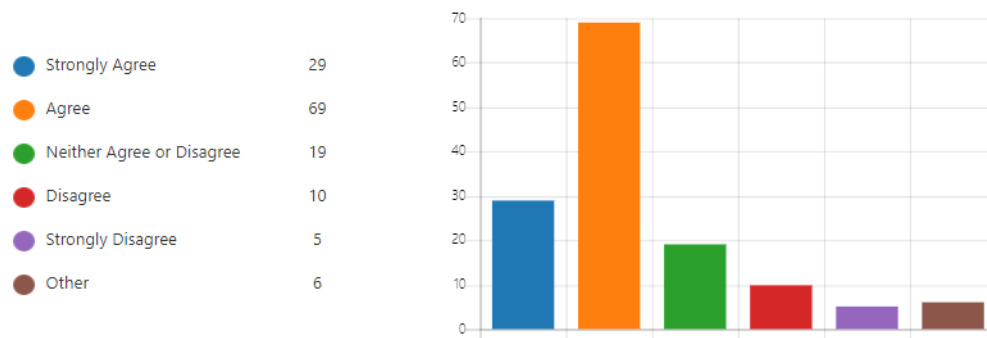
Q. Teachers at St Columba College motivate my child/ren to learn



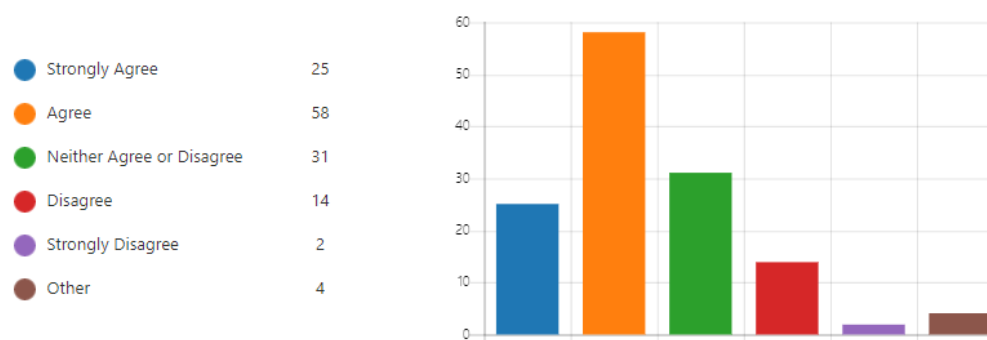
Q. My child/ren are making progress at St Columba College



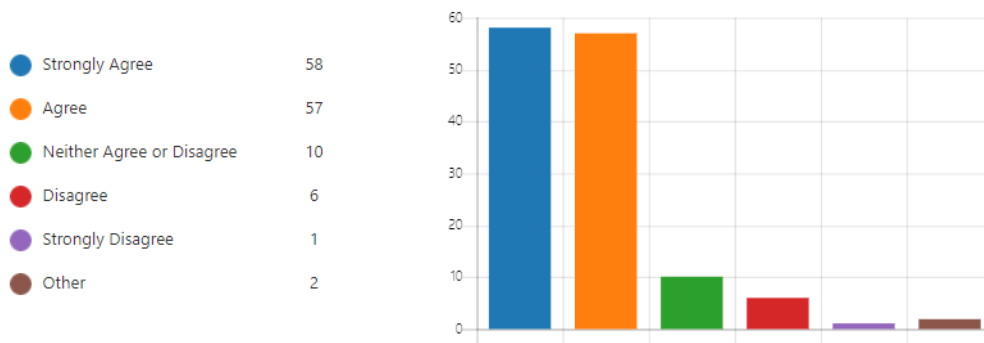
Q. The learning needs of my child/ren are being met at St Columba College



