

2020



St Columba College
A joint Anglican and Catholic College

ANNUAL REPORT



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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

Our College motto 'Unity in Faith' was a good one to hold us together in 2020. We began the year optimistic and enthusiastic to begin the Strategic Plan 2020 and Beyond but by the middle of March our plans to move forward with our Five Goals was somewhat stalled.

The 2020 school year was like no other. The COVID-19 pandemic affected the world and in South Australia we experienced anxious times, restrictions and lockdowns. No one would have imagined at the start of the school year that we would face the challenges, the ups and downs brought on by COVID-19. It tested us in different ways. We needed to keep each other safe, stay positive, patient and support one another. The community rallied and are to be commended for their support of the College and the actions we needed to take throughout the year.

The physical distancing restrictions altered what we could and couldn't do at school. We had to be creative in how we did school, conference calls by Microsoft Teams, videoing lessons and even assemblies. Through all of this, the Year 12s were very thankful for the support of their teachers and while disappointed about how their final year unfolded, they remained optimistic and grateful.

While we were tested in different ways in 2020, I am delighted to report that we achieved some significant outcomes for the Strategic Plan 2020 and Beyond in Semester 2 and outline some key highlights below:

Goal 1: Live Faith in Action

- The Year 3-12 Reflection program designed
- The service-learning framework completed
- The new Crossways Religious Education curriculum introduced.

Goal 2: Empower Compassionate Global Citizens

- 97.5% SACE completion (79/81 students)
- 91.1% attendance rate
- Trialled interdisciplinary learning across years across R-10.

Goal 3: Deliver High Quality Teaching

- Mapped the curriculum scope and sequence
- The Professional Review process completed for each teacher
- 15 teachers participated in leaderships programs with Brown Collective and CESA.

Goal 4: Enhance Partnerships

- All families contacted at Easter to check in and provide support
- Telephone calls were utilised to engage and communicate with parents re child's progress
- Alumni database established
- Alumni Tutor network established
- Partnerships with Foodbank, Anglicare, STTARS, Port Power community programs continued
- Playgroup established and functioning for birth to 5 year olds
- Defence School Mentor funded and appointed.

Goal 5: Be an Enterprising College

- Communication and Marketing strategy implemented
- New website completed
- The Coracle newsletter revamped
- Architect appointed to undertake a Master Plan for the Middle School
- Budget surplus achieved.

In addition, there were some amazing positives that were achieved by our students:

- Our Junior Students were successful and won the SAPSASA Athletics Shield
- The Musical 'Oliver' was a resounding success in Term 3
- The Open Soccer Boys Team won the Grand Final in Division 2
- We won the Knights of the Southern Cross competition against Thomas More College and Xavier College.
- We celebrated the feast of Saint Columba with students and staff raising funds for St Vincent de Paul and Anglicare.
- The Junior School students performed magnificently for the end of the year concert.

In the Year of Best Self, we were called to take up the challenge to follow Jesus, to act with justice, love and compassion which is at the heart of College life. Reflecting back on 2020 showed us that what matters most are the people we love – the relationships we have with each other, family and friends. In the midst of these uncertain times, it is important to remember that God loves each one of us; is always there, is always present.

I take this opportunity to thank the whole staff for their enduring efforts and they are to be congratulated for their creativity, solution focus and resilience throughout 2020. Their determination to do their best each day and provide a caring and supportive environment for our students is to be commended.

I also thank the College Council and in particular the Chairperson, Bruno Vieceli, for their unwavering support throughout 2020 in what was a difficult year was to navigate.

Finally, to all our students in 2020 who gave their best to make St Columba College a great school.

Ms Leanne Carr

Principal



2020 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 2020 August Census is given opposite:



Total Enrolments (R-12)	1416
Girl Enrolments (R-12)	688
Boy Enrolments (R-12).....	728
Indigenous Students.....	34
Students Who Speak A Language Other Than English.....	382
R-12 Student Attendance Rate.....	91.1%

ENROLMENT DATA 2020 – AUGUST FEDERAL GOVERNMENT CENSUS DATA (R-12)													
REC	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
96	99	103	111	100	112	111	113	148	115	116	108	84	1416

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 2019 and 2020:

2019 ENROLMENT DATA			2020 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
599	771	1370	621	795	1416

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 2020 is identified below:

