

CELEBRATING

25

1997-2021

YEARS

ST COLUMBA COLLEGE

2021 ANNUAL REPORT



**St Columba**  
College

A joint Anglican and Catholic College

CELEBRATING  
**25**  
1997-2021  
YEARS

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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

In February 1997, 187 students, eight teachers and four support staff walked through the gates for the first time to begin the journey of St Columba College. 25 years later, with 1410 students, over 200 staff and the expansion across three campuses, the College has grown incredibly since its early beginnings.

At the conclusion of 2021 we celebrated 25 years as a school and providing a quality education with a difference. On any level, this is a significant achievement and one that should be celebrated and provide inspiration to our whole community – past, present and future.

It is encouraging to note that we continue to grow our enrolment numbers and have developed into an inclusive, diverse and multicultural school community that welcomes everybody, irrespective of their background. Our ethos is unique. As an Anglican and Catholic school, we want to stand out and foster a culture that reflects the values of the Gospel; welcome, inclusion, respect, compassion, reconciliation and forgiveness.

Relationships are a must and the College plays a vital role in helping our young people build lives that have meaning and purpose. We are not shy when we say we want our students to aim high and make a positive difference to society now and in the future.

Looking back over 2021, the COVID-19 pandemic continued to have an impact on how the College operated. Mask wearing became a feature for students and staff, excursions, camps and co-curricular activities were postponed. Assemblies moved to online at different times throughout the year. We learnt to be patient and flexible.

There are a number of achievements that should be noted for each Goal of the Strategic Plan in 2021:

## Goal 1: Live Faith in Action

- Religious Education Crossways unit planning undertaken for R-10 with Godly Play for R-5
- Year 3 and 5, 6, 9 and 12 Reflection Days completed
- Update of Year 6-8 MITIOG program using the new MITIOG curriculum
- Compassion Market held in R-5
- R-6 Service-Learning Actions identified and located in units of work
- Saint Columba Day Fair held
- Year 12 Essential Math made products for Project Compassion
- Year 9-10 cooked meals for Fred's Van and Catherine House as part of their Food Tech lessons
- Year 9 Humanities Environmental project (ecological need) submitted to David Piers MP
- Year 11 Religious Education Carnival held to raise funds a class preferred charity
- Year 12 Society and Culture literacy project in EAL communities completed.

## Goal 2: Empower Compassionate Global Citizens

- Used baseline data to track student growth progress
- Interdisciplinary mapping and units documented R-5
- Implemented student self-evaluation of General Capabilities
- Successful learning exhibitions conducted across Year 6-9
- AGAT tests implemented Years 6 -11 for purposes of Academic Extension
- Innovation team approach embedded across Years 7-10
- Academic Extension Program planned for implementation for 2022.
- Professional learning relating to interdisciplinary / PBL undertake
- Student Leadership model reviewed and implemented for 2022
- Student Recognition procedure implemented for 2022
- Junior School Arts Program involved 76 students participated in the Choir with 35 students participated in Columba Rumba

- Music Scholarships were offered to 38 current students for the following instruments: 21 vocalists, 6 pianists, 7 guitarists and 4 bassists
- The Musical – Mary Poppins Jr involved 90 Year 6 – Year 12 students
- The Arts Competition began in 2020 and has grown from 80 entries in 2020 to 286 entries from Year 4-12 in 2021
- Various Sports teams represented the College across Year 4 -12.
- FoodBank Breakfast Club: The Junior School moved the Breakfast club to three days with fruit provided as well. It was offered at the Middle School Campus for two days
- FoodBank Parcels: Each fortnight 35 food parcels are delivered and distributed to families identified by the Counselling Team
- Women's Packs were made available for Year 5 and across both the Middle and Senior Campuses and available on camps.

### Goal 3: Deliver High Quality Teaching

- Highly accomplished lead teachers' pathway established with eight teachers engaged in process
- Staff Wellbeing Committee established
- Members of leadership team visited classes and provided positive feedback
- Recognition of staff achievements
- Staff consultation about decision making over student leadership undertaken
- Staff consultation and feedback sought over leadership performance, as part of renewal of PORs and transition from probation.