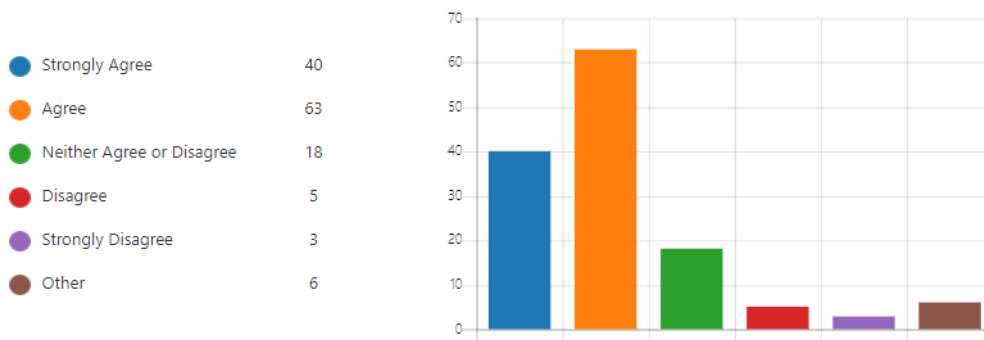
Q. Teachers at St Columba College provide my child/ren with useful feedback



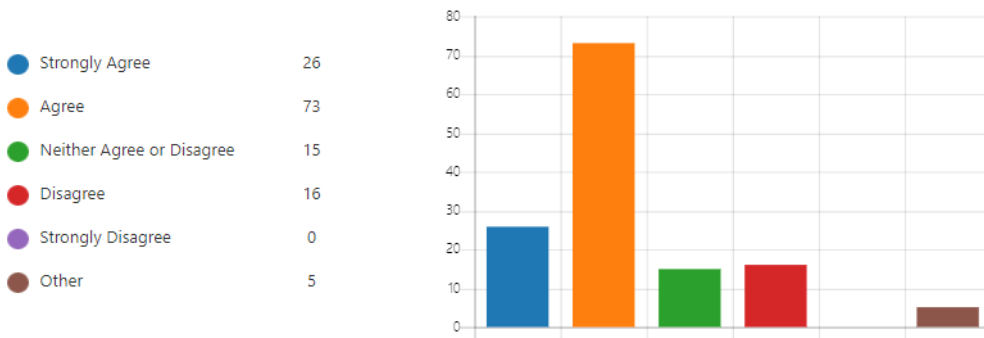
Q. I feel welcome to contact my child's teacher/s about concerns



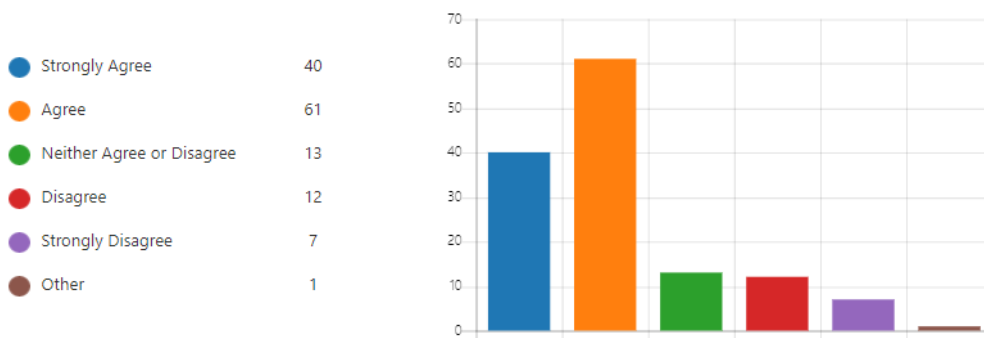
Q. Teachers contact me when there are concerns with my child's progress or behaviour



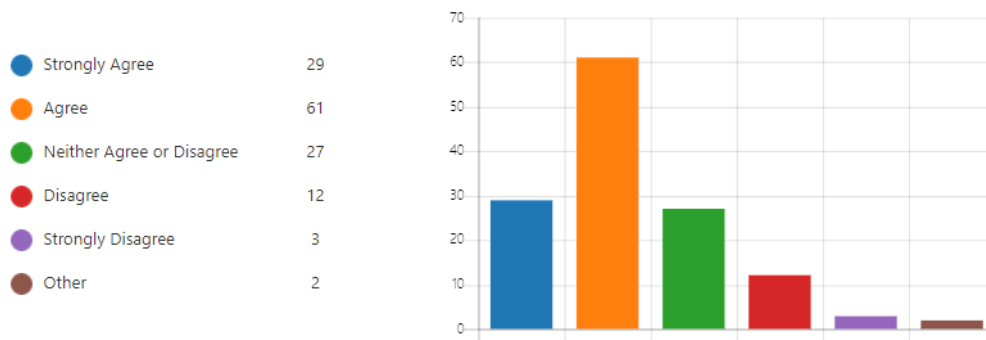
Q. I understand the homework expectations of students at St Columba College