Anglican:.....	135
Catholic:	314
Buddhist:.....	22
Hindu:	7
Islam:.....	43
Lutheran:	23
Orthodox:	13
Pentecostal:.....	24
Sikh:.....	9
Uniting:	20
Other Christian:.....	225
No Religious Affiliation:.....	562







LANGUAGES

Afrikaans	1
Arabic	9
Bari (Sudan)	2
Dari (Afghanistan)	28
Dinka (Sudan).....	191
English	987
Farsi (Afghanistan).....	5
Filipino	3
Hausa (West Africa).....	3
Hazaragi (Afghanistan).....	7
Hindi.....	3
Khmer	27
Kirundi (Tanzania/Uganda).....	40
Lao.....	4
Madi (Uganda).....	14
Nepali (Nepal).....	2
Punjabi	11
Shona (Zimbabwe).....	4
Swahili (Kiswahili).....	35
Tagalog (Philippines).....	9
Vietnamese	16
Zulu	1
Other Languages	8



TEACHER STANDARDS & QUALIFICATIONS

Formal academic qualifications of teaching staff:

Master's Degree	10
Master of Teaching.....	11
Graduate Diploma.....	24
Graduate Certificate.....	26
Bachelor Degree.....	126
Diploma of Teaching.....	14
TAFE Certificate	12

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 2020 have been:

1. Student Agency in Learning
2. Social Justice Teaching
3. Working in the Online Environment
4. 'How Schools Can Enable Wellbeing' with Louka Parry
5. '2020 Vision: The Why, What & How of Great Learning' with Dr Stephen Harris
6. SEQTA Training
7. Christian Meditation
8. ACHPER Physical Movement R-5
9. Crossways Religious Education Curriculum
10. Aspiring Leaders Program
11. Middle Leaders Program.





WORKFORCE COMPOSITION

During 2020,
there were:

Teaching Staff	112
Full-Time Equivalent Teaching Staff	103.7
Non-Teaching Staff	63
Full-Time Equivalent Non-Teaching Staff	43.3

Oversight and responsibility for the daily operations of the College as an R-12 community during 2020 was shared by the College Leadership Team. The College Leadership Team was comprised of the following staff:

- The Principal
- R-12 Deputy Principal
- Business Manager
- Head of Junior School
- Head of Middle School
- Head of Senior School
- Director of Spirituality R-5
- Director of Spirituality 6-12
- Assistant Principal - Learning and Teaching
- 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 2020 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, Community Development Officer, Defence School Mentor, 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 2020, the average student attendance rate was 91.1%.



2020 ATTENDANCE RECORDS (%) BY YEAR LEVEL				
YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	90.9	95.0	93.7	93.0
Year 1	91.0	95.3	94.1	94.2
Year 2	89.8	93.9	92.3	92.7
Year 3	89.0	93.0	92.5	93.1
Year 4	90.7	93.1	91.5	90.6
Year 5	90.9	93.0	91.4	91.4
Year 6	91.9	94.2	92.4	90.3
Year 7	91.9	92.2	92.5	89.4
Year 8	89.0	92.9	91.0	88.2
Year 9	89.6	92.9	91.5	88.7
Year 10	85.7	90.8	90.9	89.4
Year 11	88.0	88.0	89.0	86.2
Year 12	90.8	88.8	85.9	90.5

AVERAGE STUDENT ATTENDANCE BY SCHOOL AND COLLEGE (%)					
SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	90.4	93.8	92.5	92.5	92.3
6-9	90.5	93.0	91.8	89.1	91.1
10-12	87.9	89.3	88.9	88.7	88.7
R-12	89.9	92.6	91.5	90.6	91.1



SENIOR SECONDARY OUTCOMES

Summary 2020 SACE Results

- 97.5% SACE completion
- 97.8% of our scores were either A, B, or C
- 61.3% of grades were either A or B
- 79 A's were achieved in a wide variety of subjects
- 4 students achieved an ATAR above 90
- 8 students achieved an ATAR above 80
- 2 Merits achieved

Key Highlights

- SACE completion was achieved by 99% of students
- The Dux of the College with an ATAR of 98.1 was Deng Garang. Our next highest performing students were Daniel Perkins (96.05), Brooke Fry (94.65) and Caitlin Hughes (92.15).
- 4 students achieved an ATAR in the 90s (top 10% of the state), with a further 8 students achieving an ATAR of 80 or above (top 20% of the state)
- 2 Merits (top performing A+ students across the state) was achieved by Joel Marano for Society and Culture and Caitlin Hughes for Child Studies. Our congratulations go to Joel and Caitlin and to James and Neralie who taught the subjects respectively.
- The following results show the grades and percentage across all Stage 2 subjects:
 - A band: 17.2%
 - B band: 44.1%
 - C band: 36.5%
 - D band: 2.2%
- This represents a 97.8% achievement level at C - or better across all Stage 2 enrolment.

