ST COLUMBA COLLEGE

2015 REPORT TO THE COMMUNITY
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.
Our mission is the development of each child, the whole child, not just the mind but also the child’s spiritual, social, emotional and physical development. In partnership with the family our goal is for each child to know they are loved by God, to be connected to others where diversity is recognised, to live in peace that comes from respectful relationships and for each child to experience happiness at school.

Our patron saint St Columba, an Irish priest who lived between 521-597 founded the Christian community on the Isle of Iona in Scotland. He is known for his love of God, his missionary work across Scotland and was a person of humility and deep charity. This is still relevant to us today. At St Columba we seek to nurture in our students a close relationship with God, a passion for living and service to others. I would hope our families desire an education where faith, relationships and learning are closely linked together.

2015 showcased the talents of our students through social justice activities, student leadership and outreach programs, tournament of minds, sport, music, art and drama across R-12. Our Year 12 students completed their education at St Columba with 99% of students awarded the SACE Certificate. I am delighted to report that this has resulted in our students moving into a number of pathways that include university degrees, TAFE courses, various trade apprenticeships and employment. The community should be proud of this achievement.

While I have only recently joined the College in January 2016 I take this opportunity to thank each staff member for the positive part they have played in the education of our students and for their professionalism and dedication throughout 2015. I particularly acknowledge the work of Wayne Gladigau who was Acting Principal during 2015, Kimberley Shean (Deputy Principal), John Low (Acting Head of Junior), Chris Spry (Head of Middle), Louis De Jager (Head of Senior) and Steve Brombal (Business Manager) for their leadership across the College in 2015.

We look forward to the continuing journey of St Columba College and working in partnership with our families to provide successful educational outcomes for each student.

Leanne Carr
Principal
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.

Through Mentor Class prayers, through regular Religious Education lessons, through liturgies on significant occasions, through class Eucharists conducted in both the Anglican and Catholic traditions, through drama and music and through supporting social justice causes, the Christian life of the College has been kept at the heart of all that is done in the College throughout 2016. Students have been equipped to understand the Christian way of life and to critique their own life philosophy on their school journey.

Some highlights of the year included the nomination of the Primary School Students as Anglicare Angels for 2015. This nomination was given in recognition of their hard work in social justice activities, which enabled them to make significant donations to those in need. Both Year 11 and Year 12 students enjoyed retreat experiences that encouraged them to think deeply about their own spiritual growth and needs, and to look to the future as compassionate and responsible members of their communities.

The contribution to the College by the Rev Stuart Langshaw as college Chaplain throughout 2015 has been greatly appreciated by both staff and students. His sense of humour and compassion will be greatly missed and we wish him well in his retirement.

Acknowledging the contribution of family members in the support they have given to the college and students was celebrated through a Mother’s day Liturgy, the “Bless the Blokes” breakfast, our Grandparents Day and a liturgy to give thanks for the support of our many generous volunteers.

During 2015 the staff and students participated in the following activities:

- Class and Year Level participation in Eucharistic celebrations from Year 4 to Year 12;
- Recognition of Ash Wednesday, Holy Week and Easter with an R-12 Palm Sunday liturgy and class based liturgies from R – 12;
- Year Level Retreats from Year 7 to 12;
- Liturgical celebration of St Columba Day;
- Prayer and Presentation evenings for the Primary, Middle and Senior Schools;
- Staff attendance at our Annual Staff Retreat;
- Staff attendance at Professional Learning program related to Religious Education and faith development;
- Supporting Faculty Leaders to document and integrate Christian knowledge into their area of study;
- Review of the Middle and Senior School Religious Education curriculum with a focus on learning and assessment.
RELIGIOUS AFFILIATION
2015

- ANGLICAN: 9%
- CATHOLIC: 23%
- BUDDHIST: 1%
- LUTHERAN: 2%
- MUSLIM: 2%
- ORTHODOX: 1%
- OTHER CHRISTIAN: 10%
- OTHER FAITHS: 2%
- UNITING CHURCH: 2%
- NO RELIGIOUS AFFILIATION: 48%
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 2015 August Census is given below;

<table>
<thead>
<tr>
<th>ENROLMENT DATA 2015 – AUGUST FEDERAL GOVERNMENT CENSUS DATA (R-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTION</td>
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<td></td>
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</tbody>
</table>

The tables below provide a comparison between the August census of enrolment data for 2014 and for 2015;

<table>
<thead>
<tr>
<th>2015 ENROLMENT DATA</th>
<th>2014 ENROLMENT DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (R-5)</td>
<td>Primary (R-6)</td>
</tr>
<tr>
<td>Middle/Senior (6-12)</td>
<td>Middle/Senior (7-12)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>TOTAL</td>
</tr>
<tr>
<td>531</td>
<td>682</td>
</tr>
<tr>
<td>880</td>
<td>733</td>
</tr>
<tr>
<td>1411</td>
<td>1415</td>
</tr>
</tbody>
</table>

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.
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.

