As a section of the Australian Government Schools Compliance and Accountability Framework, all schools are required to prepare an Annual Report on school performance for parents and the community each year as a requirement of the Schools Assistance Act 2008. This requirement is additional to the ACARA data appearing on the My School website.

This information is made available to St Columba College Community. It is published in both on-line and print variants.
St Columba College is an R-12 Anglican and Catholic College, a joint initiative of the Adelaide Dioceses. The College is open to those families who are seeking a Christian education within the Anglican and Catholic traditions, who are committed to working in partnership with teachers and College leaders, who undertake to abide by College policies and who are seeking an educational environment focused on providing outstanding student learning outcomes.

As an educational provider we understand the connection between outstanding learning and outstanding teaching. We work hard to ensure our students have the best of teachers and educational support staff, while also providing students with modern and purpose built educational facilities and beautiful recreational spaces.

The College invites parents to be partners in the educational development of their child/ren, working collaboratively to promote the best educational outcomes for a student. Parents are expected to be committed to, and abide by, St Columba’s Christian traditions and aims, as stated in the Constitution and other College Policies, in particular maintaining and developing its ethos, academic standards, financial viability, uniform standards, student support programs and expected student behaviour norms.

Teachers are committed to providing parents with relevant information regarding a student’s academic progress and performance, engaging parents in discussion on how best to support an individual’s learning requirements.

**Vision**: St Columba College seeks to nurture in its students and the community a close relationship with God; a passion for living and a lifelong love of learning.

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

**Philosophy**: St Columba College invites students to dream about the future, set their goals high and to engage in the effort and focus required to achieve educational and personal success. We provide an environment focused on outstanding teaching and learning which motivates students to develop knowledge, skills, personal beliefs and values. Students are respected as capable learners. We provide students with opportunities to develop their spirituality, through immersion in a rigorous academic program and engagement in our Anglican and Catholic traditions. We support students to develop their understanding of Christianity and of God’s personal love, which we hope inspires them to be a force for good in our world – a sign of hope for others.
Teacher Standards & Qualifications

WORKFORCE COMPOSITION
At the beginning of 2013 we had a total of 98.7 FTE teachers; 29.9 FTE in the Primary School and 68.8 FTE in the Middle and Senior Schools. We had a total of 38.8 FTE Educational Support Staff.

TEACHER QUALIFICATIONS
All teaching staff satisfy the requirements of the Teacher Registration Board.

Many of our teachers have two or more formal qualifications in particular area:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHD</td>
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</tr>
<tr>
<td>Masters Degree</td>
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<tr>
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<tr>
<td>Bachelor Degree</td>
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<tr>
<td>Diploma</td>
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<tr>
<td>Certificate</td>
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</table>

TOTAL 1404

SES Information

Funding from the Australian Government for recurrent expenditure is based on a schools’ SES scores which is derived from their students’ residential addresses and 2006 Australian Bureau of Statistics Census data. The SES index figure has been reported as 88.

2013 CHARACTERISTICS OF THE STUDENT BODY
- 1404 students enrolled
- 1 part-time student
- 13 Indigenous students
- 94 students received Special Education resourcing
- 169 students received EAL (English as an additional language) support through the EAL scaling process

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Number of Full Time Student enrolled 2013</th>
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</thead>
<tbody>
<tr>
<td>Reception</td>
<td>100</td>
</tr>
<tr>
<td>Year 1</td>
<td>78</td>
</tr>
<tr>
<td>Year 2</td>
<td>76</td>
</tr>
<tr>
<td>Year 3</td>
<td>87</td>
</tr>
<tr>
<td>Year 4</td>
<td>87</td>
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<td>Year 5</td>
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<td>Year 6</td>
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<td>Year 7</td>
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<td>Year 8</td>
<td>181</td>
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<tr>
<td>Year 9</td>
<td>158</td>
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<tr>
<td>Year 10</td>
<td>142</td>
</tr>
<tr>
<td>Year 11</td>
<td>132</td>
</tr>
<tr>
<td>Year 12</td>
<td>105</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1404</td>
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2013 Attendance Records

