ANNUAL REPORT TO THE COLLEGE COMMUNITY 2014
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 the St Columba College Community. It is published in both on-line and print variants.
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 Primary 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.

**Vision:** St Columba College seeks to nurture in its students and the community a close relationship with God; a passion for living and a life-long 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.

St Columba College invites students to think about their future, set their goals high and to engage in the effort and focus required to achieve outstanding educational and personal success. Students are respected as capable learners. Teachers are committed to providing an environment focused on outstanding teaching and learning. We strive to honour every student’s right to participate in a vibrant, innovative, relevant and challenging curriculum which motivates and inspires them to develop knowledge, skills, personal beliefs and values. 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.

The College invites parents and caregivers to be partners in the education of their children. In collaboration with families, staff seek to nurture and promote the Christian traditions and aims of the College and their aspiration for the highest educational outcomes for all students. The College community prides itself on its welcoming and friendly culture, rigorous academic program, high standards of student behavior, focus on student well-being, modern facilities and excellent recreational spaces all of which are sustained by the support and commitment of its parent community.
Student Attendance

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 2014 August Census is given below:

<table>
<thead>
<tr>
<th>ENROLMENT DATA 2014 – AUGUST FEDERAL GOVERNMENT CENSUS DATA (R-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTION</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Reception</td>
</tr>
</tbody>
</table>

The tables below provide a comparison between the August census of enrolment data for 2013 and for 2014:

<table>
<thead>
<tr>
<th>2013 ENROLMENT DATA</th>
<th>2014 ENROLMENT DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td><strong>Primary</strong></td>
</tr>
<tr>
<td><strong>Middle/Senior</strong></td>
<td><strong>Middle/Senior</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>659</td>
<td>682</td>
</tr>
<tr>
<td>719</td>
<td>733</td>
</tr>
<tr>
<td>1378</td>
<td>1415</td>
</tr>
</tbody>
</table>

The increase in numbers in the Primary School between 2013 and 2104 correspond to the introduction of a single Reception enrolment policy introduced by the State government that commenced in the 2014 school year. To address this policy change the College introduced a fourth stream of Reception students. This enrolment growth will continue in the years to come sequentially moving through all Primary year levels and into the lower levels of the Middle School over the coming years.

Enrolment at the College continues to be highly sought, with waiting lists at many year levels particularly in the Primary School, a testament to this fact.
### 2014 Attendance Records (%)

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>95</td>
<td>93.6</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.7</td>
<td>95</td>
<td>92.7</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
<td>92.5</td>
<td>91.7</td>
<td>93</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.6</td>
<td>92</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
<td>94</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>94</td>
<td>92</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.5</td>
<td>93</td>
<td>91.8</td>
<td>88</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.1</td>
<td>90</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.4</td>
<td>90</td>
<td>88.7</td>
<td>87</td>
</tr>
<tr>
<td>Year 10</td>
<td>88</td>
<td>77</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Year 11</td>
<td>92</td>
<td>80</td>
<td>88</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>93.5</td>
<td>90.7</td>
<td>86</td>
<td>87.5</td>
</tr>
</tbody>
</table>

**Student attendance** is the single most influential factor for the achievement of successful learning outcomes by all students. The College therefore seeks to work closely with parents and caregivers to ensure that student attendance is maximised, well monitored and supported.
### Average Student Attendance by School and College (%)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School (R – 6)</td>
<td>94.5</td>
<td>93.4</td>
<td>91.9</td>
<td>92.4</td>
<td>93.1</td>
</tr>
<tr>
<td>Middle School (7 – 9)</td>
<td>93</td>
<td>91</td>
<td>89.8</td>
<td>88</td>
<td>90.5</td>
</tr>
<tr>
<td>Senior School (10 – 12)</td>
<td>91.2</td>
<td>82.6</td>
<td>86.3</td>
<td>89.3</td>
<td>87.4</td>
</tr>
<tr>
<td>St Columba College (R – 12)</td>
<td>92.9</td>
<td>89</td>
<td>89.3</td>
<td>89.9</td>
<td>90.3</td>
</tr>
</tbody>
</table>

The College employs the following procedures to support student attendance:

- Day to day electronic record keeping of student attendance: beginning of day and midday in the Primary School, beginning of day and lesson by lesson monitoring of student attendance in the Middle and Senior School.
- Provision of a 24 hour dedicated phone line for parents and caregivers to make contact with the College to provide notification of student absence.
- Student Services staff phone parents/caregivers in all instances where notification of absence has not been received to ascertain why a student is away from school. Where possible these calls are made before 10.30am each day.
- Any student who is late to school/class or is leaving early is expected to ‘sign in or out’ at Student Services.
- All absences are required to be explained by parents/caregivers via a note in the student’s diary.
- All explained absences are categorised and the specific details recorded for each student on the College’s attendance database.