<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>94</td>
<td>88.5</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>Year 1</td>
<td>94</td>
<td>92</td>
<td>91</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
<td>91</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
<td>93</td>
<td>89</td>
<td>92</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
<td>91</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
<td>90</td>
<td>88</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>95</td>
<td>92.5</td>
<td>89</td>
<td>92</td>
</tr>
<tr>
<td>Year 7</td>
<td>91</td>
<td>89</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.5</td>
<td>90</td>
<td>87.5</td>
<td>88.5</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.5</td>
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<td>88</td>
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</tr>
<tr>
<td>Year 10</td>
<td>91</td>
<td>88</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Year 11</td>
<td>91</td>
<td>87</td>
<td>86</td>
<td>88</td>
</tr>
<tr>
<td>Year 12</td>
<td>90</td>
<td>85</td>
<td>85</td>
<td>88.5</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.

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<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 – 5)</td>
<td>93.8</td>
<td>90.9</td>
<td>88.8</td>
<td>90.3</td>
<td>91</td>
</tr>
<tr>
<td>Middle School (6 – 9)</td>
<td>92</td>
<td>90.4</td>
<td>87.4</td>
<td>89.1</td>
<td>89.7</td>
</tr>
<tr>
<td>Senior School (10 – 12)</td>
<td>90.7</td>
<td>86.6</td>
<td>85.7</td>
<td>87.5</td>
<td>87.6</td>
</tr>
<tr>
<td>St Columba College (R – 12)</td>
<td>92.2</td>
<td>89.3</td>
<td>87.3</td>
<td>89</td>
<td>89.5</td>
</tr>
</tbody>
</table>
STUDENT LEARNING OUTCOMES

NAPLAN: In early May 2015, 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 2015 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>95</td>
</tr>
<tr>
<td>WRITING</td>
<td>100</td>
</tr>
<tr>
<td>SPELLING</td>
<td>97</td>
</tr>
<tr>
<td>GRAMMAR &amp; PUNCTUATION</td>
<td>94</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>96</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>Year</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
The SACE (South Australian Certificate of Education) results of our 2015 Year 12 students highlight once again that with focus, commitment and support, our students are capable of achieving outstanding results.

With 105 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;

- 99% of all Year 12 students eligible for the SACE were awarded their SACE certificate. This value is 3% above the average for all schools across the state.
- The 2015 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.
- Three students gained a total of five A+ grades in four subjects in 2015 and were thereby awarded a Subject Merit by the SACE Board. These subjects included Business & Enterprise (2 Merits), Mathematical Applications, Research Project and Society & Culture.
- 13.6% of all Subject Achievement Grades fell within the A band and 54% within the B Band.
- 96.7% of all grades were at a C level or higher, more than 6% greater than the state average.
- An ATAR of 90 or more was achieved by 9% of Year 12 students in 2015.
- 31% 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 2015, 11 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.

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

- Certificate II in Tourism
- Certificate III in Fitness
- Certificate III in Health Services Assistance
- Certificate III in Information, Digital Media and Technology
- Certificate III in Beauty Services
- Certificate II in Animal Studies
- Certificate II in Hairdressing
- Certificate II in Kitchen Operations
- Certificate II in Construction
- Certificate II in Automotive
Post School Options: Information provided to the College from SATAC (South Australian Tertiary Admissions Centre) following offers made to students to undertake University in 2016 indicates that 68 of our graduating Year 12 students gained successful entry into tertiary institutions following their achievement of the SACE in 2015.