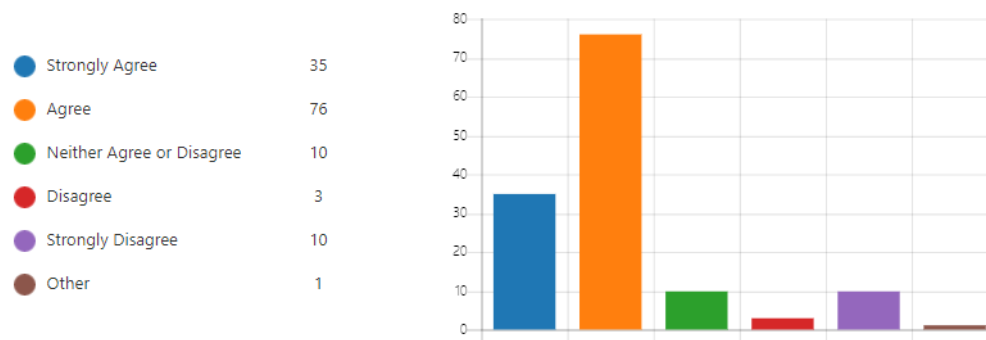
Q. My child/ren enjoy being at St Columba College



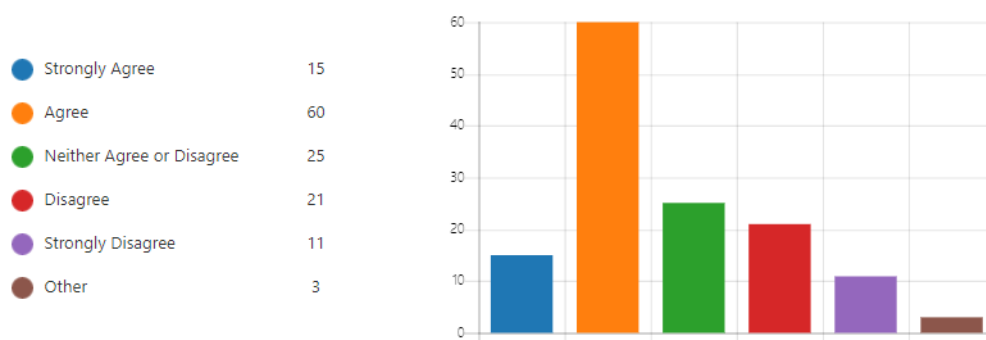
Q. Teachers at St Columba College treat students fairly



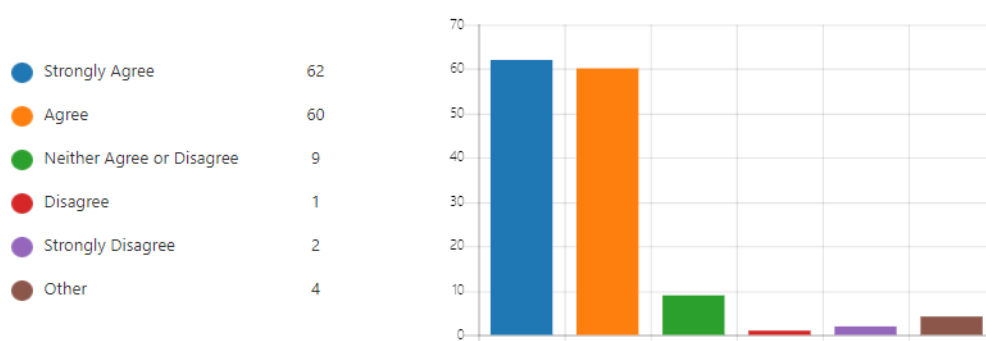
Q. My child/ren feel safe at St Columba College