Unexplained or frequent absences are responded to by:

- Phone calls to parents/caregivers from Class Teachers, Year Level Coordinators or the Head of School;
- Meetings arranged with parents/caregivers and the relevant Head of School;
- Providing counselling support for students experiencing difficulties attending school;
- Formal, written contact with parent/caregivers for students with long term absences;
- Contact with various agencies including Families SA, the Department of Education and Children’s Services and the Catholic Education Office for support with long term student absence.
Student Learning Outcomes

NAPLAN: In early May 2014, students in four of our year levels participated in NAPLAN testing of their literacy and numeracy skills. NAPLAN (National Assessment Program; Literacy & Numeracy) is a nation-wide assessment of Year 3, 5, 7 and 9 students involving six assessments administered over three consecutive days. A summary of the achievements of our students in the 2014 NAPLAN assessments is given in the tables below.

<table>
<thead>
<tr>
<th>NAPLAN TESTING COMPONENT</th>
<th>% OF STUDENTS WHO ACHIEVED AT OR ABOVE THE NATIONAL MINIMUM STANDARD (NMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>READING</td>
<td>93</td>
</tr>
<tr>
<td>WRITING</td>
<td>97</td>
</tr>
<tr>
<td>SPELLING</td>
<td>96</td>
</tr>
<tr>
<td>GRAMMAR &amp; PUNCTUATION</td>
<td>99</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% OF STUDENTS AT OR ABOVE EXPECTED PROFICIENCY BAND FOR THE YEAR LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
Senior Secondary Outcomes

The SACE (South Australian Certificate of Education) results of our 2014 Year 12 students highlight once again that with focus, commitment and support, our students are capable of achieving outstanding results.

With 119 students each studying five Stage 2 subjects from a selection of twenty six different subjects there are an enormous number of impressive achievements of which their teachers and the College community are extremely proud.

From the data provided by the SACE Board to describe the achievements of our students the College is pleased to provide the following statistics;

- All 119 (100%) Year 12 students eligible for the SACE were awarded their SACE certificate. This value is 5% above the average for all schools across the state.
- The 2014 Dux of the College achieved an Australian Tertiary Admission Rank (ATAR) of 97.45 placing this student in the top 2.55% of students in the State.
- Eight students gained a total of ten A+ grades in six subjects in 2014 and were thereby awarded a Subject Merit by the SACE Board. These subjects included Child Studies (2 Merits), English Communications (2 Merits), Mathematical Applications, Research Project (2 Merits), Society & Culture (2 Merits) and Visual Art.
- 15% of all Subject Achievement Grades fell within the A band and 49% within the B Band.
- 97% of all grades were at a C level or higher, more than 8% greater than the state average.
- An ATAR of 90 or more was achieved by 8% of Year 12 students in 2014.
- 20% of students completing their SACE achieved an ATAR of 80 or more placing them in the top 20% of all tertiary entrance scores.

Guiding students to achieve their full potential in any subject in Year 12 is a particularly demanding task and our students’ outstanding success is credit to the commitment and expertise of all their teachers.

VET – Vocational Education and Training

In 2014, 18 students studying 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.

Sixteen of these students (or 13% of the cohort) undertook VET study as part of their Stage 2 learning program.

The distribution of trade vocations in which these students completed training is given in the list below.

- Certificate II in Electronics
- Certificate II in Engineering
- Certificate II in Food Processing
- Certificate II in Hairdressing
- Certificate II in Racing (Stable hand)
- Certificate III in Aged Care
- Certificate III in Beauty Services
- Certificate III in Children’s Services
- Certificate III in Horticulture
- Certificate IV in School Age Education and Care
Post School Options: Information provided to the College from SATAC (South Australian Tertiary Admissions Centre) following offers made to students to undertake University or TAFE study in 2015 indicates that 98 or 82% of our graduating Year 12 students gained successful entry into tertiary institutions following their achievement of the SACE in 2014.

Of these 13 students were offered study at Adelaide University, 13 at Flinders University, 58 at one of the campuses of the University of SA and 14 at TAFE or Private Colleges. In relative terms the 2014 data identifies 71% of St Columba students elected to study at University with 49% choosing under-graduate courses at the University of South Australia. This data speaks highly of the career aspirations of St Columba students and of their commitment to excellence in their learning.