### Goal 4: Enhance Partnerships

- Out of School Hours Care: 250 families registered in 2021 and bookings for after school care fluctuated between 70-90 children. Before school care averaged between 42-52
- Alumni Tutors: Since July 2021 the new tutoring program supported 306 students across Year 6-12 with 1541 attendances
- Thursday Playgroup: 60 families registered
- Defence Support: The Junior School Defence Club continued at lunchtimes. The Middle and Senior students expressed an interest in fundraising for Legacy in 2022 and being a buddy to the younger students

### Goal 5: Be an Enterprising College

- Completed the Master Plan and successfully and tendered for a significant building project at the Middle School campus
- Progressive improvement in engagement of website and social media platforms
- Profitability trading entities improved by 54%.
- Actual Debtors reduced by 13.3%
- Budget surplus achieved.

One of our greatest assets over the past 25 years has been our staff. The past and present staff have been there for each and every child and have shown extraordinary pastoral care in the good and not-so-good times.

I pay tribute to the College Council for their work during the past year and their ongoing commitment to the College. In particular I thank Mr Bruno Vieceli in his role as Chairperson. I have valued and appreciated his support during the last 12 months.

The College will continue to provide a unique opportunity for our students to maximise their potential. It has certainly been a journey and we are immensely proud of the ongoing growth and success of the College during the past 25 years and in what we have achieved in the past 12 months.

**Ms Leanne Carr**

Principal

# 2021 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 2021 August Census is given opposite:



Total Enrolments (R-12) .....	<b>1408</b>
Girl Enrolments (R-12) .....	<b>683</b>
Boy Enrolments (R-12).....	<b>725</b>
Indigenous Students.....	<b>43</b>
Students Who Speak A Language Other Than English.....	<b>366</b>
R-12 Student Attendance Rate.....	<b>92%</b>

## ENROLMENT DATA 2021 – 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
94	97	105	104	107	105	112	117	132	140	108	90	97	1408

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 2020 and 2021:

2020 ENROLMENT DATA			2021 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
621	795	1416	612	796	1408

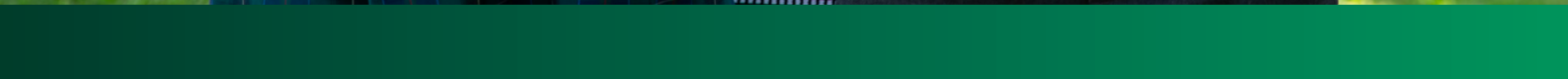


# FAITH & IDENTITY



As an Anglican and Catholic College, St Columba has always taken seriously the spiritual welfare of its staff and students. It 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 2021 is identified below:

Anglican:.....	141
Catholic: .....	303
Buddhist:.....	26
Hindu: .....	8
Muslim:.....	47
Lutheran: .....	18
Orthodox: .....	13
Pentecostal:.....	29
Sikh:.....	10
Uniting: .....	18
Other Christian:.....	242
No Religious Affiliation:.....	552



## LANGUAGES

Afrikaans .....	1
Arabic .....	9
Bari (Sudan) .....	2
Dari (Afghanistan) .....	30
Dinka (Sudan).....	188
English .....	978
Farsi (Afghanistan) .....	5
Filipino .....	2
Hausa (West Africa) .....	3
Hazaragi (Afghanistan).....	9
Hindi.....	3
Indonesian.....	1
Khmer .....	27
Kirundi (Tanzania/Uganda).....	39
Lao.....	4
Madi .....	14
Malayalam (India) .....	1
Nepali.....	3
Pidgin English.....	1
Punjabi .....	12
Shona (Zimbabwe).....	3
Swahili (Kiswahili) .....	36
Tagalog (Philippines).....	9
Vietnamese .....	19
Zulu .....	1
Zimbabwe (Shona).....	2
Other Languages .....	6

# TEACHER STANDARDS & QUALIFICATIONS

## FORMAL ACADEMIC QUALIFICATIONS OF TEACHING STAFF:

Master's Degree .....	10
Graduate Diploma .....	11
Graduate Certificate.....	13
Bachelor Degree .....	115
Diploma of Teaching .....	11
TAFE Certificate .....	6
Bachelor Degree with Honours .....	3



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 2021 have been:

1. Berry Street Education Model
2. Restorative Practices
3. Gender Diversity (Shine SA)
4. Gifted and Talented Education (Dr Rebecca Napier)
5. Interdisciplinary Learning with Melanie O'Leary (CESA Middle Years Consultant)
6. Aspiring Leaders Program
7. Middle Leaders Program.