Of these 18% of students were offered study at Adelaide University, 15% at Flinders University, 66% at one of the campuses of the University of SA and 1 student offered a course at Charles Darwin University. 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 2016 included:

- Associate Degree in Engineering
- Bachelor of Archeology
- Bachelor of Architectural Studies
- Bachelor of Arts – English & Creative Writing
- Bachelor of Arts – Performing Arts
- Bachelor of Arts / Masters of Teaching (Secondary)
- Bachelor of Aviation
- Bachelor of Business – Marketing
- Bachelor of Business – Sport & Recreational Management
- Bachelor of Business – Tourism & Event Management
- Bachelor of Commerce
- Bachelor of Design – Visual Communication
- Bachelor of Design & Technical Innovation
- Bachelor of Economics
- Bachelor of Education – Early Childhood
- Bachelor of Education – Primary
- Bachelor of Education – Primary & Middle
- Bachelor of Education – Secondary Mathematics
- Bachelor of Engineering – Electrical & Electronic
- Bachelor of Engineering – Mechanical
- Bachelor of Engineering – Mechanical & Aerospace
- Bachelor of Finance
- Bachelor of Health Sciences
- Bachelor of Human Movement
- Bachelor of Information Technology – Enterprise Business Solutions
- Bachelor of Interior Architecture
- Bachelor of Justice & Society – Criminology
- Bachelor of Marketing & Communication
- Bachelor of Media
- Bachelor of Media Arts
- Bachelor of Medical Radiation Science – Medical Imagery
- Bachelor of Medical Radiation Science – Nuclear Medicine
- Bachelor of Nursing
- Bachelor of Psychological Science
- Bachelor of Science
- Bachelor of Science – Forensic & Analytical Science
- Bachelor of Visual Arts
- Diploma of Business
- Foundation Studies
EDUCATIONAL PROGRAM

During 2015 a focus on the Australian Curriculum and use of data to further enhance learning and teaching across the College was maintained and further developed. There was a particular focus on standards-based assessment and rubrics aligned to the Australian Curriculum Achievement Standards were developed across the College from R-10. Consultation with staff also involved consideration of our Senior subject offerings, primarily in the Research Project, VET and Religious Education.

A decision to move the Research Project back to Year 12 was taken and agreement that Research Practices be introduced as a preparatory subject in Year 11 was reached. This also enabled the College to reintroduce Religious Education to the Year 12 curriculum. During 2015 we also moved to an online Subject Selection Process from Years 8-11 which coincided with the introduction of the “College Services” section on the College website.

This section is aimed at improving communication with families. Further development will occur during 2016 with a commitment to focus on the last phase of implementation of our online learning platform, "SEQTA" with the release of 'Learn and Engage' which will improve student learning through ‘anytime, anywhere access’ to the learning environment.

SEQTA - ONLINE TEACHING & LEARNING PLATFORM

Throughout 2015, the College continued to focus on the development of staff in using SEQTA to support the learning and teaching program. The focus for staff development included:

- Curriculum Development and Programming
- Collection and analysis of student achievement data
- Assessment

A whole school approach to ensuring the quality and documentation of the learning and teaching programs contained in SEQTA continued to be a focus.

During 2016 a series of optional workshops will be facilitated for staff to improve their understanding and use of SEQTA. At the beginning of Semester 2, 2016 the College aims to engage parents and students in the Middle and Senior Schools with the ‘Learn and Engage’ functions of SEQTA.

REPORTS

During 2015, all students from Reception to Year 10 received two reports – one at the end of each Semester. The College revised information provided to parents in order to ensure reports are more closely aligned with the Australian Curriculum and the SACE. During 2016, reports will again be reviewed and further consultation will take place in order to redesign reports more extensively in order to ensure the College increases the authenticity of reports and ensure students are provided with more timely, effective feedback to move learning forward. The College will also explore the functions of SEQTA in providing immediate feedback.

PROFESSIONAL LEARNING

Professional Learning at St Columba during 2015 focussed on the Australian Curriculum. Faculty Leaders engaged in Professional Learning with the Acting Deputy Principal (current Director of Learning and Teaching) to develop their capacity to lead their staff in developing curriculum aligned to the Australian Curriculum. Faculty Leaders then supported teaching staff to develop their understanding of the Australian Curriculum and standards-based assessment. This work had a particular focus on the documentation of learning and teaching against the curriculum, task design and differentiation.

Teaching staff were provided with certificates of professional learning aligned to the AITSL Australian Professional Standards for Teachers (APST) for all on-site professional learning.