<table>
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<tr>
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<th>TERM 3</th>
<th>TERM 4</th>
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<tr>
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<td>97.3%</td>
<td>90.6%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.3%</td>
<td>91%</td>
<td>93%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94%</td>
<td>93.2%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Year 3</td>
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<td>Year 6</td>
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<td>93%</td>
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<tr>
<td>Year 7</td>
<td>93%</td>
<td>91%</td>
<td>88.9%</td>
<td>90.4%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.2%</td>
<td>91.8%</td>
<td>89.7%</td>
<td>90.6%</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.4%</td>
<td>89.9%</td>
<td>85%</td>
<td>87%</td>
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<tr>
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<td>91%</td>
<td>91.9%</td>
<td>86.8%</td>
<td>90.3%</td>
</tr>
<tr>
<td>Year 11</td>
<td>93%</td>
<td>91.6%</td>
<td>84.4%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Year 12</td>
<td>94%</td>
<td>89%</td>
<td>84.7%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Student Attendance

Student attendance is a crucial indicator in successful learning. The College works closely with parents/guardians to ensure that student school attendance is maximized. It is a clear expectation that all students attend daily except in times of sickness and serious family matters.

The College employs the following in supporting student attendance:

1. Beginning of day and midday record keeping of student attendance in the Primary School;
2. Beginning of day and lesson by lesson record keeping of student attendance in the Middle/Senior Years;
3. Lesson by lesson student absence dedicated phone line;
4. Informing parents/guardians if a student is not at school (and no notification from the parent received);
5. Phone calls to the student’s home to ascertain why a student is away from school;
6. Meeting arrange with a parent/guardian to discuss frequent student absents;
7. Counselling support for students experiencing attendance difficulties;
8. Letters posted home if a student is not attending;
9. Notification to the relevant authority, i.e., if a student is not attending.

The average student attendance rates:

- R-6: 93.8%
- 7-9: 90.2%
- 10-12: 90.3%
- R-12: 91.1%
Co-curricular Activities

PRIMARY SCHOOL:
• Transition Program for new Reception students and Year Six students transitioning to the Middle School
• Special Education support for those students with identified special needs
• EAL support for identified students
• Indigenous Education support for identified students
• Primary Leadership Day
• Student Leadership Program – SRC, House Captains, Sports and Media Monitors, Student Executive
• Counselling support available on a needs basis for all students
• Seasons for Growth program
• What’s the Buzz program
• Gardening project
• Interschool activities: Cross country, SAPSASA, College Sports Day, House events, Summer/Winter Sports Carnivals
• Premiers Reading Challenge
• Instrumental program – voice, violin, viola, trumpet, cello, flute, drums, piano, trombone, clarinet, guitar and saxophone
• Junior (Years Three/Four) and Senior choir (Years Five/Six)
• Music Evenings
• Students were involved in and attended liturgical celebrations and Masses in both the Anglican and Catholic traditions
• Charitable giving throughout Lent and Advent
• Liturgical Dance Group
• Chess Club
• Chess Interschool Tournaments
• Excursions aligned with curriculum content
• Year Six Camp
• Guest presenters in the areas of Science, Cybersafety, Emergency Services, Health Education, Physical Education

MIDDLE SCHOOL:
• Transition program for students joining the College at Year 7 and Year 8
• Special Education and Adaptive Education support for students with Special Needs
• Counselling support made available to all students
• Music tuition in voice, guitar, bass guitar, piano, drums, violin and flute
• Combined Middle School Band
• Premiers Reading Challenge
• Students attended a variety of liturgical gatherings, including both Anglican and Catholic masses
• Drama productions presented to parents, students and staff – “Stations of the Cross”
• Students were given the opportunity to undertake a variety of sporting activities - Interschool competition, Sports Day, House activities
• Systematic student leadership structure
• EAL support for all eligible students
• Year level retreat program for all year levels
• After school and lunch time assistance was offered in a range of subjects including English, History, Mathematics and Science
• Chess Club
• Robotics Program
• Crafternoon

