

Empowering Compassionate Global Citizens



St Columba
College

ANNUAL
REPORT **2017**

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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 2017.

St Columba College aspires to be a strong and inclusive community and each day there is a shared excitement and enthusiasm for all that we do.

We should be very proud of our achievements at the College. Attending the College is the opportunity for learning and to advance a young person's future and this is a gift. This gift is not to be taken lightly and it can mean the difference for taking the next steps into university, TAFE, an apprenticeship or work.

We began the 2017 school year proudly knowing 99.3% of our 2016 Graduates completed the SACE successfully. This was an enormous achievement by our students, staff and families.

The College's Strategic Plan 2017-2019 focuses on students, learning and community.

We began the year with significant changes to the structures of the College; a new leadership team with a Head of Middle School, Assistant Principal of Wellbeing, eight House Leaders in the Middle and Senior Schools, a Literacy Teacher in the Junior School, a Futures Counsellor, two EAL teachers across R-12 and a Junior School Chaplain to support new students and families.

The achievements in working towards the six goals in 2017 include:

Goal 1: Living Faith in Action

- Mapped the liturgical year across R-12
- Completed the review of the RE curriculum across R-12
- Introduced Godly Play in R-5.

Goal 2: Empowering Compassionate Global Citizens

- Implemented an agreed Learning and Teaching Statement across R-12
- Aligned curriculum design using the SEQTA platform
- Developed STEM curriculum across R-7
- Introduced Outdoor Education at Year 8
- Implemented a whole school approach to positive education and wellbeing
- Introduced a pastoral care program (kinship) using a vertical House structure
- Reviewed the Student Personal Responsibility Policy
- Increased cultural awareness through various events
- Reintroduced the Iona Pilgrimage to Scotland.

Goal 3: Developing High Quality Staff and Excellence in Teaching

- Introduced the use of student data and observation to provide feedback to teachers
- Strengthened the professional review process for staff
- Devised an induction process for new staff
- Introduced a program to build the capacity of teacher leaders.

Goal 4: Building Partnerships within and Beyond

- Reviewed the enrolment processes
- Introduced 3-Way Learning Conferences to enable both parents and students attend with teachers
- Parent Handbook was revised and updated
- College tours were revamped
- Strengthened our relationship with Anglicare and its programs
- Connections and pathways with the university, industry and defence strengthened.

Goal 5: Embracing Contemporary Learning Environments

- Undertook Master Planning across both the Junior and Middle Schools
- Stage 1 identified for 2018
- All R-5 classrooms refurbished.

Goal 6: Enhancing Reputation

- Increased media releases
- Marketing plan formulated
- Internal and digital publications reviewed
- Purchase of the Junior School car park.

We will continue to work towards the six goals in 2018.

I take this opportunity to thank all who have contributed to our school community in 2017.

The Parents and Friends Association is a small group of dedicated parents. I thank them for their tireless efforts in 2017 – it is greatly appreciated. I especially thank Louise and Adam Perkins for their time over the years.

I express my deep gratitude to the College Council who volunteer their expertise, provide sound governance and leadership. We especially thank Sarah Stevens and John Favretto who concluded their time on the Council last year for work reasons and Rosie Hamilton who will conclude her time after serving nine years on the Council. We are indebted to these members for their work. On behalf of the whole community I thank the College Council in particular the Chair, Bruno Vieceli, for their time, commitment and support.

To our staff; teachers, staff in learning support, student wellbeing, OSHC, administration, student services, WHS, finance, marketing and communications, grounds and maintenance and ICT, I extend my sincere thanks for your work in 2017.

Our staff are deeply invested in nurturing the immense potential of all our students. This takes determination, hard work and a love for what you do which I witness every day. 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 2018.

MS LEANNE CARR
Principal

2017 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 2017 August Census is given below:

TOTAL ENROLMENTS (R-12) ————— **1391**

GIRL ENROLMENTS (R-12) ————— **698**

BOY ENROLMENTS (R-12) ————— **693**

INDIGENOUS STUDENTS ————— **25**

**STUDENTS WHO SPEAK
A LANGUAGE OTHER
THAN ENGLISH** ————— **311**

STUDENT ATTENDANCE RATE ————— **90.3**

**ENROLMENT DATA 2017 –
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	93	94	92	83	87	86	85	134	138	136	124	141	1391

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

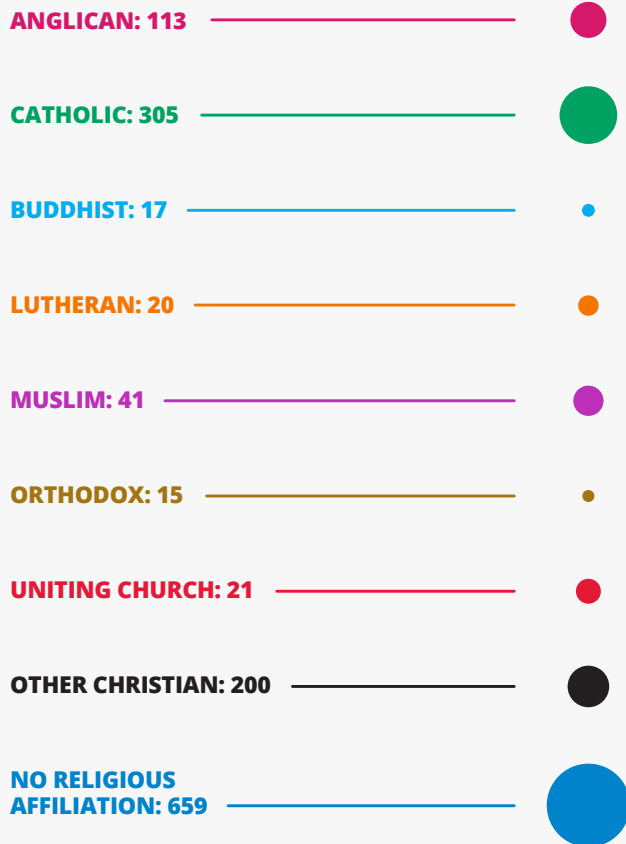
The table below provides a comparison between the August census of enrolment data for 2016 and 2017:

2017 ENROLMENT DATA			2016 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
547	844	1391	541	859	1400

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 2017 is identified below:





CULTURE AND IDENTITY

AFRIKAANS	1
ARABIC	4
DARI (AFGHANISTAN)	32
DINKA (SUDAN)	160
ENGLISH	995
FARSI (AFGHANISTAN)	3
FILIPINO	5
GREEK	1
HAZARAGI (AFGHANISTAN)	1
HINDI	4
INDONESIAN	3
KHMER	19
KIRUNDI (TANZANIA/UGANDA)	30
KORI (GUINEA)	2
LAO	3
LIBERIA	3
MADI (UGANDA)	10
PERSIAN	1
PUNJABI	8
SHONA (ZIMBABWE)	3
SWAHILI (KISWAHILI)	22
TAGALOG (PHILIPPINES)	9
THAI	1
UYGHUR (TURKESTAN)	1
VIETNAMESE	25
ZULU	1

INDIGENOUS	21
TORRES STRAIT ISLANDER	2

TEACHER STANDARDS & QUALIFICATIONS

Formal academic qualifications of teaching staff:

MASTER'S DEGREE	15
MASTER OF TEACHING	6
BACHELOR DEGREE WITH HONOURS	2
BACHELOR DEGREE	143
GRADUATE DIPLOMA	19
GRADUATE CERTIFICATE	17

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.

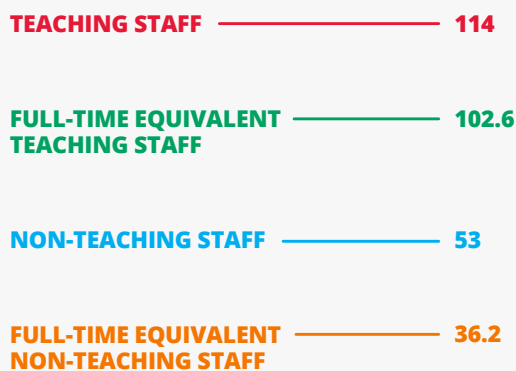
The most significant areas of professional learning accessed throughout 2017 have been:

1. Positive Education for all staff (3 days)
2. Positive Correction Behaviour Strategies for all teachers
3. Aboriginal Cultural Awareness for R-5 staff
4. Cultural Awareness for 6-12 staff
5. Teaching EAL Students Literacy R-7
6. Literacy: Reading and Writing R-5

Staff have also accessed specific learning area professional development.

WORKFORCE COMPOSITION

During 2017, there were:



Oversight and responsibility for the daily operations of the College as an R-12 community during 2017 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 and Assistant Principal - Wellbeing.

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

Other positions of responsibility during 2017 included: Directors of Spirituality R-5 and 6-12; Director of Inclusive Education; 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 2017, the average student attendance rate was 90.3%.

2017 ATTENDANCE RECORDS (%) BY YEAR LEVEL				
YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	95.6	92.9	92.7	94.0
Year 1	95.6	93.2	92.9	93.2
Year 2	94.4	92.1	91.1	95.1
Year 3	94.2	92.5	94.8	95.3
Year 4	94.1	92.1	90.3	96.0
Year 5	93.8	93.4	92.7	93.4
Year 6	94.3	91.5	91.7	91.9
Year 7	91.5	89.0	91.9	85.7
Year 8	91.1	88.7	88.8	85.0
Year 9	88.9	86.3	83.9	84.6
Year 10	90.0	88.1	86.2	88.4
Year 11	90.4	87.7	87.9	89.1
Year 12	87.5	85.7	84.6	81.8

AVERAGE STUDENT ATTENDANCE BY SCHOOL AND COLLEGE (%)					
SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	94.6	92.7	92.4	94.5	93.6
6-9	91.4	88.9	89.1	86.8	89.0
10-12	89.3	87.2	86.2	86.4	87.3
R-12	91.8	89.8	89.4	90.2	90.3



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 the College in the 2017 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	95	94	96	94
WRITING	98	95	93	77
SPELLING	94	98	95	93
GRAMMAR & PUNCTUATION	94	89	87	90
NUMERACY	95	99	96	98

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 700 in Reading will have the same meaning in 2018 as in 2012. This enables progress in literacy and numeracy achievements 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.