Q. Student behaviour is well managed at St Columba College

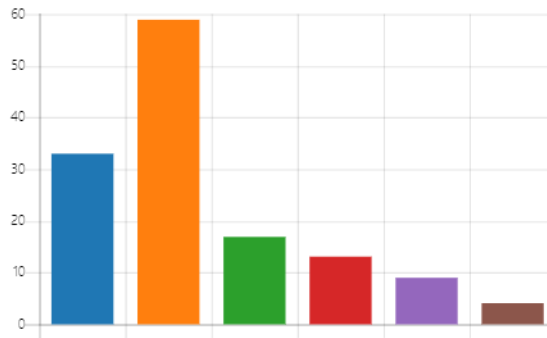


Q. Administrative staff at St Columba College are approachable



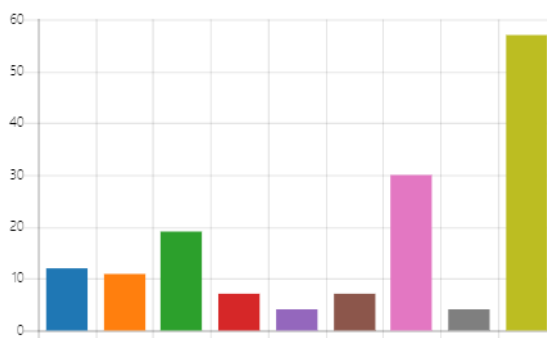
Q. I am satisfied with the communication I receive from the College

Strongly Agree	33
Agree	59
Neither Agree or Disagree	17
Disagree	13
Strongly Disagree	9
Other	4



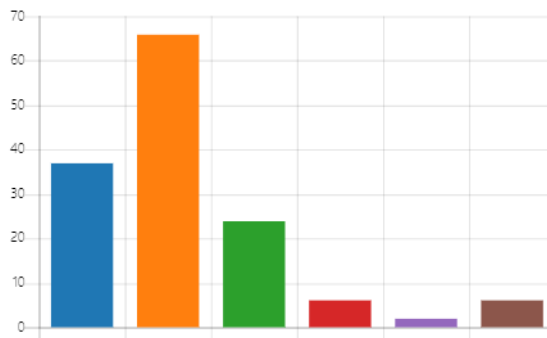
Q. I am interested in learning more about...

The Parents and Friends Assoc...	12
College Council	11
Classroom Volunteering	19
Resource Centre Volunteering	7
Helping at College Events	4
Promoting the School	7
Information Sessions about Le...	30
Alumni	4
Other	57



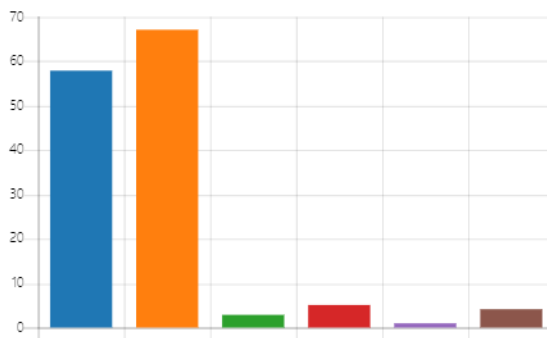
Q. Parent Engagement, such as 3-Way Learning Conversations, Open Nights, and Information Evenings, are beneficial to my family

Strongly Agree	37
Agree	66
Neither Agree or Disagree	24
Disagree	6
Strongly Disagree	2
Other	6



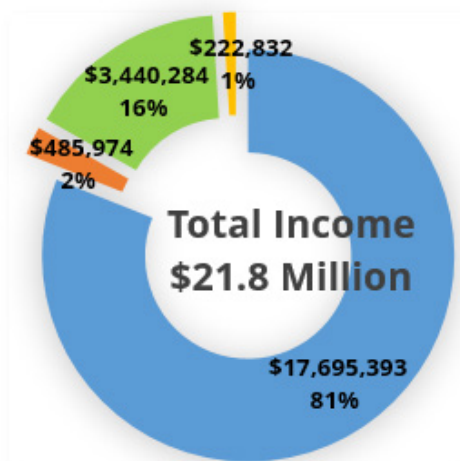
Q. St Columba College is well maintained

Strongly Agree	58
Agree	67
Neither Agree or Disagree	3
Disagree	5
Strongly Disagree	1
Other	4



OVERALL FINANCIAL POSITION

- An operating surplus of \$1,854 k
- Net assets increased to \$39.2 million
- Total income up 2.8% on the previous year
- Total expenses up 0.5%
- The College held, as at the end of December 2018, a cash reserve of \$3.3 million, up 48% on the previous year
- Borrowing reduced from \$2.7 million in 2017 to \$2.1 million, as at end of 2018
- The College spent \$391 k in capital, infrastructure and equipment 2018.



2018 Operating Income

- Government Funding
- Other Grant Income
- Parent Contribution Fees & Charges
- Other Income



St Columba
College

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

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