

ANNUAL REPORT 2019

TO THE SCHOOL
COMMUNITY



St Columba's
College

ST COLUMBA'S COLLEGE, ESSENDON



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Minimum Standards Attestation

I, Rita Grima, attest that St Columba's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 June 2020

Our College Vision

Vision Statement

At St Columba's College we seek to guide faith-filled discernment,
and empower learners who are compelled to action,
in our hope for a just world.

Mission Statement

We are an inclusive Catholic school for young women, guided by the educational mission of Mary Aikenhead Ministries. Our evolving story is bound by the ties of the enduring tradition of the past, the rich work of the present and our hope for the future. With God at the centre in our call to love one another, we are committed to developing:

Faith, Justice and Compassion;
Curiosity and educational endeavour;
The dignity of the human person;
Stewardship of creation.

Introduction

Dialogue and discernment across the community during 2018 resulted in renewal of our Vision, recommitment to our Mission and determination to live our values in service of each other. Just as Isaiah challenged his people, we too are challenged in our relationship with God and our responsibility to and for one another:

Enlarge the site of your tent, and let the curtains of your habitations be stretched out;
do not hold back; lengthen your cords and strengthen your stakes. Isaiah 53:2

Crafted from reflection on our experience and aspirations, these five pillars form the foundation for our future.

1. Authentic Mission, Education in Faith and Catholic Identity

Embracing a plurality of world views, we are a faith-filled community impelled by the Gospel of Jesus Christ to be co-builders with God and with each other as we serve our world, especially the poor and vulnerable.

We will:

- Invite every member of the community to explore a relationship with God through scripture, tradition, liturgy and life.

- Uphold our commitment to Mary Aikenhead Ministries, the deep story of the Sisters of Charity and the inspiration of Venerable Mary Aikenhead.
- Encourage one another to seek God in all things and all people and to recognise where God is at work in the world.
- Own that justice requires a radical discomfort about the suffering of others and work to be agents for change.

2. Learning, Teaching and Wellbeing

We are all learners. Wellbeing positions us for learning and optimises our opportunities for success. Learning is transformational, encouraging each individual to be fearless and courageous, drawing on provocations to seek ways to contribute to a hope-filled world. We are excited about creating new ways of seeing, being and doing. Passionate teachers and engaged students actively collaborate in the learning environment.

We will:

- Nurture authentic and respectful relationships.
- Establish an inclusive learning culture.
- Set high expectations for all learning.
- Promote ownership of learning through goal setting and reflective practice.
- Teach resilience, critical thinking and self-determination.
- Encourage creativity and independence in all learners.
- Foster collaboration in all aspects of teaching and learning.

3. Mission-minded Leadership

We are visionary, compassionate and creative leaders who work with others to achieve our Vision and Mission, stewarding an environment that allows each person to flourish.

We will:

- Develop and affirm leaders who are restless to make a difference in our community and in the lives of others.
- Provide a safe environment that embraces diversity, practises inclusion and which ignites exploration and innovation.
- Endorse a positive school culture through leadership that nurtures, sustains and challenges.
- Inspire all stakeholders in our community to strive for their best within and beyond our environment.

4. Environment and Resources

As stewards of God's creation we are charged with the responsibility and care for our earth. We are the curators and custodians of facilities and resources that enable us to pursue our Vision and Mission within our community and through our outreach.

We will:

- Utilise our resources creatively to engender an inherent love of learning.
- Create dynamic learning environments that foster the passionate engagement of all staff and students.
- Connect learning environments to our heritage while pursuing the current aspirations of our learning community, being mindful of protecting the dignity and integrity of our environment.

5. In Community

Each one of us, made in the image and likeness of God, is called to co-creation of an inclusive faith culture, modelling what it means to be church. We are called to build connections beyond ourselves and seek life-giving relationships with families and communities as we contribute to the building of God's kingdom.

We will:

- Be active participants as people of God in dialogue with our community to realise the dignity and gifts of each human person.
- Be other-centred, seeking to live the Gospel and serve those in need.
- Foster relationships with families that support the holistic development of all students.
- Create partnerships with others that augment the programs within the College.