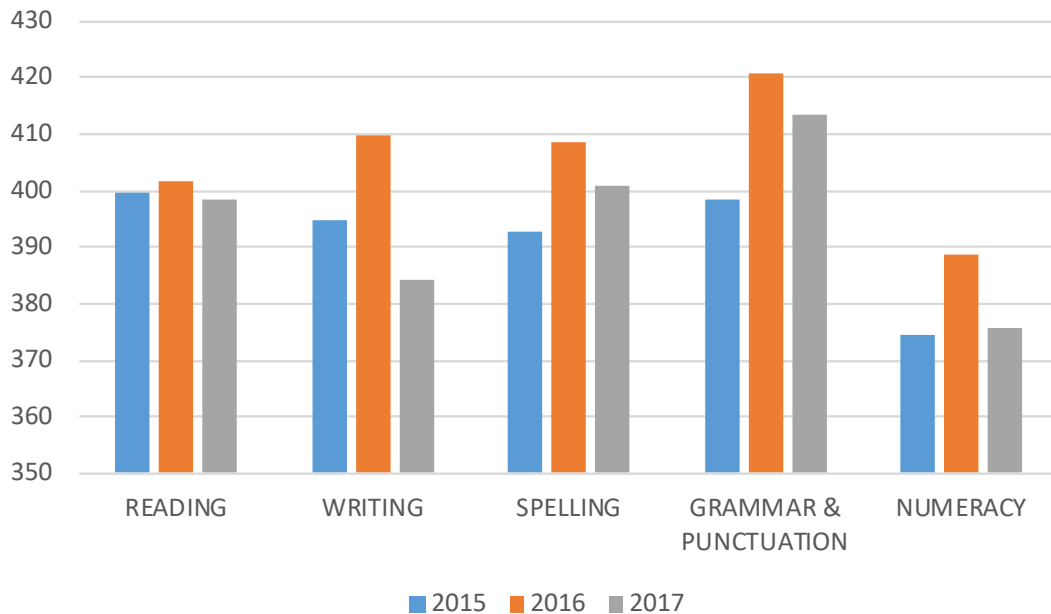
The National Minimum Standard for each NAPLAN year level are as follows:

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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
READING	399.8	401.7	398.3	4	4	4	95	95	95
WRITING	394.8	409.9	384.1	4	4	4	100	99	98
SPELLING	392.7	408.7	400.9	4	4	4	97	96	94
GRAMMAR & PUNCTUATION	398.3	420.8	413.5	4	4	4	94	94	94
NUMERACY	374.4	388.5	375.6	4	4	4	96	99	95

School Mean Scores - Year 3, 2015 -2017



In all areas 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 expected at Year 3. No less than 94% of students achieved at or above the National Minimum Standard (NMS) in each component of NAPLAN in 2017. This outcome is consistent with both the 2015 and 2016 data.

A more in-depth breakdown of the Year 3 data for 2017 indicates that the Mean Score of our students was on average 22.5% higher than the cut-off score separating Bands 2 and 3 and 5.5% 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.

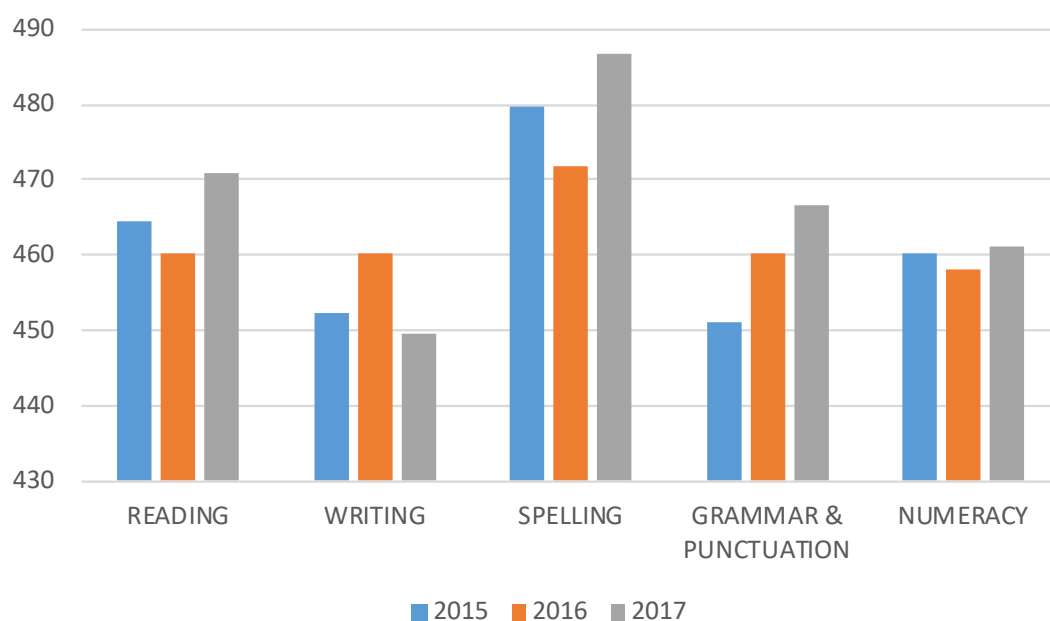
While, in relation to the National Minimum Standard, there has been a slight fall in the achievement of our Year 3 students in each of the NAPLAN testing domains compared to 2016 and in some instances to the 2015 results, none of these fluctuations has been sufficient to reduce the year level band achievement below level 4.

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 2017. 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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
READING	464.4	460.3	470.8	5	5	5	94	90	94
WRITING	452.3	460.2	449.5	5	5	5	90	91	95
SPELLING	479.8	471.9	486.6	6	5	6	95	91	98
GRAMMAR & PUNCTUATION	451.2	460.2	466.5	5	5	5	82	91	89
NUMERACY	460.2	458	461.1	5	5	5	91	97	99

School Mean Scores - Year 5, 2015 -2017



Greater than 89% of students at St Columba College in Year 5 achieved at or above the National Minimum Standard (NMS) in each component of NAPLAN in 2017. In four of the five areas of NAPLAN testing, 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. With a Mean Score exceeding 478 on the Spelling scale our 2017 Year 5 students achieved at Band 6 level for this testing discipline.