Staff have also participated in professional learning to align with their personal learning goals.

## WORKFORCE COMPOSITION

### DURING 2021, THERE WERE:

Teaching Staff .....	<b>115</b>
Full-Time Equivalent Teaching Staff .....	<b>107.1</b>
Non-Teaching Staff .....	<b>73</b>
Full-Time Equivalent Non-Teaching Staff .....	<b>47.8</b>



Oversight and responsibility for the daily operations of the College as an R-12 community during 2021 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
- Head of Curriculum and Learning
- Director of Wellbeing R-12.

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 2021 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 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 2021, the average student attendance rate was 92%.

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

SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	94.6	93.3	93.7	94.5	94.0
6-9	92.0	89.2	90.3	89.7	90.3
10-12	91.2	89.1	90.6	92.2	90.8
R-12	92.9	91.0	91.8	92.3	92.0

# 2021 NAPLAN REVIEW FOR ST COLUMBA COLLEGE

## WHAT IS 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. St Columba College encourages all students to sit all tests.

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.

**NAPLAN PARTICIPATION FOR THIS SCHOOL IS 96%**

**NAPLAN PARTICIPATION FOR ALL AUSTRALIAN STUDENTS IS 95%**

### National Minimum Standard comparison

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level.

In Year 3, the National Minimum Standard is Band 2.

Our Year 3 students achieved the NMS for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. 75 students (73%) achieved the National Minimum Standard in Year 3. 28 students (27%) in this cohort did not achieve the National Minimum Standard for 1 or more tests. It should be noted that 45% of the Year 3 Cohort are on a Personalised Plan for Learning.

In Year 5, the National Minimum Standard is Band 4. Our Year 5 students achieved the NMS for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. An average of four students were exempt from sitting the

NAPLAN tests in Year 5. 75 students (71%) achieved the National Minimum Standard in Year 5. 31 students (29%) in this cohort did not achieve the National Minimum Standard for 1 or more tests. It should be noted that 32% of the Year 5 cohort are on a Personalised Plan for Learning.

In Year 7, the National Minimum Standard is Band 5. Our Year 7 students achieved the NMS for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. An average of 11 students were exempt from sitting the NAPLAN tests in Year 7. 92 students (77%) achieved the National Minimum Standard in Year 7. 28 students (23%) in this cohort did not achieve the National Minimum standard for 1 or more tests.

## 2021 NAPLAN REVIEW CONTINUED

In Year 9, the National Minimum standard is Band 6. Our Year 9 students achieved the NMS for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. An average of 11 students were exempt from sitting the NAPLAN tests in Year 9. 83 students (57%) achieved the

National Minimum Standard in Year 9. 64 students (43%) in this cohort did not achieve the National Minimum standard for 1 or more tests.

	Reading	3 Yr Trend	Writing	3 Yr Trend	Spelling	3 Yr Trend	Grammar	3 Yr Trend	Numeracy	3 Yr Trend
<b>Year 3</b>	372	↓	380	↔	361	↓	370	↓	347	↔
<b>Year 5</b>	466	↔	439	↔	482	↔	459	↔	448	↔
<b>Year 7</b>	511	↔	502	↔	535	↔	510	↔	514	↔
<b>Year 9</b>	542	↔	529	↔	542	↔	541	↔	545	↔

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	90	89	82
WRITING	95	85	85	79
SPELLING	77	89	92	84
GRAMMAR AND PUNCTUATION	87	88	89	82
NUMERACY	89	88	89	91

### Common Themes and Trends

A common theme noted amongst all cohorts that completed NAPLAN was their stamina and perseverance in completing all components of the NAPLAN tests. Further analysis was completed on our Year 3 cohort (with data extracted from SSSR NAPLAN Analysis tool,) it was noted that many students who had not met the NMS

either omitted responses or skipped through the tests rather than persevering and successfully completing it. This was particularly evident in the spelling component of NAPLAN in Year 3. Building on this through our flourishing focus in our social and emotional wellbeing program across R-12 will ensure that further NAPLAN tests are reflective of our students' best efforts.