College Overview

- St Columba's College Ltd is a Years 7-12 Catholic Girls' Secondary College, under the Stewardship of Mary Aikenhead Ministries, in the tradition of the Sisters of Charity. The College is located in the Federal Electorate of Maribyrnong and sits within the Catholic Archdiocese of Melbourne. The College has been providing exemplary education to the young women living in the parishes within the Essendon area since 1897.
- St Columba's continues to play a significant role in the education of young women. We aim to provide opportunities for each young woman to explore, challenge and develop her potential in an environment where the individual is respected, and where she places God at the centre of her life. We seek to be a strong, values based learning community in which all members participate. We encourage a curiosity and interest in learning as an individual and significant lifelong endeavour.
- At St Columba's, we live by the motto 'Fidelis et Fortis' (Faithful and Strong). Our young women are given a strong foundation for life – a foundation of faith, learning and love – which allows them to confidently take their place among others: faithful and strong witnesses to the message of Jesus, and capable of influencing change in our world and within the Church.
- Drawing strength from its long history, inspiration from the story of the Sisters of Charity, and guidance through its Vision, Mission and Values, the College is ever looking forward and evolving in its approaches to prepare our students for citizenship in a contemporary world. A view which is global, future-focussed and relevant. These drivers both inform and underpin the Strategic Directions and serve as a point of reference for evaluation and decisions concerning delivery and improvement for performance in all aspects of College life.
- The College maintains a strong commitment to the Mary Aikenhead Ministries core values of Love, Justice, Compassion and Hope.
- The values are lived through the Dimensions explicated in the Mary Aikenhead Education Australia (MAEA) publication, *By this Everyone Will Know*:
 - The love of Christ Impels us
 - Preferential option for the poor
 - Going to the margins
 - Trust in divine providence
 - Called to be extensively useful
 - Contemplatives in action

- The faith development framework created and implemented by the Principal, Head of Faith and Mission, Domain Leader Religious Education and Justice Leader, provides each student with numerous opportunities to enrich and enhance their relationship with God, to explore their own personal spirituality and to participate in social justice activities.
- The academic program is supported by an extensive leadership framework consisting of the Head of Learning and Teaching, Performance and Development Leader, STEM Curriculum Leader, Head of eLearning & Technology, Domain Leaders and Learning Diversity Leader. It provides a structure in which a strong and varied contemporary learning program is coupled with a variety of pathways for students. In Years 11 and 12, the College offers two distinct pathways – the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) courses are available and can be used to satisfy the requirements of the VCE and VCAL.
- The Performing Arts feature prominently in these offerings, and are highly regarded and valued by the College community.
- New programs introduced a few years ago have been consolidated and expanded to address the interpersonal and interdisciplinary strands of the Victorian Curriculum. Structured within an Inquiry Model of Learning, Rich Task at Year 7, Fiontar at Year 8 and Pathways at Years 9 and 10 are programs that tap into students' expressed interests, their need for social connectedness and communicating using new digital tools.
- The academic program is underpinned by an extensive network of pastoral support that includes the Head of Students, House Leaders, House Teachers and Student Counsellors.
- Believing every young woman is important, the College endeavours to offer programs that are contemporary, holistic and empowering, designed to meet a diversity of learning and developmental needs. To this end, the thinking curriculum, digital tools and the rich tasks associated with the Victorian Curriculum are integral to the classroom experience. The co-curricular program is formal as well as informal and is extensive. It enables students to further develop, challenge and stretch their gifts, talents and interests.



Principal's Report

It is always enlightening to look back on a year; to reflect on the triumphs and achievements, the challenges and, yes, even the disappointments. Each year our hope is that we have ignited curiosity within each of our students, that spark to embrace their learning so that they can come into the fullness of their own lives, as God wants for all of us.

We hope that in 2019 we also kindled the flame to tackle injustice and oppression, wherever they were witnessed, and the courage to advocate for all of those who are unable to advocate for themselves.

The red thread that encircles our buildings is symbolic of the unbroken chain of women from Mary, mother of Jesus; to Mary Aikenhead; to the five Sisters of Charity who came to Australia in 1838; to the hundreds of Sisters who have worked in education, health, aged and community care, since 1838; to all their co-workers; and to all the students who have been educated here over the past 123 years.