With the exception of Spelling, the mean score achievement in all of the four other testing domains in 2017 exceeded the results obtained for 2015 and 2016 by an average of 1.7%. These improvements were complemented by increases in the percentage of students who achieved the National Minimum Standard in 2017 in all but one testing domain compared to the two previous years. Comparing outcomes for 2017 with 2016 progress ranged from between 2% for Numeracy from 97% to 99% to a 7% gain in Spelling from 91% to 98%, of students achieving the NMS. An uncharacteristic drop of 2% for Grammar and Punctuation causing this testing domain to be the least well achieved in 2017 stands as an anomaly relative to the other substantial gains made by the student group. A continued focus on Literacy learning in the Middle School will endeavour to address this outcome for their next NAPLAN assessment in 2019.

Data regarding individual student growth between the 2015 and 2017 NAPLAN tests for Reading and Numeracy is also provided by the testing authority. As a guide students are expected to move by about 1½ bands from Year 3 to 5.

The data provided on student progress is estimated and based on comparison of student achievement with students of similar ability. In 2017, data for the progress made by our Year 5 students from their achievements in Year 3 indicate that:

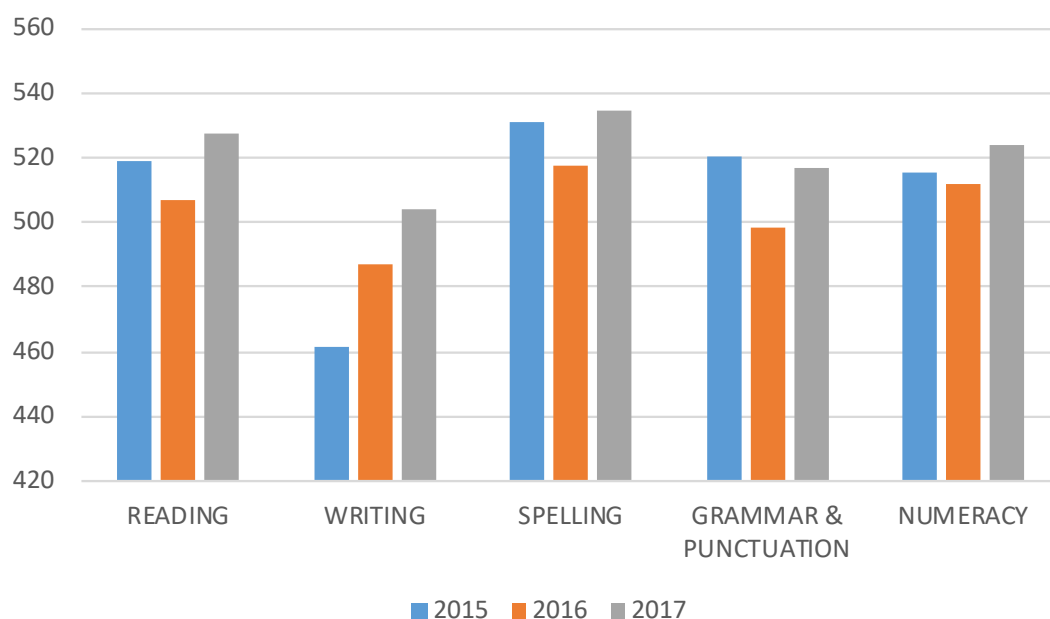
- 33% of students have demonstrated low progress in Reading and 37% of students have demonstrated low progress in Numeracy.
- 49% of students have demonstrated average or medium progress in Reading and 48% of students have demonstrated average progress in Numeracy.
- 17% of students have demonstrated high progress in Reading and 16% of students have demonstrated high progress in Numeracy.

In conclusion, approximately two thirds of students are indicating sufficient to above expected progress between Year 3 and Year 5, however, the one third of students who are not demonstrating anticipated progress in Reading and Numeracy is a concern.

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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
READING	519	506.7	527.3	6	6	6	97	95	96
WRITING	461.4	486.9	503.7	5	6	6	84	92	93
SPELLING	530.9	517.6	534.9	7	6	7	92	95	95
GRAMMAR & PUNCTUATION	520.4	498.4	517	6	6	6	92	90	87
NUMERACY	515.3	511.7	523.9	6	6	6	100	95	96

School Mean Scores - Year 7, 2015 -2017



With the National Minimum Standard (NMS) for Year 7 set at Band 5 the mean score achievements of our 2017 students for four of the five testing domains being at Band 6 is a sound outcome. The Band 7 result for Spelling is particularly pleasing given that its mean score of 534.9 is the highest of any Year 7 NAPLAN achievement in any testing component for the last three years.

While the Spelling outcome stands out for its mean score, it is accompanied by gains in the mean scores of each of the other four testing domains to above 500. An average improvement of 3.4% in the mean scores of these tests from 2016 to 2017 has consolidated their Year 7 results beyond the midpoint between Band 6 and Band 7.

An irregular result evident in the 2017 Year 5 results was unfortunately repeated in the Year 7 data. No less than 93% of students achieved the NMS for Year 7 in Reading, Writing, Spelling and Numeracy, however, for Grammar and Punctuation this fell to 87%. This value emphasises the strength of those students who scored at or above the NMS, keeping the mean scores for the year level at Band 6. However, it also informs teachers across all curriculum areas that a small group of students are requiring deliberate intervention to support a particular aspect of their literacy learning.