During 2016 all teaching staff will develop individual Professional Learning Plans which are referenced to the AITSL APST and provide a basis for developing staff against the standards they have identified. This will enable staff to engage in meaningful professional learning that is tailored to their individual needs. Common areas of interest and identified areas of required professional learning will be used to form Professional Learning Communities (PLC). These PLC’s will provide an opportunity for small groups of staff to engage in professional learning in a relevant interest area and share their learning with the wider staff community at the end of the year to enable improved approaches which will enhance student learning.
The 2015 year began with John Low joining the St Columba community as Acting Head of Primary. Our Primary year can be summarised into many exciting and developing components.

CURRICULUM

Our curriculum focus this year has been on further developing our units of work, aligned with the Australian Curriculum. In 2015, we saw a national review of this curriculum, and our teachers have kept abreast of changes and alterations throughout the year. Ensuring that we are able to provide a stimulating and engaging curriculum that is well documented against the Australian Curriculum and that meets the needs of all our students has been a high priority.

Incorporated with this work has been significant development of assessment practices that enable teachers to accurately identify where each child is across their learning, which then informs the consequent learning goals for each child. Our teachers participated in a range of Professional Development opportunities with focus on Jolly Phonics, Reading, Dyslexia, Child Abuse and Neglect training and First Aid.

The Year 5 students and teachers once again participated in the Educational Tour to Sovereign Hill, Ballarat. This year for the first time the 75 students and 8 teachers were involved in the costume school which gave them a perspective on education in the ‘Gold Rush’ era.

Our Year 2 and Year 4 students were involved in several sessions on First Aid. These sessions provided students skills and understanding to be able to use basic first aid principles for themselves and others.

The Year 1 students had the opportunity to visit important landmarks as part of their studies and took in the surroundings of the Adelaide Oval finishing the day with a cruise on ‘Popeye’.

Our Year 3s attended an interactive workshop run by SciWorld to learn about sound, wind and changing elements. Part of our ICT development in the Primary School has seen the desktop computers removed from all the Reception to Year 2 classes. These classes all now use of Microsoft Surface 3s. These devices provide greater flexibility for learners as they can be used as mini laptops or as tablets and incorporate both keyboard and touch screen functionality. The portability of these devices also means students can take the device to any learning space.

Primary Science Day was held in Term 4 and it was an opportunity for all the students to be engaged in learning about various aspects of ‘light’. A huge thank you to our Primary Science teachers, Katie Polisena and Clara Booth, for coordinating this day and to our Year 5 Leaders who had responsibility for manning an activity station throughout the day.

Term 4 also saw transition visits for our 2016 Reception students. These visits allowed our Reception teachers to co-ordinate early assessment of the students coming to our school. These assessments assisted the teachers in forming class lists and having a better understanding of catering for the diverse needs of students under their care.

WELLBEING

As a College, we have started to explore ways in which the wellbeing of our community - students, staff and parents, can be supported in positive and productive ways that lead to improved outcomes for all students. John Low and Matt McGinty have engaged in learning about the principles of Positive Education and how this can impact the wellbeing and success of students. Parent information workshops were facilitated through Ms Cathy Crotti and the feedback received from attending parents was extremely positive. The Year 5 team developed a day at the beginning of the year that aimed to develop relationship building skills amongst students. In Term 4, students and staff at the Primary School spent time learning about the virtue of kindness through the celebration of World Kindness Day. The day began with a liturgy that helped us reflect on what it means to be kind to ourselves and to others and what that reveals about God. Students then participated in a variety of fun activities throughout the day, including some sponsored events, where students raised money to donate to Anglicare.

EXTRA-CURRICULA ACTIVITIES

In 2015, we saw a variety of extra-curricula activities offered to students at the Primary School. These activities have provided a variety of opportunities for students to pursue further learning in an area of interest to them. A lunch time Indonesian Club operated throughout the year, led by our Indonesian teacher, Miss Stacey Symons. Miss Liz Williams co-ordinated a talented bunch of musicians in a Primary School Percussion Ensemble fondly known as ‘Columba Rumba’ and ‘The Dynamics’, our Primary School Choir. Mrs Filomena Georgiou guided the Science-focused gifted and talented program, CREST, and the Chess club.
SOCIAL JUSTICE

This year, the Primary School were nominated as Anglicare ‘Angels’ in recognition of their outstanding charitable contributions. Throughout the year our Student Leaders coordinated a variety of activities aimed to support Anglicare and the work they do to support those in need. In term 2 we had our annual can drive, with a competition between classes who could raise the most weight in non-perishable goods. This food drive raised over 620kg of food to donate to Anglicare. In Term 3 a second hand book sale raised approximately $900. We thank the families of our school who generously donated books no longer needed at home. Our Primary school finished the year with a disco raising a further $700 towards our Anglicare charity.