Further to this, is the development of Computer/Digital Literacy skills amongst our Junior, Middle and Senior School students at St Columba College. This includes introducing keyboard skills to our early learners (through the already established bank of iPads) and explicitly teaching skills on navigating learning programs (such as PAT) successfully through our 1:1 laptops in Years 4 and Year 5 and our BYOD program for Years 6-12. Over the last 18 months due to COVID and remote learning our students and staff have had to quickly become efficient with Teams/OneNote/Zoom programs. Further OneNote training has been identified as an essential skill to allow for a collaborative online learning space.

The ability to comprehend worded questions on a digital platform and make connections to the real world is a focus moving forward. Our continued commitment to literacy and developing students' fluency in reading should support this goal.

Another common theme identified in our 2021 NAPLAN results, is ensuring that our growth remains high growth rather than low growth for all students. Differentiation and scaffolding of learning tasks will continue to be a focus in our learning programs across all year levels. This commitment will ensure that all students are experiencing success and progression in their learning goals. Now that NAPLAN is all online (except the Year 3 writing test), test administrators are able to assign supports for our inclusive education students which will ensure that provisions are in place to promote high growth for all. Examples of this are; assigning a larger text for Vision Impairment, an audio option and colour selection of buff for students with dyslexia, providing visuals for students needing extra support and movement breaks and time extension for students requiring this in their learning. Our Inclusive Education Coordinators across both the R-5 and 6-12 have worked alongside the Head and Assistant Head of Curriculum and Learning in ensuring these recommendations are assigned to students needing this additional support in the NAPLAN portal.

Our analysis of NAPLAN data identifies that Numeracy remains a future focus for all cohorts. The NAPLAN data shows that we are below the National Average band comparison across Years 3, 5,7 and 9. A focus in 2022 therefore needs to be on Number as well as developing in all areas of Maths (algebra, measurement and geometry, statistics and probability) as well as the 4 proficiency strands of understanding, fluency, problem solving and reasoning. Scope and sequences for Years 7-12 have been reviewed by the newly appointed Mathematics Learning Area Leader. Numeracy is a focus for R-5 in 2022.

Based on our NAPLAN data, Writing remains a focus for all students at St Columba College, particularly our Year 7 and 9 cohort. Further analysis of our NAPLAN data in Year 5 indicates growth (when compared to their Year 3 2019 data). This indicates that there has been growth in writing development for this cohort. This growth suggests that our focus on the Teaching and Learning cycle and explicit teaching of language and literacy across R-5 has had an impact on student learning outcomes. Our EAL Lead Teacher has led this focus across Reception-Year 12. In 2022, our Head of Curriculum and Learning is driving reflective conversations with all Learning Area Leaders to implement strategies that can improve the literacy and numeracy outcomes for our students.

# SENIOR SECONDARY OUTCOMES

## SUMMARY 2021 SACE RESULTS

- 94% SACE completion
- 97.1% of our scores were either A, B, or C
- 93 A grades were achieved in a wide variety of subjects
- 53.8% of grades were either A or B
- 4 Students achieved an ATAR in the 90s
- 8 Students achieving an ATAR of 80 or above
- 2 Merits achieved.

### Key Highlights

- The Dux of the College with an ATAR of 96.20 was Kassidy Tamlin. Our next highest performing students were Thomas Grindlay (94.95), Connor Bell (93.35) and Olivia Inwood (90.85).
- 4 students achieved an ATAR in the 90s (top 10% of the state), with a further eight students achieving an ATAR of 80 or above (top 20% of the state)
- 2 Merits (top performing A+ students across the state) were achieved by Kassidy Tamlin for Food and Hospitality and Mason Highcock for Materials Solutions. Our congratulations go to Miss Elaine Rouhana and Mr Jed Marshall who taught the subjects respectively.