The red thread encapsulates Mary Aikenhead's passion for the suffering poor; the spirit of courage and endeavour of the first Sisters who arrived here in Australia; the tireless and inclusive love that the Sisters showed in working with the marginalised and oppressed; the tenacity and resolve to overcome adversity and blockers; and the hope that the Sisters have in education and how it can change the world.

This year the College implemented several new processes to support student outcomes in the areas of learning and wellbeing. These processes were implemented as a result of the recommendations that arose from the comprehensive reviews undertaken across several areas in 2018. They are also underpinned by our Learning, Teaching and Wellbeing Framework, which, arising from our Strategic Directions Statement, informs the development, implementation and review of all programs related to learning, teaching and wellbeing.

The resolute effort of the teaching staff at the College was evident as they worked collaboratively to implement renewed curriculum planning processes, committed to innovation, best practice and inclusive education. Working with the Victorian Curriculum, each learning area across the College was mapped and documented to ensure that the needs of all learners were met. This process was supported by a focus on collaborative teaching teams, with each team meeting regularly, at least once every three weeks, to plan curriculum and pedagogy to support student learning.

Renewed Assessment and Reporting procedures were also implemented, ensuring that College policy and process enable feedback to students about both achievement and progress, including a focus on formative assessment.

The operation and organisation of the Year 10 Program was also reviewed in 2018, and two key changes implemented for 2019 were the broadened options for acceleration for high achieving Year 10 students, and a Pre-CAL program available to students who are considering a VCAL

Pathway in Years 11 and 12. This is a sign of our commitment to ensure that, as far as possible, our students are able to pursue personalised programs of studies in their senior years.

As a result of the Individual Needs Review at the end of 2018, renewed approaches for the development of Personalised Learning Plans (PLPs), Program Support Group Meetings (PSGs) and in-class support for students requiring additional support were also implemented. This has also included the development of PLPs for students who are requiring extension in particular studies in Year 7 and Year 8.

We continue to ensure that our technology provision supports learning, and student and family connection to the College. The first year of our new laptop program has been an enormous success, ensuring that each student in Year 7 has access to the technology to support access and engagement. Our teachers are able to plan for authentically integrated technology use within the learning program, secure in the knowledge that students have the technology to engage in the learning.

The first year of our mobile phone policy has also been a tremendous success - both teachers and students reporting how liberating it has been to remove access to phones across the course of the school day. We could not have made this shift without the wonderful cooperation of our students and their families.

In the area of Wellbeing, a number of processes were reviewed to ensure that we were supporting our students to build resilience and strong and supportive relationships at the College.

The College has also systematised the collection and use of data to ensure that we have access to information to support evidence-based decision-making. In 2019, the community was able to provide input through the following means:

- Year 7 Students participated in a Year 7 Transition Survey in March/April.
- Year 12 Students participated in an Exit Survey as they were coming to the end of their time at St Columba's College.
- Engagement with the Catholic Education Melbourne School Improvement Surveys (CEMSIS) was high with 122 families, 892 students and 107 staff taking the opportunity to provide feedback through the surveys.
- Student safety surveys (related to monitoring bullying) were completed by Year 8 and Year 10 Students.
- Senior students were invited to participate in the 2019 Mission Youth Surveys.