Tertiary Courses offered to St Columba students in 2015 included:

- Bachelor of Applied Science – Human Movement & Health Studies
- Bachelor of Arts – Performing Arts
- Bachelor of Behavioural & Psychological Science
- Bachelor of Biomedical Science
- Bachelor of Business - Finance
- Bachelor of Business – Sport & Recreational Management
- Bachelor of Business – Tourism & Event Management
- Bachelor of Commerce
- Bachelor of Computer Science
- Bachelor of Design – Visual Communication
- Bachelor of Development Studies
- Bachelor of Education - Early Childhood
- Bachelor of Education – Primary
- Bachelor of Education – Primary & Middle
- Bachelor of Engineering - Chemical
- Bachelor of Engineering – Civil
- Bachelor of Engineering – Electrical & Sustainable Energy
- Bachelor of Engineering - Mechanical
- Bachelor of Environmental Science
- Bachelor of Health Sciences
- Bachelor of High Performance Computational Physics
- Bachelor of Information Technology – Digital Media
- Bachelor of Information Technology – Games and Entertainment Design
- Bachelor of Information Technology – Software Design
- Bachelor of International Studies
- Bachelor of Journalism & International Studies
- Bachelor of Justice & Society – Criminology
- Bachelor of Law
- Bachelor of Marketing & Communication
- Bachelor of Mathematical Sciences
- Bachelor of Media
- Bachelor of Medical Radiations Science – Nuclear Medicine
- Bachelor of Medical Science
- Bachelor of Nursing
- Bachelor of Psychological Science – Counselling & Interpersonal Skills
- Bachelor of Science
- Bachelor of Science – Animal Behaviour
- Bachelor of Social Work
- Bachelor of Software Engineering
- Bachelor of Visual Arts
- Diploma of Human Resource Management
- Diploma of Science & Technology
Staff Profile

Teacher Qualifications

At St Columba we are fortunate to have a number of teachers with two or more qualifications in Education. All staff hold the necessary qualifications for Teacher Registration in South Australia. A number of teaching staff are currently engaged in post-graduate studies to advance their teaching qualifications, knowledge and expertise in one or more specialist areas.

Workforce Composition, including staff who identify as Aboriginal or Torres Strait Islander

At the beginning of 2014 the College Staff consisted of 161 people, composed of:

- Teaching Staff: 107
- Full Time Equivalent (FTE): 98
- Education Support Officers (ESO): 54
- Full Time Equivalent (FTE): 34.8
- Aboriginal or Torres Strait Islander Staff: 0

Staff Participation in Professional Learning

The professional learning of all staff remains a strong commitment of the College. All staff at the College are required to undergo regular training in Responding to Abuse and Neglect, First Aid (BELS – Basic Emergency Life Support) and a programme of mandated training to meet the College's obligations in respect to Work Health and Safety (WHS). The WHS training focus in 2014 was on Hazard Management and Manual Handling.

The staff, including teachers and educational support officers, are continually involved in professional learning to enhance their knowledge and practice in their field or work at the College. Teaching staff have been involved in a range of professional development activities including curriculum development aligned to the Australian Curriculum from Reception to Year 10 and the SACE in the senior years. Staff have attended workshops and conferences conducted by the SACE Board, ACARA (Australian Curriculum, Assessment and Reporting Authority) and numerous professional associations on a variety of themes supporting their specific teaching responsibilities. Many staff continue to participate in study for the Graduate Certificate of Religious Education offered by Catholic Education, SA in conjunction with the University of South Australia.

### TEACHER QUALIFICATIONS IN EDUCATION IN 2014

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree</td>
<td>2</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>19</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>147</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>21</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>14</td>
</tr>
<tr>
<td>Certificate</td>
<td>14</td>
</tr>
</tbody>
</table>
Student, Staff & Parent Satisfaction

Evaluation and review are an essential component of any school’s practice. Analysis of student, parent and staff input and feedback through a range of school forums is used to critically appraise strategic goals, to contribute to setting future directions and to promote school improvement. Insights into areas for future growth relating to school culture, teaching and learning, communication, staff and student well-being, leadership structures and general school operations were sought via three on-line surveys. Being a new means of gauging parental satisfaction it is anticipated that this approach will become more popular as an avenue for providing feedback into the future.

A sample of responses from each of the three surveys conducted is given below.