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

- A band: 16.8%
- B band: 37%
- C band: 43.5%
- D band: 2.8%

This represents a 97.1% achievement level at C- or better across all Stage 2 enrolment.

## VOCATIONAL EDUCATION AND TRAINING (VET)

In 2021, 29 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 Animal Studies
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Automotive Servicing Technology
- Certificate II in Electrotechnology
- Certificate II in Program in Construction Pathways
- Certificate III in Beauty Services
- Certificate III in Business (Partial - Introduction)
- Certificate III in Dance
- Certificate III in Sport – Athlete (Football - Soccer)
- Certificate III in Tourism (Partial)
- Certificate II in Animal Studies
- Certificate II in Automotive Servicing Technology
- Certificate II in Hospitality
- Certificate II in Kitchen Operations
- Certificate II Program in Construction Pathways
- Certificate III in Early Childhood Education and Care
- Certificate III in Health Services Assistance
- Certificate III in Individual Support
- Certificate IV in Interior Design (Partial - Introduction).

## POST SCHOOL DESTINATIONS

- 95 Students undertook the SACE in 2021 with 89 students completing the Certificate
- 50 Students undertook and paid for SATAC Applications in 2021 - 57 students in 2020
- 47 Students received an offer to University (94%) in 2021 - 51 students (89%) in 2020
- 29 Students were offered their first preference (58%) in 2021 - 34 students (60%) in 2020
- 3 Students did not achieve an ATAR to be offered any of their choices in 2021 - 6 students did not meet ATAR requirements for offers in 2020.

### University / Numbers of Students Offered

University	2021 Cohort For 2022	2020 Cohort For 2021
Adelaide University	12	11
Flinders University	4	9
University of SA	23	24
SABIT	7	6
Tabor University	1	1

### 2021 Student Offers For 2022:

- B Arts
- B Arts / B Science
- B Business / M Management (Marketing)
- B Business
- B Business (Legal Studies)
- B Business (Management)
- B Construction Management (Hon)
- B Criminology
- B Design (Comm Design)
- B Design (Illustration)
- B Engineering (Mechanical) (Hon)
- B Health & Medical Science (x3)
- B Human Movement (x2)
- B Interior Architecture
- B Nursing (x4)
- B Nursing (Pre-Registered) (x5)
- B Psychological Science
- B Science (Adv) (Hons) Direct
- B Science (Forensic & Analytical)
- B Science (Forensic & Analytical) Path
- B Science (Mineral/Geoscience)
- B Secondary Ed (Hons) (x2)
- B Software Engineering (Hons)
- B Tech (Defence)
- D Arts
- D Business (Hospitality Management)
- D Engineering / B Aviation (Pilot)
- D Engineering
- D Health Sciences (x3)
- D Information Tech
- Foundation Studies (x3).

# SATISFACTION: STUDENTS, STAFF, PARENTS AND CAREGIVERS

## End of Year Evaluation

Surveys and forums were conducted on a regular basis and in 2021 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)

*The following ratings are out of 5:*

## STUDENT VOICE

### Reception – Year 2 (270 Participants)

- Adult support (4.29)
- Peer connectedness (3.83)
- School connectedness (3.89)
- Rule clarity (4.40)
- Reporting and seeking help (4.41)
- Support for learning (3.99)
- Expectations for success (4.41).

### Year 3 – Year 5 (184 Participants)

- Adult support (4.14)
- Peer connectedness (3.15)
- School connectedness (3.59)
- Rule clarity (4.34)
- Reporting and seeking help (4.15)
- Support for learning (3.87)
- Expectations for success (4.43).

### Year 6 (164 Participants)

- Adult support (3.64)
- Peer connectedness (3.53)
- School connectedness (3.13)
- Affirming diversity (3.09)
- Rule clarity (3.94)
- Reporting and seeking help (3.83)
- Support for learning (3.46)
- Critical voice (2.96)
- Shared control (2.96)
- Expectations for success (4.02).