COMMUNITY

We believe that outstanding learning outcomes come from positive and effective partnerships with parents and this year we have held several informal ‘Cuppa’ mornings providing an opportunity for parents to gather and talk with one another and College staff. There have also been several ‘more formal’ gatherings including Grandparents Liturgy and classroom visits followed by Morning Tea, Bless the Blokes Liturgy and Breakfast, Remembrance Day, along with all the other events such as assemblies and lunchtime music performances that enable us to gather and celebrate learning as a community.

St Columba Day involved a whole school picnic lunch on the lawns in front of our P.A.C. The lunch was wonderfully interrupted by a ‘flash mob’ dance choreographed by Miss Liz Williams using the talents of Year 2 and Year 5 students.

Our P&F generously donated to Primary campus a set of five new table and benches outside the Reception and Year One classrooms.

The annual Woolworths Earn and Learn campaign was implemented again within our school. Having reached approximately 13000 stickers in 2014 we set ourselves a target of 20000 stickers this year. Our community raised over 22,000 stickers which has enabled us to purchase several technology kits to support the learning that takes place as a part of the Digital Technologies curriculum.

INTERNATIONAL CO-OPERATION

A group of school leaders from a variety of schools in Indonesia visited the Primary School at the beginning of Term 2 to observe teaching and learning in an Australian school context. They were very appreciative of the opportunity to engage with teachers and students. We also had three enthusiastic student teachers from Laos, who are studying in Adelaide, visit and observe the work of our Literacy Support and Rocketeers program. It is a great accolade to the high quality of teaching and learning that attracts international interest and a reminder to all of the positive learning environment that we each contribute to at the College.
2015 was a year of new beginnings for many, with the Middle School welcoming the returning Year Six cohort, after having been on the Primary campus for many years. We welcomed too our three new classes of Year Eight students from our surrounding Primary Schools, as well as several new teaching staff to St Columba College, as well as some transferring from our Primary and Senior School.

Families were invited into the College early in the year to our Meet the Teacher Evening which provided an excellent opportunity for students, their families and teachers to introduce themselves and discuss the learning program, support and expectations for the year. Importantly, families were informed about the relevance of the Mentor Program, and its themes of Spirituality, Effective Learning, Global Community, Personal Development and Futures that would be explored throughout the year.

Our Year level Co-Ordinators, who played a huge role in supporting Mentor Teachers, students and their families throughout 2015 were:

- Year 6: James Walters
- Year 7: Adele Karandrikas
- Year 8: Sarah Morris
- Year 9: Sonya Chapman

Each year we celebrate and formally recognise students each semester for their consistently high results and/or application to their studies at our Academic Assemblies. Held early in Term One and Three, this is always a great opportunity to celebrate their success by presenting awards for Academic Excellence or Academic Endeavour.

Held in Term One, our Middle School students participated in an enthusiastic and positive spirit on Sports Day in either Athletics or Novelty events, culminating in an R-12 House event. Events such as these are always supported by our Parents and Friends Association, supplying sausages and refreshments on the day. Their support and commitment to such events is always greatly appreciated.

Parent Teacher interviews, offered twice each year in Term One and Three, provide families and teachers opportunities to openly discuss students’ progress and establish learning goals for the remainder of the year.

Each year our Year 7 & 9 students participate in NAPLAN covering the four domains of Reading, Writing, Language Conventions and Numeracy. Results of tests provide point in time information for students, parents/caregivers, teachers and the College regarding student progress in literacy and numeracy. A number of our Year Nine students were also involved in the Programme for International Assessment (PISA) that provides data from standardised tests that enables Australia to compare its performance with that of other countries.