Given that Year 7 students have previously participated in two previous NAPLAN testing programmes the test authority provides progress data in Reading and Numeracy between 2015 (Year 5) and 2017. The 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 (2015) to their NAPLAN tests in Year 7 (2017) indicates that:

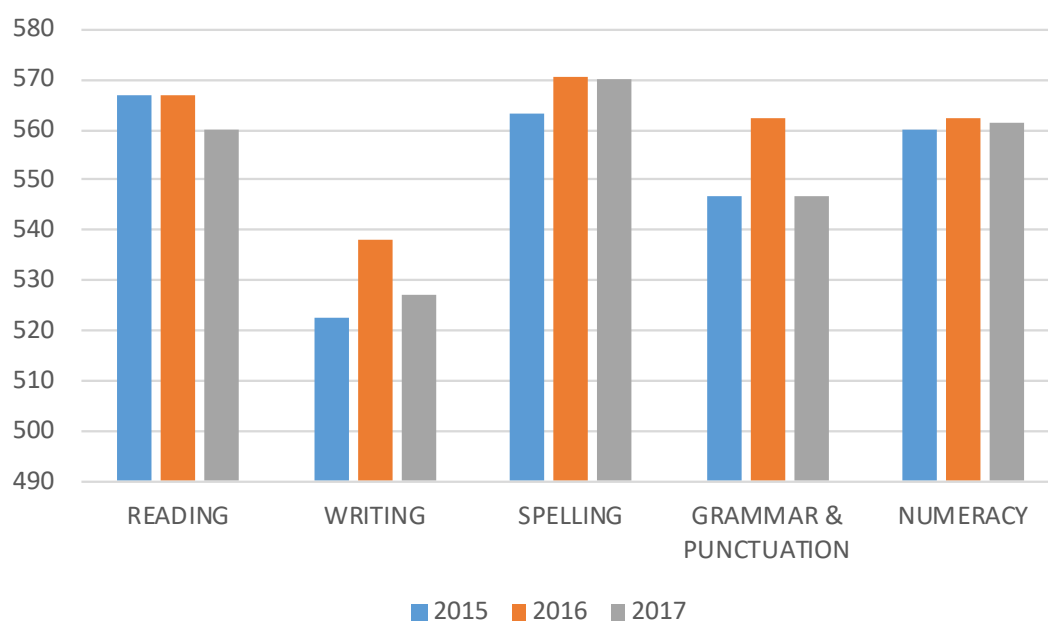
- 33% of students have demonstrated low progress in Reading and 26% of students in Numeracy.
- 48% of students have demonstrated average or medium progress in Reading and 53% of students in Numeracy.
- 19% of students have demonstrated high progress in Reading and 21% of students in Numeracy.

In conclusion, approximately two thirds of students are indicating sufficient to above expected progress between Year 3 and Year 5 in Reading and approximately three quarters in Numeracy. As concluded with the Year 5 data for 2017 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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
READING	566.7	567	560.2	7	7	7	91	96	94
WRITING	522.6	538.3	527.3	6	7	6	79	83	77
SPELLING	563.3	570.6	570	7	7	7	87	92	93
GRAMMAR & PUNCTUATION	546.9	562.5	546.6	7	7	7	86	89	90
NUMERACY	559.9	562.3	561.3	7	7	7	99	98	98

School Mean Scores - Year 9, 2015 -2017



Greater than 90% of Year 9 students at St Columba College in 2017 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 quite similar or slightly below those achieved in 2016. Numerically these scores placed the students within Band 7 for the tests, consistent with outcomes for the previous two testing periods.

The data, however, for Writing was not consistent with these results falling back to Band 6 and reducing the percentage of students achieving the NMS to below 80%, reversing the gains made in 2016. Band 6 is the National Minimum Standard for Year 9. Participation rates in NAPLAN in Year 9 for 2017 fell to an average of approximately 82% where for all other year levels the average participation was 10% higher.

This data suggests that a focus to meaningfully engage Year 9 students with the final stage of the NAPLAN testing programme is required in future years. As the 2017 Year 9 students progress into the Senior School deliberate attention by teachers to monitor and support their progress in language rich subjects will be required.

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 2017 Year 9 students from their Year 7 results continues the trend of the previous Year 5 and Year 7 comparisons. Approximately between three quarters and two thirds of students have recorded average or high progress in either Reading or Numeracy from their 2015 Year 7 testing. The actual data is given below.

- 24% of students have demonstrated low progress in Reading and 31% of students in Numeracy.
- 50% of students have demonstrated average or medium progress in Reading and 44% of students in Numeracy.
- 26% of students have demonstrated high progress in Reading and 25% of students in Numeracy.

Summary

As a one week 'snap-shot' of student achievement in Literacy and Numeracy NAPLAN can confirm observations and conclusions evident from the multitude of assessment approaches and measurement tools employed by classroom 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 137 Year 12 students in 2017 are indicated below:

- 99.3% of all Year 12 students eligible for the SACE were awarded their SACE certificate
- 99.4% of scores were either A, B, or C
- 67.9% of grades were either A or B
- 99 A grades were achieved in a wide variety of subjects
- 4 students achieved an ATAR above 90 (top 10% of the state)
- 15 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 98.4 placing this student in the top 10% of the state
- 3 Subject Merits (top performing A+ students across the state) were achieved by 2 students. The subjects included Research Project and Scientific Studies.