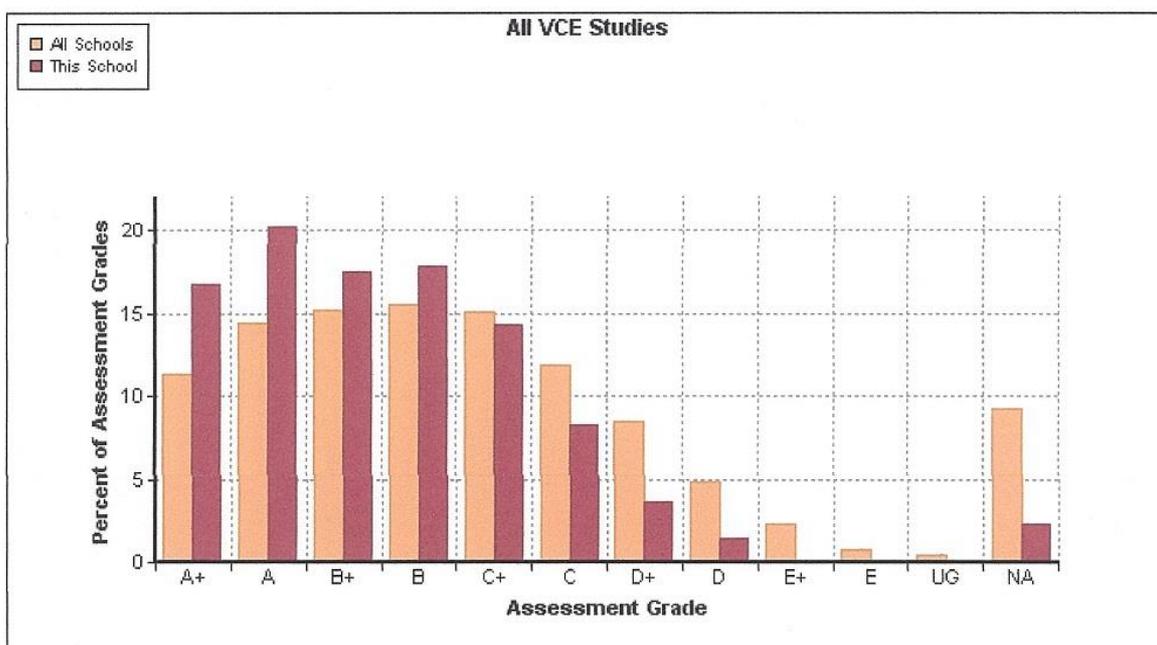
The data collected is used intentionally by various teams to plan, monitor and review the programs on offer at St Columba's College.

Educational Endeavour

Over time, this College has lived its commitment to ensuring that each girl strives to achieve her best in all areas of school life. This was particularly evidenced by our Year 12 results in 2019.

In relation to our 2019 VCE results:

- Median study score of 32
- 10.5% of Study Scores over 40
- College Dux – ATAR 98.1
- 17.86% of students with ATAR over 90
- 38.57% of students with ATAR over 80
- 94.29% of students with ATAR over 50
- Two students achieved a perfect study score of 50, one in Business Management and the other in Texts and Traditions.



In relation to our 2019 VCAL results:

- 98% satisfactory completion rates.
- All students have continued into the Traineeship or Apprenticeship that was part of their studies in Year 12, or onto a pathway of their choice. Eight of the VCAL cohort received an offer for a course of study through VTAC, two students received offers directly from the course providers.

We are proud of the achievements of all our students.

St Columba's College has been providing Catholic education to young women in the Essendon area since 1897. The College enjoys a proud reputation within the local community, with recognition of our commitment to the provision of an exemplary educational experience for young women in the Catholic tradition. The Mission of Mary Aikenhead Ministries, in the spirit and story of the Sisters of Charity, and the aspirations inherent in the College Vision and Mission Statements, together with the College Strategic Directions Statement, guide all aspects of our work and provide a framework for future directions.

Rita Grima, Principal



College Board Report

- The St Columba's College Board of Directors is an incorporated entity. As such, within the context of the Mission of the College, the Board has the responsibility for strategic directions, including sound financial stewardship, appropriate facilities development and the continuation and development of Mission. The Board of Directors report annually to the ACNC and the Trustees of Mary Aikenhead Ministries.
- As part of the ongoing formation of Board Directors, there was participation in the 10th Anniversary Mary Aikenhead Ministries' Conference and Dinner, where the theme was "Preferential Option for the Poor – Shaping our Future". There was also ongoing reflection on Mission as a regular part of Board Meetings.
- The Board operates with several sub-committees which enable ongoing focus on areas of governance as well as appropriate reporting practices. The Board sub-committees currently include: Finance Committee, Mission, Governance and Formation Committee, Policy Committee and Building Committee.
- In 2019, the Board farewelled a number of Directors, including long-time Chair, Mr Paul Herrick. All Directors provide generous and valuable service to the College Board, and their work is much appreciated. A recruitment process for new Directors was undertaken, and four high quality candidates selected. They will commence on the Board in 2020.
- Directors and members of the College Leadership Team participated in a strategic planning day, facilitated by Mr Steven Bowman, Managing Director of Conscious Governance. A new Strategic Plan was produced as a result of that workshop.
- For the first time a Year 12 Young Woman of Influence Board of Directors Award was presented at the Graduation ceremony to Faye Shee-Durnion. In addition, the inaugural Staff Board of Directors Award was presented to Narelle Fewster.