### STUDENT SATISFACTION

**My teachers expect me to do my best.**

- **Strongly Agree**: 42.22%
- **Agree**: 47.14%
- **Neither Agree or Disagree**: 7.94%
- **Disagree**: 1.27%
- **Strongly Disagree**: 1.43%
I am making good progress at St Columba.

My teachers provide me with useful feedback on how I can improve my learning.
I am aware of the College's expectations of student behaviour.

- Strongly Agree: 36.78%
- Agree: 48.93%
- Neither Agree nor Disagree: 11.17%
- Disagree: 1.64%
- Strongly Disagree: 1.48%

Teachers at St Columba expect my child to do his or her best.

- Strongly Agree: 32.65%
- Agree: 53.06%
- Neither Agree nor Disagree: 10.20%
- Disagree: 2.04%
- Strongly Disagree: 2.04%
### Teachers at St Columba motivate my child to learn.

- **Strongly Agree**: 24.49%
- **Agree**: 34.69%
- **Neither Agree or Disagree**: 30.61%
- **Disagree**: 4.08%
- **Strongly Disagree**: 6.12%

### I feel welcome to contact my child's teachers about my concerns.

- **Strongly Agree**: 26.53%
- **Agree**: 44.90%
- **Neither Agree or Disagree**: 18.37%
- **Disagree**: 4.08%
- **Strongly Disagree**: 6.12%
I believe staff do their best to support the Christian ethos and Liturgical life of the College.

- **Strongly Agree**: 18.18%
- **Agree**: 65.66%
- **Neither Agree or Disagree**: 7.07%
- **Disagree**: 8.08%
- **Strongly Disagree**: 1.01%

I am confident that I can bring ideas forward within the team(s) that I work.

- **Strongly Agree**: 24.24%
- **Agree**: 50.51%
- **Neither Agree or Disagree**: 11.11%
- **Disagree**: 8.08%
- **Strongly Disagree**: 6.06%
General satisfaction within the school for each of the specified groups is summarised below:

Students – 63% with 23% not indicating satisfaction or dissatisfaction across 15 Questions.

Parents – 61% with 21% not indicating satisfaction or dissatisfaction across 16 Questions.

Staff – 65% with 16% not indicating satisfaction or dissatisfaction across 15 Questions.
School Improvement

During 2014 two initiatives were introduced to support student learning and to provide base-line data for all students from Reception to Year 9. These included PIPS (Performance Indicators in Primary Schools) and InCAS (Interactive Computerised Assessment System). Both of these computerised tools have been introduced to supplement the literacy and numeracy assessments of teachers and other standardised testing procedures including NAPLAN. The data offered by the University of Western Australia who administer these tools provides teachers with information which can be used to create learning and teaching programs which are differentiated or targeted to meet the needs of students and provide them with relevant and attainable learning opportunities.

Procedures to analyse the learning data provided by these assessment tools and to communicate outcomes to classroom teachers such that it can directly influence curriculum development and class based assessment approaches will be implemented in 2015.

During 2015 a focus on the Australian Curriculum will continue guiding curriculum development across all learning areas from Reception to Year 10. Faculty Leaders in the Middle and Senior School and Curriculum Leaders in the Primary School will lead teaching staff to develop their understanding of the Australian Curriculum and standards based assessment aligned to the syllabus for each year level. This task will have an emphasis on the documentation of learning and teaching, task design and differentiation to ensure students continue to be provided with outstanding learning and teaching opportunities.

Professional Learning in the College in 2015 will focus on the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers (APST). All teaching staff will be supported to develop individual Professional Learning Plans which are referenced to the APST and provide a basis for their own, self-identified professional learning. This will enable staff to engage in meaningful professional learning tailored to their individual needs. Common areas of interest and identified areas of required learning will be used to form College based Professional Learning Communities (PLC). These PLCs will provide an opportunity for small groups of staff to collaborate in learning of a common interest area. PLCs will be invited to share their new learnings with the wider teaching community of the College to facilitate improved practices among all teachers to universally enhance student learning and achievement.

Finance

The following breakdown of income to St Columba College is derived from the 2014 Audited Financial Report.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government Funding</td>
<td>$11,618,240</td>
</tr>
<tr>
<td>State Government Funding</td>
<td>$3,477,288</td>
</tr>
<tr>
<td>Fees, Charges &amp; Parent Contributions</td>
<td>$3,484,280</td>
</tr>
<tr>
<td>Other Private Sources</td>
<td>$732,270</td>
</tr>
</tbody>
</table>
Questions or Queries?
Should you have any questions or queries in regards to this document, please feel free to contact the College via our administration desk on 8254 0600