SENIOR SCHOOL:
• Special Education and Adaptive Education support for students with special needs
• Iona Pilgrimage
• A Retreat Program which involves all students with Year 12 students enjoying a three day live-in program
• Counselling support is made available to all students
• Students attended a variety of liturgical gatherings including both Anglican and Catholic masses
• Music tuition in violin, viola, trumpet, cello, flute, trombone, clarinet, saxophone and tuba
• Concert Band, String Orchestra and choir
• School Music Concert
• All students in Year 10 undertook Work Experience
• Students were given the opportunity to undertake a variety of sporting activities, Interschool competition, Sports Day and House activities
• After school and lunch time assistance was offered in a range of subjects including English, History, Mathematics and Science
• Year 12 students attended holiday revision sessions in all subjects
• Drama productions presented to parents, students and staff – Into the Woods.
• Chess Club
• Senior students had the opportunity to participate in University Programs designed to give them an introduction to Tertiary Study
• Student leadership structures are in place through the Prefect and House systems
• ESL support for all eligible students
• Robotics Program

ADDITIONAL LEARNING SUPPORT PROGRAMS:
• English as a Second Language
• Learning Enrichment Program including Special Education and Adaptive Education support for students.
• Literacy Intervention Programs - Rainbow Reading, Reading Recovery, Reading Rocketeers

COMMUNITY PROGRAMS:
• Middle School Community Evening
• Multicultural Celebration Evenings
• Cultural evening for parents
• Beginning of year parent information sessions all year levels;
• Middle and Senior School Drama presentations;
• End of year Prayer and Presentation evenings;
• Primary School liturgies;
• Primary school weekly assemblies.
• R-12 Sports Carnival
• Year Twelve Graduation;
• College Council Annual General Meeting

STUDENT WELFARE PROGRAMS:
• R-12 Student Counselling
• 7-12 Pastoral Learning Program
• Middle School Youth Group
• Chaplaincy support including Student Liaison Officer, funded by the Australian Government
• Curriculum Clubs, i.e., Chess, Music Tuition Science/Maths Club
Senior Secondary Outcomes

2013 SACE
104 students completed their SACE. Of these...
• 90% obtained an ATAR and 100% students obtained a TAFE selection score
• 99% achieved SACE completion

Merit Awards Achieved as follows:
• 2 Merits awarded to Mathematical Applications
• 1 Merit awarded to Food & Hospitality
• 1 Merit awarded to Research Project
• 1 Merit awarded to Scientific Studies
• 1 Merit awarded to Society & Culture

Australian Tertiary Admission Rank (ATAR)
• 2% of St Columba College Graduates achieved an ATAR in the top 5% of the State.
• 10% of St Columba College Graduates achieved an ATAR in the top 10% of the State.
• 24% of St Columba College Graduates achieved an ATAR in the top 20% of the State.
• 33% of St Columba College Graduates achieved an ATAR in the top 25% of the State.
• 44% of St Columba College Graduates achieved an ATAR in the top 30% of the State.

Vocational and Trade Training:
19 Students completed a certificate in their chosen:
Certificate III
• 9 students achieved a Certificate III in Children’s Services
• 2 students achieved a Certificate III in Fitness
• 1 student achieved Certificate III in Beauty Services

Certificate II
• 2 students achieved Certificate II Construction
• 1 student achieved Certificate II Hairdressing
• 1 student achieved Certificate II Electro-technology
• Certificate I
• 1 student achieved Certificate I Animal Studies
• 1 student achieved Certificate I in Retail

Tertiary Courses obtained (B - Bachelor, D - Diploma)
B APP SC (HUM MOV & HLTH ST)
B BUILT ENVIRONMENT
B COMMERCE
B ECONOMICS/B FINANCE
B ED (EARLY CHILDHOOD)
B ED (MID/SEC SCH)/B SCIENCE
B ED (PRIMARY AND MIDDLE)
B ED (PRIMARY)
B ED (R-7/SE)/B DIS STUDIES
B ENG (CIVIL & PROJECT MGMT)
B ENG (MECHATRONIC)
B ENG (PETROLEUM) DBL DEG
B HEALTH SCIENCES
B INFORMATION TECHNOLOGY
B INTERIOR ARCHITECTURE
B LAWS & LEGAL PRACTICE
B LAWS (U/G ENTRY) DBL DEG
B LAWS DOUBLE DEGREES
B MANAGEMENT
B MANAGEMENT (LOGISTICS)
B MARKETING & COMMUNICATION
B MED RAD SC (NUCLEAR MED)
B MEDIA
B MIDWIFERY (PRE-REG)
B NURSING (PRE-REG)
B PHARMACEUTICAL SCIENCE
B PHARMACY
B PSYCHOLOGICAL SCIENCE
B SCIENCE
B SCIENCE (HON) (FOR & AN SC)
B SOCIAL WORK
B SOFTWARE ENG
B URBAN AND REGIONAL PLANNING
B VISUAL ARTS
D ARTS
D SCIENCE AND TECHNOLOGY
FOUNDATION STUDIES
Student Outcomes in NAPLAN