Education in Faith

Goals & Intended Outcomes

As an inclusive Catholic school for young women, guided by the educational mission of Mary Aikenhead Ministries, and embracing a plurality of world views, we are a faith-filled community impelled by the Gospel of Jesus Christ to be co-builders with God and with each other as we serve our world, especially the poor and vulnerable.

Achievements

During 2019, we continued to celebrate God present and active in our world, through our prayer life and celebration of liturgy using the lens of Ignatian Spirituality as understood by Mary Aikenhead and the Sisters of Charity. We focused upon the Gospel value of Love, as did all Mary Aikenhead schools, seeking to explore and live this value more deeply. The Mission Team has continued to create and expand the reflection days and retreats so that all students have been given the opportunity to encounter their God on deeper levels. The Justice Leader has continued to invite this community to move from a charity model of justice to a transformational model of justice with advocacy, education and authentic service. The Religious Education Domain has further implemented the RE curriculum "Pedagogy of Encounter", with the development of new units of work across Years 7 - 10. Students and staff have continued to participate in pilgrimages and programs offered by Mary Aikenhead Ministries and Mary Aikenhead Education Australia. Our Leadership Team and the whole staff has continued to explore and unpack the Mary Aikenhead Education Australia's Dimensions in "By This Everyone Will Know", finding personal connections and understanding so as to enhance their work in the faith community.

Results of CEMSIS Survey

The Catholic Identity feedback from staff and families to the CEMSIS Surveys was very encouraging, highlighting the way the Catholic ethos of the College is lived and understood across the College community. The student data reflects the need of our students to be engaged in meaningful conversations about how their faith can lead them to an understanding of God alive and present in their lives.

VALUE ADDED

- Outreach programs eg Edmund Rice Tutoring, St Vincent de Paul Soup Van, Day for Girls
- VCE RE curriculum offerings in both Religion and Society, and Texts and Traditions
- A robust RE program across Years 7-10
- Year 12 Retreat
- Years 7–10 Reflection Days
- Ministry Retreat
- Bahay Tuluyan Bike Ride
- Opening School Mass

- St Columba's Day Mass
- Feast of the Assumption Mass
- Catholic Education Week Mass at St Patrick's Cathedral
- Ash Wednesday Liturgy
- Easter Liturgy
- Year 12 Graduation Mass
- Years 7-11 Advent/End of Year Mass
- Staff End of Year Mass
- House Welcomes for Years 7 and 12 students
- Philippines Immersion
- Cape York Indigenous Immersion



Learning & Teaching

Goals & Intended Outcomes

St Columba's College encourages every member of our community to be fearless and courageous. We believe learning is transformational and optimises opportunities for lifelong success.

2019 Learning, Teaching and Wellbeing Improvement Foci

- Cultivate and encourage community members to operate from within a resilient mind frame.
- Build and celebrate a culture of high expectations across the community.
- Focus on building students' metacognitive awareness so they recognise where they are in their learning journey, and identify what strategies to use for improvement.
- Build the capacity of the College community to understand the relationship between learning for wellbeing and wellbeing for learning.
- Create an inclusive learning culture to support the needs of students and families to assist students to achieve their potential.

Achievements

In 2019, the College continued to build on the strong connections between Learning, Teaching and Wellbeing as a holistic way to support students. It is the belief in learning for wellbeing and wellbeing for learning that drives all that we do at the College. The Student Learning and Wellbeing Team and the Senior Programs Team continue to build on the explicit connection between student learning and wellbeing to support students for lifelong success.

Evidenced based Teaching Practice

Evidence-informed goal setting and reflective practice are the cornerstone of the Performance and Development program developed at the College. Teachers and leaders continue to work collaboratively to reflect on current teaching practices, using the AITSL model and resources, and the High Impact Teaching Strategies. A continued focus on improving staff data literacy has empowered teaching teams to reflect on VCE and NAPLAN data to inform teaching practice. Year level teaching teams work collaboratively to review assessment and monitor student performance to gain an understanding of teacher impact and improve student learning outcomes. Teachers identify where students are at in their learning journey, understand what each student needs and target teaching where it is needed most. Developmental rubrics provide students and parents with an understanding of their progress towards the achievement standards. The online portal allows feedback to be communicated instantly to parents/legal guardians and students to better support learning outcomes and to provide data about student achievement.