VET- Vocational Education and Training

In 2020, 27 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 Food Processing
- Certificate III in Health Services Assistance
- Certificate III in Early Childhood Education and Care
- Certificate II in Hospitality combined
- Certificate II in Electro-technology (Career Start)
- Certificate II in Retail
- Certificate III in Sport Career Orientation Participation
- Certificate III in Early Childhood Education and Care
- Certificate II in Hospitality
- Certificate III in Hospitality

Post School Destinations

- 57 Students undertook and paid for SATAC Applications in 2020
- 51 Students received an offer to University (89%) in 2020 - 88% in 2019
- 34 students were offered their first preference (60%) in 2020 - 57% in 2019
- 1 student had no offer due to no payment of fees (intentional decision) - 6 students didn't paid fees in 2019
- 6 students did not achieve an ATAR to be offered any of their choices in 2020 - 3 students did not meet ATAR requirements for offers in 2019
- 7 students used Year 11 grades to get early provisional offers at University of Adelaide and Flinders University

University / Numbers of Students Offered

University	2020 Cohort For 2021	2019 Cohort For 2020
Adelaide University	11	10
Flinders University	9	17
University of SA	24	41
SABIT	6	0
Tabor University	1	0

2020 Students offers for 2021 included:

- B Arts
- B Business
- B Business (Innovation & Entrepreneurship)
- B Commerce (Accounting)

- B Commerce (Accounting) & Marketing Management
- B Computer Science
- B Creative Arts (Costume)
- B Criminology
- B Criminology (Hons) Combined
- B Engineering (Biomedical) (Hon)
- B Engineering (Hons) (Civil & Structural)
- B Engineering (Mechanical)(Hon)
- B Health & Medical Science (X3)
- B Human Movement (X3)
- B Human Movement & M Teaching
- B Laws & Legal Practice
- B Nursing (Pre-Registered)
- B Occupational Therapy
- B Primary Education (Hons) (X6)
- B Psychological Science (X2)
- B Psychology (Counselling)
- B Science (Adv) (Hons) Direct
- B Science (Animal Science)
- B Science (Biology & Conservation) (X2)
- B Social Work
- B Speech Pathology
- B Veterinary Technician
- D Animal Technician & B Science (Animal Behaviour)
- D Business (X3)
- D Health Sciences (X4)
- Foundation Studies (X5)



SATISFACTION – STUDENTS, STAFF, PARENTS AND CAREGIVERS

Surveys and forums are conducted on a regular basis and in 2020 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 (PAC)

This information informs decisions and strategies in 2021.

The following ratings are out of 5 and the 2019 results appear in brackets:

Student Voice

Reception – Year 2

- Students reported high levels of connection with teachers 4.35 (4.19) and peers 3.48 (4.07)
- Students understand rules and expectations 4.58 (4.5) and seek help 4.54 (4.5)
- Students like being at school 4.16 (4.23)
- Students are happy at school 4.04 (4.11)

Year 3 – Year 4

- Students supported high levels of connection with teachers 4.16 (4.07) and peers 3.49 (3.5)
- Students understand rules 4.34 (4.48) and seek help 4.12 (4.16)
- Students like being at school 4.03 (3.94)
- Students are happy at school 3.64 (3.43)

Year 5 – Year 6

- Students report high levels of support 3.5 (3.97)
- Students understand the rules 4.11 (4.31) and seek help 4.04 (4.29)
- Students like school 3.16 (3.89) and feel welcomed 3.57
- Students are happy to be at the school 3.3 (3.5)
- Students feel that I belong at school 3.52 (3.68)

Year 7 – Year 12

- Students reported connection with peers 4.17 (4.17) and adult support 3.29 (3.32)
- Students understand rules 3.62 (4.02) and seek help 3.22 (3.35)
- Students reported expectations for success 3.98 (3.96)
- Students reported liking school 2.83 (2.79) and have a good time at school 3.11 (3.13)
- Students feel accepted at school (3.64)
- Students reported that teachers expect them to do well 4.18 (4.15)
- Students reported that teachers give them work that makes them think 3.94 (3.87) and believe they are able to succeed 3.93 (3.94)
- Students reported determination to achieve goals 3.9 (3.92)