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

- A band: 14.8%
- B band: 53.1%
- C band: 31.6%
- D band: 0.6%

This represents a 99.4 % achievement level at C- or better across all Stage 2 enrolments. 67.9% of grades were in the A or B grade band.

VET - Vocational Education and Training

In 2017, 27 students studying Year 10, Stage 1 or 2 participated in a TAFE accredited VET course at Certificate I, II or III level as a component of their SACE study.

Eleven of these students were in Year 12 and studied in the following courses:

- Certificate III Carpentry (Skills Set)
- Certificate III Information, Digital Media and Tech
- Certificate III in Tourism
- Certificate III in Music Industry (Sound Production)
- Certificate III in Design Fundamentals (Game Design Foundations)
- Certificate III Early Childhood Education and Care
- Certificate III Animal Studies
- Certificate II Construction Pathways.

Post School Destinations

- 106 students lodged an application for entry to a formal University (tertiary)
- 90 students who lodged an application received a formal University (tertiary) offer.
- 80% of students were accepted into their First or Second Preferences.

Tertiary courses offered to St Columba students in 2017 included:

- Bachelor of Commerce (Accounting)
- Adv Diploma Bio Eng / Bachelor of Eng (Bio) (Hons)
- Bachelor of Archaeology
- Bachelor of Architectural Studies
- Bachelor of Arts (Psych Science Path)
- Bachelor of Arts / Master of Teaching (Secondary)
- Bachelor of Business
- Bachelor of Business (Innov & Entr)
- Bachelor of Business (Management)
- Bachelor of Business (Tour & Event Mgt)
- Bachelor of Commerce
- Bachelor of Communication and Media
- Bachelor of Creative Arts (C/Writing)
- Bachelor of Creative Arts (Visual Arts)
- Bachelor of Criminology
- Bachelor of Design (Comm Design)
- Bachelor of Design (Illustration)
- Bachelor of Ed (Early Childhood)
- Bachelor of Ed (Primary and Middle)
- Bachelor of Ed (Primary)
- Bachelor of Eng (Hons) (Civil & Proj)
- Bachelor of Eng (Hons) (Mech & Aero) Dbl Degree
- Bachelor of Eng (Hons) (Mech & Aero)
- Bachelor of Eng (Hons) (Mechanical)
- Bachelor of Environmental Science
- Bachelor of Ex and Sport Sci / Bachelor of Psych Sci
- Bachelor of Exercise Science
- Bachelor of Food and Nutrition Science
- Bachelor of Health & Medical Sci
- Bachelor of Health Science
- Bachelor of Human Move / Bachelor of Nutrition
- Bachelor of Human Move / Bachelor of Psych Sci
- Bachelor of Human Movement / Master of Teaching
- Bachelor of Info Tech (Games & Ent Des)
- Bachelor of Info Tech (Network & Cyber)
- Bachelor of Laws (Undergraduate Entry) Dbl Degree
- Bachelor of Marketing & Communication
- Bachelor of Math (Data Science)
- Bachelor of Media
- Bachelor of Media Arts
- Bachelor of Medical Science
- Bachelor of Nursing
- Bachelor of Pharmaceutical Science
- Bachelor of Psych Sci (Counselling)
- Bachelor of SC (Animal Science)
- Bachelor of SC (Space SC & Astrophys)
- Bachelor of Science
- Bachelor of Science (Advanced)
- Bachelor of Social Work
- Bachelor of Teaching / Bachelor of Arts
- Bachelor of Teaching / Bachelor of Math & Comp SC
- Diploma Arts
- Diploma Health
- Foundation Studies.

STUDENT, PARENT AND TEACHER SATISFACTION WITH THE SCHOOL

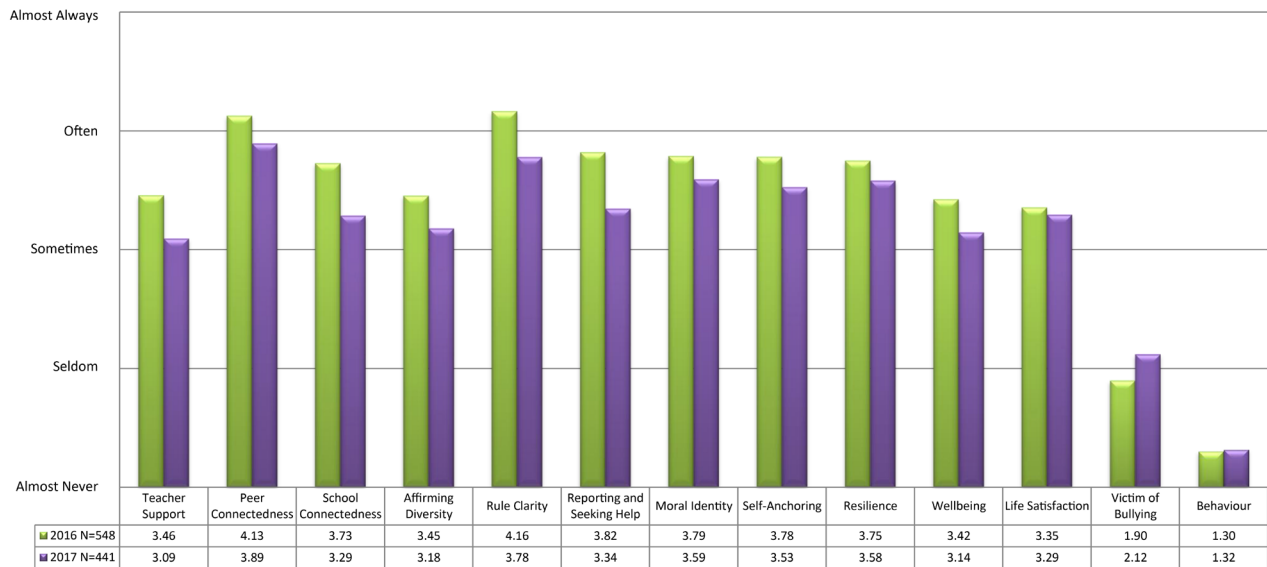
In 2017 evaluations took place across the College for students, staff and the parent community.