Throughout the year many of our Middle School students represented St Columba College at extra and co-curricular events as such the Anglican Schools Worship at St Peter’s Cathedral, Interschool Sporting Carnivals and Knockout Carnivals, Catholic Schools Athletics Carnival, Interschool Chess, Tournament of the Minds, Remembrance Day service at West Terrace Cemetery, hosting Japanese exchange students from Fuji Girls High School, Celebration of Music Concert and the Catholic Schools Music Festival.
The inaugural Year Nine Educational Tour to Canberra and Sydney was a fitting finale for the Year Nine's in the Middle School as 121 Year Nine students, along with nine staff travelled to Sydney, then Canberra for a week of sights and adventure, visiting such places as the National War Memorial, Parliament House, the High Court, National Gallery, AIS and Questacon to name but a few. Students conducted themselves and the College proudly and thoroughly enjoyed all that the week had to offer.

Middle School students again played a pivotal role throughout the year contributing to many fundraising and charitable events such as donating non-perishable food items and money to Anglicare and Caritas, but it was perhaps our involvement in a new and local initiative known as 'Barefoot to boots' that struck a chord with students and staff. Asking for donations of used football boots and clothing, to be in turn delivered to refugee camps in the Kakuma Refugee camp in Kenya, saw a huge response from our community with well over 100 pairs being delivered early in 2016.

For the first time students in Year Eight were invited to nominate for leadership positions as Middle School House Captains for 2016, further complementing our Primary and Senior Leadership roles. Students in Year Eight also assisted with our transition days for our new Year Six and Eight students, conducting tours of the College and offering insights for our new cohort of students for 2016.
In educating St Columba Senior School students, we seek to develop their character and confidence and teach them to value commitment; actively recognise and reward those endeavours which lead to success; encourage innovation; and foster valued College traditions. Our secure College environment and strong framework of Christian values help our students to become responsible members of the wider community.

TEACHING AND LEARNING/EDUCATIONAL PROGRAM

Teachers provided an excellent academic program throughout the year with a focus on rigour, creativity, high-order thinking and high expectations, which produced another year of pleasing outcomes. While teachers readily identified evidence of endeavour in and out of the classroom, the results of student achievement varied widely, with success presenting itself in many forms. One of the truly great things about our Senior School is that success from endeavour does not look the same for every student, but when best effort has been employed, the results are praised and admired.

With a focus on teaching students to appreciate that academic endeavour is the mainstay of their education and a passport to their future, our teachers continued to support the students in their decisions about their learning and challenged them to pursue their best. One of the key characteristics of our Senior School learning environment, and one of which we are immensely proud, is that there is much evidence that our students genuinely love to learn, and that they continue to develop their desire for lifelong learning.

There are many challenges in the Senior School; one such challenge is to achieve 100% SACE completion for all Year 12 students. In 2015 the Senior School accomplished 99% SACE completion.

Much was achieved in the student welfare and academic domain during the course of 2015. The focus was in providing the Senior School students with the opportunities for individual mentoring and coaching of students as to their engagement with their studies. This program saw students meeting with their Mentor Teacher on a weekly basis to review their academic progress and level of engagement in lessons. The welfare of the students was well-supervised and in this I would like to thank the Year Level Coordinators – Thomas Blake, Emma Baldock, Deirdre Walters and Eloise Sheridan – for the work they undertook in relation to the implementation of these programs, and their ongoing work in supporting staff to develop this program with students.

In the Senior School we ensure that all students have the best of opportunities, not only to engage in the subjects that will take them on to post-school options, but to ensure students have the freedom to achieve to their highest potential. Ensuring that students understand that they have significant support structures to enable them to address any concerns is vital.

NEW INITIATIVES

At the beginning of the year an event, Meet the Teacher Evening, was held at the Senior School. This was provided not only as support for students and parents of the Senior School, but to focus on student learning at the senior level and give parents and students the opportunity to gain information on their chosen subjects as well as to be introduced to their facilitators of learning. Subject teachers discussed the overview and expectations of their area for the year, as well as assessment overviews and due dates. SACE and SATAC information was also available.
MAJOR EVENTS AND ACHIEVEMENTS

The following events took place during the year for the Senior School:

• Senior School Assemblies – recognising achievements of Academic Excellence and Endeavour for Semester Two/2014 and Semester One/2015
• Senior School Parent-Teacher Interviews
• Senior School Sports Carnival
• SANTOS Inter-school Athletics Carnival
• St Columba Day Liturgy and Year Level Activities
• Prefect Leadership Conference
• Year 12 Retreat
• Year 10, 11 & 12 participation in Ash Wednesday Services at our local Anglican and Catholic Parishes
• Year 12 Leavers’ Mass
• Year 12 Graduation Dinner
• Senior School Prayer & Presentation Night
• Driver Safety Education for Year 11
• SAPOL: Year 11 Road Safety Seminar
• Year 11 Retreat
• Year 10 Places of Worship Excursion
• Various subject excursions to enrich the subject content for students
• Drama/Music: Year 10 & 11 drama production, ‘The Wizard of Oz’
• Year 12 drama production, ‘Noises Off’
• Physical Education: Year 11 Vertical Reality Climbing
• Year 12 Kayaking