Parent & Caregiver Voice

- Parents reported they are satisfied with how their child/children is/are progressing behaviourally 4.09 (3.98)
- Parents reported they are satisfied with how their child/children is/are progressing emotionally 3.8 (3.63)
- Parents reported they are satisfied with how their child/children is/are progressing socially 3.94 (3.83)
- Parents reported they are satisfied with how their child/children is/are progressing academically 3.73 (3.54)
- Parents reported they are satisfied with how their child/children is/are progressing morally 4.22 (4.02)

Teacher Voice

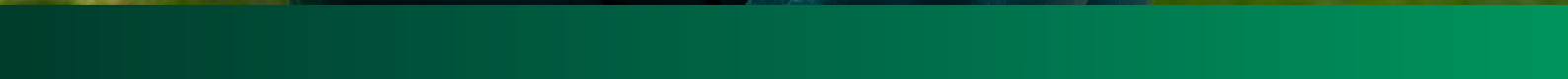
- Teachers reported a high alignment with the school's mission 3.98 (4.17)
- Teachers reported a high alignment of staff collegiality 3.78 (3.78)
- Teachers reported support for improvement of practice 3.59 (3.62)
- Teachers reported high job satisfaction 3.79 (3.84)
- Teachers reported high self-efficacy 4.15 (4.11)
- Teachers reported safe and orderly work environments 3.53 (3.61)
- Teachers reported positive home and school relations 3.73 (3.66)

Teacher Collected Efficacy

- 64.5% say they manage disruptive behaviour often and almost always
- 51.3% say they can inspire the most reluctant students
- 60% say they can motivate students to develop high order thinking, creativity problem solving
- 61.9% say they can engage all students in their learning

Staff Voice

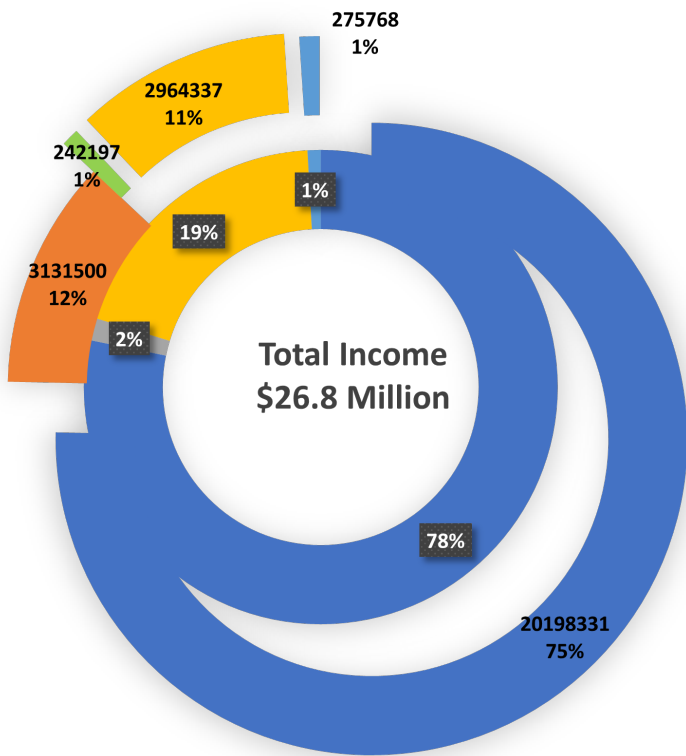
- ESO staff reported a high alignment with the school's mission 4.32 (4.35)
- ESO staff reported a high alignment of staff collegiality 3.7 (3.75)
- ESO staff reported support for improvement of practice 3.5 (3.41)
- ESO staff reported high job satisfaction 4.22 (4.07)
- ESO staff reported safe and orderly work environments 3.31 (3.89)
- ESO staff reported positive home and school relations 3.83 (3.63)





OVERALL FINANCIAL SUMMARY

- An operating surplus of \$6.3M
- Cash reserve of \$6.9M
- Net assets increased to \$48.0M
- \$3.1 million in capital works
- Repaid ALL loans \$5.0M.



A breakdown of the college 2020 Operating Income

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



St Columba College

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