Student Feedback

The What's Happening in my School Survey (WHITS) was used again across Year 6-11 in 2017 with 450 students participating. This data provides a snapshot of student views across all dimensions. While the results are affirming in some areas; e.g. rule clarity, peer connectedness and low bullying rates, other areas have been identified for improvement; teacher/student relationship, celebrating cultural diversity and developing life skills to support wellbeing.

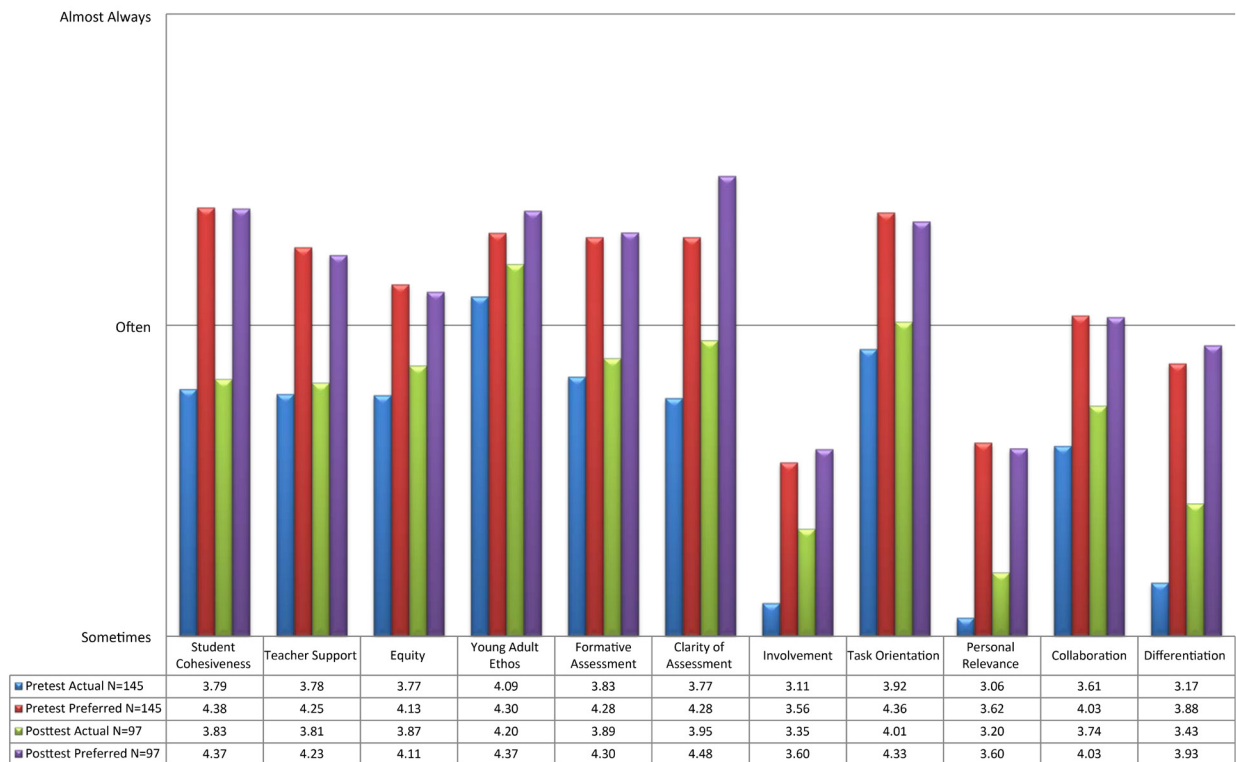
Overview of Results for the WHITS

Students respond to groups of questions on a five point scale: 1 – Almost Never, to 5 Almost Always. The numbers below each scale are the means for each scale. **Profile 1** shows whole-school responses across all dimensions of the WHITS overtime.



The Classroom Climate Questionnaire (CCQ) was also used by individual teachers to gain feedback from students about the learning environment. Teachers used this data to hone in on one area to improve student learning in 2017.

Overview of Results for the CCQ





Parent Feedback

A Parent Satisfaction Survey was distributed midyear in 2017. 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.

197 parents participated. The overall results were very affirming. There were three areas that stood out when analysing the feedback:

- Communication – while the use of email was affirmed, the use of the School Stream App can improve. Notification of events to parents along with more information about what is happening in the classroom can improve.
- 3-Way Learning Conferences – the conferences can sometimes be rushed and some parents questioned why the child needed to attend. This indicates we need to share with parents why having the child present is so important.