CO-CURRICULAR

• Music: Senior School Band, Senior School Choir
• Religious Education: Year 12 Retreat, Year 12 Mass, Year 11 Retreat, Year 12 Retreat

This year the Senior School Retreat Program provided an opportunity for students to bond as a community and explore their spirituality. The Year 12 Retreat is described by students as a highlight of their year. This year the Retreat was held at Nunyara Conference Centre, at Belair. The Year 11 Retreat, “R U Ready?” focused on respect for others and creation. The Year 10 Retreat focused on three Places of Worship, where students explored a variety of faiths, core beliefs, key worship practices and spiritual leaders.

All students in the Senior School are encouraged to consider themselves leaders and staff are always proud of the way in which students conduct themselves, both on the College sites, as well as in public and on excursions. Formal leadership opportunities in 2015 occurred at a variety of levels. House Captains and Vice-Captains played a vital role in the House System at the College throughout the year. Alec McClymont and Rose Kerry, Head Prefects of 2015, provided excellent leadership. They displayed positive examples of what it means to be a leader at St Columba College as undertook a wide range of duties.

The Prefects were prominently involved in the Peer Support Program in the Primary and Middle Schools; instrumental in the Recycling Program; and actively participated in the planning and execution of the Year 12 Graduation Dinner, which, in 2015, was held at the Adelaide Entertainment Centre.

STUDENT WELFARE PROGRAMS

Year 10, 11 & 12 students:
• Mental Health
• Bullying & Harassment, Online Safety
• Careers
• Social Wellbeing

COMMUNITY PROGRAMS

• Caritas Australia; Anglican Board of Missions
• St Vincent de Paul: Cans and Money for Lent
• Christmas Appeal

In 2015 the St Columba Medals for the Senior School were awarded to Wendy Phan and Lee Rollins, a fitting recognition for their outstanding contribution to the College. The Philip Wilson Arch Bishop Awards for 2015 were awarded to Gennaro Barbaro and Rose Kerry. The Dux for 2015 was awarded to Jonathan Stokes. The recipient of the Barbara Brown Scholarship was Vanessa Leatch, and the Hickinbotham Scholarship winner was Sonya Haydari.

CONCLUSION

The journey of every student in the Senior School is unique and success will only come from dedication and a balanced approach to study and life out of school. In achieving this balance students are supported by their families, their peers and a dedicated staff who commit themselves to the success of the students in the Senior School. I thank the Faculty Leaders who are dedicated and focused on supporting students on their desired pathways and to achieve the results they require. Lastly, I would like to thank my colleagues and the Executive for their ongoing support.
The Inclusive Education Team recognises the strengths, opportunities and challenges that are faced by students across the College and actively advocate for them in our roles as Special Education Teachers, Coordinators and Educational Support Officers. We pride ourselves in offering a differentiated curriculum that meets the diverse needs of the students, both academically and socially. Throughout 2015 members of the Team supported teachers in scaffolding and adjusting tasks while ensuring students still met the performance criteria of their subjects.

Our support for students is fuelled by collaboration with other professionals. In 2015 Autism SA supported our Reception Students transition to school and intermittently shaped social and emotional goals to address the strengths and needs of the students. Cora Barclay, the centre for hearing impairment, worked with students with profound hearing. In addition, Novita provided services from psychologists, occupational therapists and speech pathologists.

Further to this, Speech and Language Screenings, administered by a speech pathologist were offered for students who were exhibiting concerns with receptive language, expressive language and phonological awareness. Recommendations from these were used to drive intervention strategies.
ENRICHMENT & INCLUSIVE LEARNING PROGRAM

PROFESSIONAL DEVELOPMENT

Inclusive Education has a long standing tradition of supporting staff in practical ways and facilitating their continuing development. As such, the provision of high quality Professional Learning continues to be an important priority. In 2015 staff undertook the Disability Standards for Education E-Learning course; the Dyslexia on-line learning; What's the Buzz social skills program and professional learning on The Way to A behaviour strategy (just to name a few). The Inclusive Education Team also continued to update their tertiary certificates to ensure practices were aligned with evidence based research.