### Year 7 – Year 11 (365 Participants)

- Adult support (3.31)
- Peer connectedness (4.11)
- School connectedness (3.36)
- Affirming diversity (3.26)
- Rule clarity (3.59)
- Reporting and seeking help (3.12)
- Critical voice (3.0)
- Shared control (2.68)
- Safety (3.73)
- Support for learning (3.14)
- Expectations for success (3.80)

**Teacher Voice (90 Participants)**

- School mission (3.98)
- Participation in decision making (3.0)
- Providing individual support (3.37)
- Encouragement of improvement of practice (3.39)
- Staff collegiality (3.74)
- Safe and respectful environment (3.49)
- Home and school relations (3.74)
- Parent caregiver involvement (3.23)
- Expectations for success (3.42)
- Shared control (3.11).

**Staff Voice (33 Participants)**

- School mission (4.37)
- Participation in decision making (3.11)
- Providing individual support (3.65)
- Encouragement of improvement of practice (3.47)
- Staff collegiality (3.75)
- Safe and respectful environment (3.85)
- Home and school relations (3.89)
- Parent/caregiver involvement (3.29)
- Shared control (3.14).

**Parent and Caregiver Voice (39 Participants)**

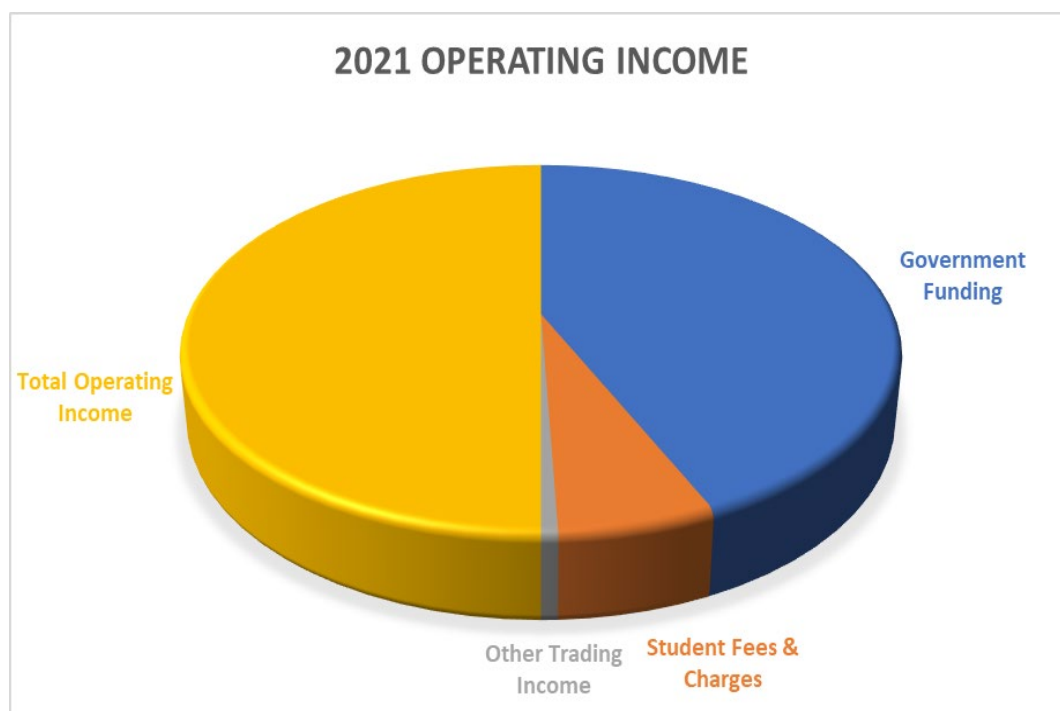
- Satisfaction with child's progress (3.99)
- Staff support (4.02)
- Dealing with student behaviour (3.61)
- Motivation and challenge (3.63)
- Welcoming school (4.26)
- Affirming diversity (4.14)
- Communication (4.01)
- Assessment and feedback (3.46)
- Satisfaction with school (3.60).

This evaluation will continue to inform the Leadership Team in their decision making.



## FINANCIAL SUMMARY

- An operating surplus of \$3.1M
- Cash reserve of \$10M
- Net assets increased to \$51M
- \$1.9M in capital works.



Government Funding ..... 87%

Student Fees & Charges ..... 12%

Other Trading Income ..... 1%