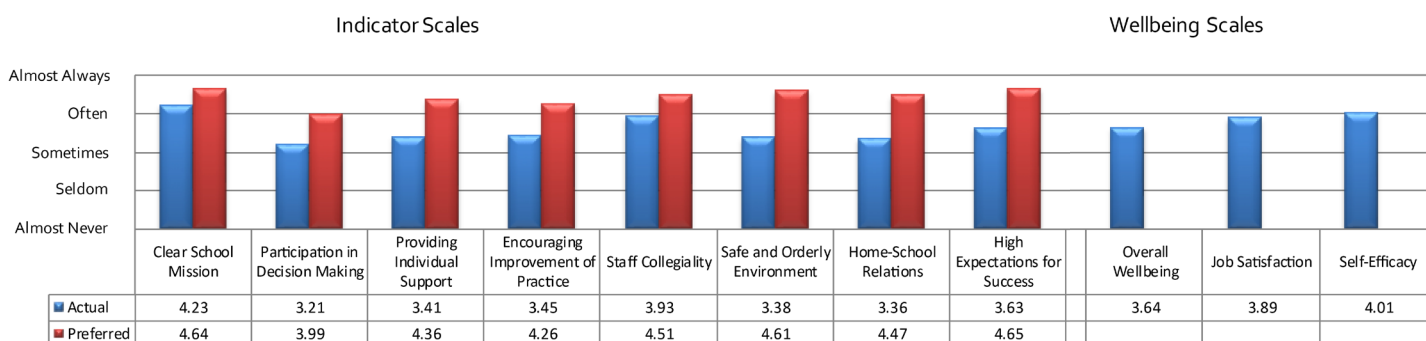
- Uniform expectations – some parents commented that they observe some students not wearing the correct uniform. We would agree and while the school has sanctions for not following the uniform policy it is a parent responsibility to ensure their child wears the correct uniform each day.

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

Teacher Feedback

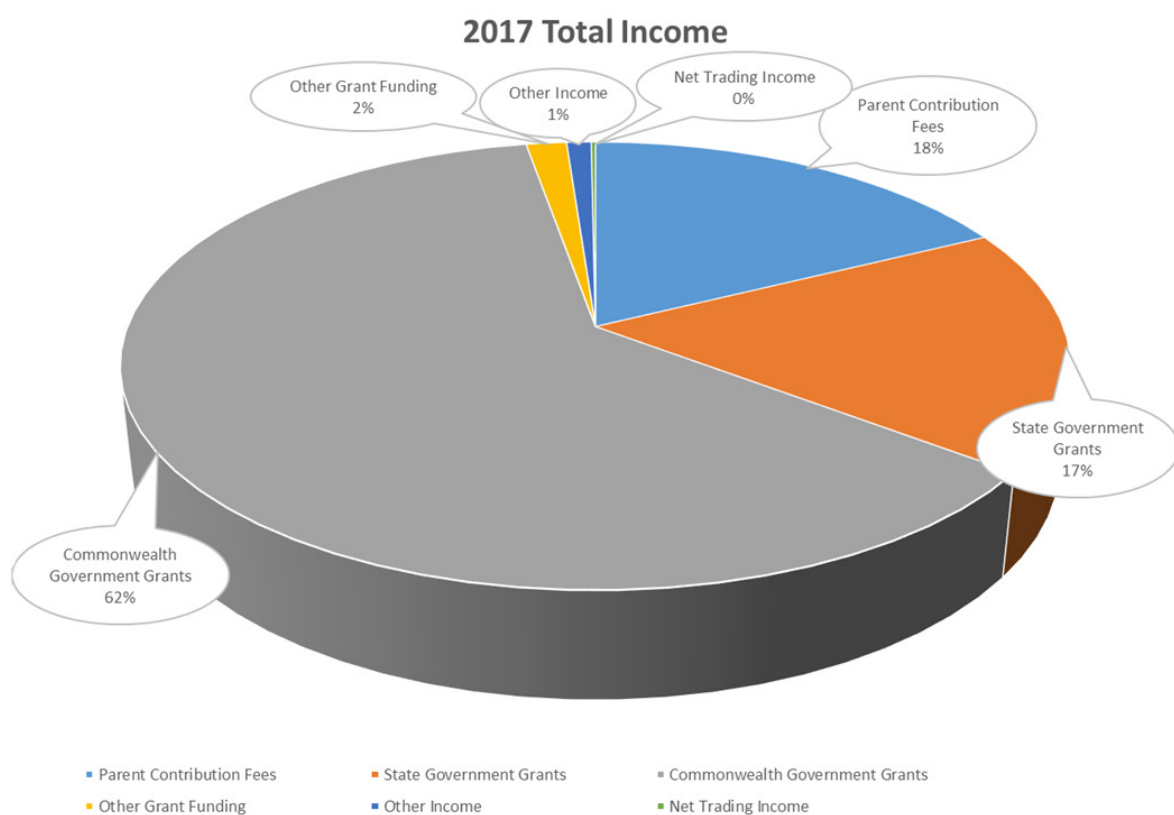
90 teachers participated in the School Organisational Survey (SOCS) in 2017. The results were positive across all domains. Areas for improvement include decision making processes and feedback for improving practice in the classroom.

Overview of Results for the SOCS



OVERALL FINANCIAL POSITION

- An operating surplus of \$1,367 k
- Net assets increased to \$20.1 million
- Total income up 5.9% on the previous year
- Total expenses up 0.4%
- The College held, as at the end of December 2017, a cash reserve of \$2.2 million, up 31% on the previous year
- Borrowing reduced from \$3.3 million in 2016 to \$2.7 million, as at end of 2017
- The College spent \$652 k in capital, infrastructure and equipment 2017.



NOTES