EXPANDING OUR ADVANCED LEARNING PRESENCE

As advocates for our advanced learners, the Inclusive Education Team is passionate about providing an engaging, stimulating education for these students. I am proud of what our Team achieved in 2015 with regards to enrichment programs. At the Primary and Middle School sites we instigated several enrichment programs:

TOURNAMENT OF THE MINDS

Tournament of Minds (TOM) was an opportunity for students, with a passion for learning and problem solving, to demonstrate their skills and talents in an exciting, vibrant, and public way. This year St Columba College entered both a Primary and Secondary Team and on Sunday 13th of September, after six weeks of intense preparation, they competed against other South Australia schools. It required the students to engage in a rapid interchange of ideas, develop their ability to think critically and creatively, and demonstrate well developed group cooperation skills. Both Teams delivered excellent presentations on TOM day.

CHESS CLUB – A GYMNASIUM FOR THE MIND

The St Columba Chess Club has a strong identity within the College. Each Tuesday lunch a large group of committed players, gather together to exercise their minds as they analyse, think abstractly and juggle multiple considerations on the board. In 2015 we entered Teams in the Interschool Tournaments and all did well.

CREST – SCIENTISTS OF TOMORROW

CREST provides real-life open-ended investigations in science and technology and was offered again to the students in the Primary years. It is a program that encourages students to be creative, apply knowledge and skills, and persevere with an individual project.

LITERACY FOR LIFE

As a College the Inclusive Education Team work tirelessly to support students who are struggling with reading. The use of the right intervention at the right time is critical. To address this, in 2015 we delivered a reading program to a group of Middle School students who made a daily 8:15am commitment.

Being able to respond to student strengths and needs provides real value to a student's education. I have every confidence in the drive and talent of the Inclusive Education Team and take this opportunity to thank them for their commitment.
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.

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### TEACHER QUALIFICATIONS IN EDUCATION IN 2015

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

At the beginning of 2015 the College Staff consisted of 164 people, composed of:

- Teaching Staff: 108  
  Full Time Equivalent (FTE): 97
- Education Support Officers (ESO): 56  
  Full Time Equivalent (FTE): 38.5
- Aboriginal or Torres Strait Islander Staff: 0
The Schools Assistance Act (2008) mandates that all schools across the nation seek and report on annual feedback from key contributors within their community. Irrespective of this obligation analysis of parent/caregiver, staff and student perceptions of the College through a range of different forums is essential to critically appraise strategic goals, to contribute to setting future directions and to achieve school improvement, particularly in respect to student learning outcomes.

Early in Term 2 last year parents and caregivers from R – 12, all staff and students in all three schools of the College were offered the opportunity to present feedback to the Executive via an anonymous, on-line survey. Composed of a number of multiple-choice questions and opportunity for open comment, each survey sampled opinion on a number of key elements of College culture, learning and teaching, communication, staff and student well-being, leadership structures and general school operations.

Analysis of the data collected continues to provide valuable insights into areas for future growth. Inviting all members of our community to participate in regular and ongoing feedback into all aspects of our partnership with them is a key focus of the Executive’s current planning. Academic success and the highest standards of emotional, spiritual and physical wellbeing for all students together with excellence in staff and parent/caregiver satisfaction are at the forefront of the College’s Vision. Feedback and reflection are essential aspects to achieving continual improvement in these elements of the College’s culture and values.
OVERALL FINANCIAL POSITION

The college net result for 2015 was an operating surplus of $386.7k. Its net assets increased to 18.4 million and it had a cash reserve of 1.6 million as at the end of December 2015. The college reduced its borrowing from 5.2 million in 2014 to 4.3 million as at the end of December 2015.

### 2015 NET RECURRENT INCOME

- Other private Income: 2%
- Fees, charges & Parent Contributions: 19%
- State Government Recurrent Funding: 18%
- Australian Government Recurrent Funding: 61%

### 2015 NET RECURRENT EXPENDITURE

- Other Expenses: 17%
- Finance Costs: 1%
- Depreciation Expenses: 6%
- Employee Expenses: 75%
St Columba College
A joint Anglican and Catholic College