National testing was conducted in Years 3, 5, 7, and 9. The NAPLAN tests provide a snapshot of a student’s performance in the areas of Mathematics and Literacy.

Detailed information regarding NAPLAN results can be located on the My School website: http://www.myschool.edu.au/

<table>
<thead>
<tr>
<th>Component</th>
<th>2013 SCHOOL MEAN SCORES</th>
<th>% OF STUDENTS WHO ACHIEVED THE NATIONAL MEANS SCORE</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Yr 3</td>
<td>Yr 5</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
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</table>

*Using the National Testing Procedures

NUMBER OF STUDENTS WHO UNDERTOOK THE NAPLAN TESTS

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<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Grammar &amp; Punctuation</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
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<tbody>
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<td>9</td>
<td>138</td>
<td>140</td>
<td>138</td>
<td>140</td>
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</tr>
</tbody>
</table>

% OF STUDENTS AT OR ABOVE EXPECTED PROFICIENCY BAND FOR THE YEAR LEVEL*

<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Grammar &amp; Punctuation</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>15%</td>
<td>76%</td>
<td>18%</td>
<td>75%</td>
<td>23%</td>
</tr>
<tr>
<td>5</td>
<td>17%</td>
<td>79%</td>
<td>13%</td>
<td>82%</td>
<td>7%</td>
</tr>
<tr>
<td>7</td>
<td>29%</td>
<td>67%</td>
<td>15%</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>9</td>
<td>28%</td>
<td>67%</td>
<td>12%</td>
<td>75%</td>
<td>9%</td>
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College Satisfaction

PARENT SATISFACTION – YEAR ONE AND YEAR NINE SURVEY*

All parents with students in Year One and all parents with students in Year Nine were invited to complete a survey. The survey provided parents with the opportunity to comment on a number of key areas including:

- Anglican and Catholic ethos of the College: 95% of respondents in Year 9 and 100% of respondents in Year 1 indicated their child had settled in well at the College.
- Curriculum and Teaching: 95% of respondents in Year 9 and 96% of respondents in Year 1 indicated they were happy with their educational progress.
- Student Behaviour Management and Pastoral Care: 93% of respondents in Year 9 and 96% of respondents in Year 1 indicated their child felt safe at the College.
- Communication: 95% of respondents in Year 9 and 96% of respondents in Year 1 indicated administrative staff at the College were approachable.
- Reporting: 79% of respondents in Year 9 and 92% of respondents in Year 1 indicated that School reports are clear and informative.

Parents indicated high levels of satisfaction with the College.

STUDENT SATISFACTION*

- Students in Year 8 were asked to respond to a survey designed to uncover their general views about College life.
- 96% of respondents indicated that teachers expect students to do their best.
- 83% of respondents indicated that teachers set high standards for learning in their class.
- 79% of respondents indicated that teachers give them individual support with their learning.

TEACHER SATISFACTION*

Staff at the College were invited to complete a survey which sought their opinion of the following areas:

- Teamwork: 76% of respondents indicated that enjoyed being part of a team and felt supported.
- Improving skills/Professional Development: 78% of respondents indicated that they were receiving support to undertake their role.
- Work Safety and Job Satisfaction: 92% of respondents indicated workplace satisfaction.

*Detailed information from these surveys is available on request.

FEE INCOME: $3,266,824
GOVERNMENT GRANTS: $13,992,289
OTHER: $837,137

2013 Income
Questions or Queries?
Should you have any questions or queries in regards to this document, please contact the College on 8254 0600.