The College has created an inclusive learning culture to support the needs of students to achieve their potential. Staff engaged in many professional learning opportunities focused on differentiation. Specifically, teaching staff worked with Melbourne University to use evidence to understand the zone of proximal development (ZPD) to support student learning outcomes. The development of new curriculum documentation at Years 7 to 12 provided the foundation for a shared understanding of learning and teaching at the College. The curriculum template was

developed to also support the provision of differentiation to enable teaching staff to support or extend students with their learning. A review of the Year 10 Curriculum Program also provided an opportunity to offer Pre-CAL and accelerated options for students to support individual student pathways.

Use of Technology

Students and teachers continue to use technology to support learning and teaching. The seamless integration of digital technology across the curriculum is being achieved through the progressive rollout of the one-to-one device program, starting in Year 7. At other year levels, students follow a BYOD Program. The Digital Technologies curriculum content was reviewed and updated in the following subject areas: Year 7 Rich Task; Year 9 Information Technology; Year 9 STEM; and Year 9 Robotics.

Pathways and Partnerships

The College continued to build on the established community partnerships to provide authentic learning experiences for our students. A number of new community links were also sourced to provide STEM experiences/opportunities to students such as: Paintback, Zoos Victoria, St Vincent's Institute of Medical Research, Amazon, Monash University and the STEM Professionals in Schools CSIRO program. These community connections also enriched the development and implementation of the Year 10 Project Based Learning (PBL) program as students had the opportunity to solve a real world problem using future focussed skills. Students also have the opportunity to use the 3D printer and laser cutter to meet learning outcomes through the Stanford design process.

STUDENT LEARNING OUTCOMES

Over the past three years, St Columba's College Year 7 NAPLAN performance in all of the literacy test dimensions has typically been well above State performance levels.

Year 7 Literacy and Numeracy

Over the past three years, the reading scores have remained consistent with an average of 97% percent of our cohort above standard. The above-standard writing and spelling figures have also remained very strong. Grammar and punctuation, has remained a stable skill area with 0% of students below the expected level. Looking at a comparison of mean scaled scores, our Year 7 students' average score of 559 across the four areas of Literacy in 2019 remains well above the State scaled mean of 542.

The Numeracy results have remained steady over the past five years with a slight dip in 2018. This year has seen slight improvement with 0% of students below the National minimum standard. The Year 7 mean Numeracy score of 561, is one point behind the State mean of 562. This is a significant increase in the results from 2018.

Year 9 Literacy and Numeracy

The 2019 Literacy data indicates an encouraging rise in above-standard performance across all skill areas, returning from its lowest level in five years in 2018. The data indicates a rise in top-end performance relative to last year, with the most significant area here being spelling (9%). The increase in spelling skills could be attributed to the application of the Literacy Planet tool used over the last two years.

The positive impact on student's numeracy ability is reflected in the 2019 Numeracy data. The College has seen a continued upward trend in results since 2014, with 2019 being the strongest in this period. Importantly, there has been continual improvement in relation to student growth between Year 7 and Year 9.

The Year 9 mean Numeracy score of 602, is slightly higher than the State mean of 599. This is a positive outcome for the College and an increase in the results from the previous two years. The introduction of problem solving at the junior levels has enabled students to extend and reinforce mathematical thinking and application of knowledge. This initiative has further supported student's growth and understanding in Mathematics.

POST SCHOOL DESTINATIONS – COLLEGE DATA

University	88%
TAFE/ITC (Independent Tertiary Colleges)	9%
Apprenticeship/Traineeship	0%
Deferred	1%
Employment	2%



Student Wellbeing

Goals & Intended Outcomes

To cultivate and encourage community members to operate from within a resilient mindset, build and celebrate a culture of high expectations, and create an inclusive learning culture that is student focussed.

Achievements

In 2019, the College continued to build the links between Wellbeing and Learning in an effort to support positive student outcomes. The key strategic wellbeing foci - nurturing respectful relationships; establishing an inclusive learning culture and teaching resilience; critical thinking; and self-determination; were used to support a holistic understanding about the relationship between learning and wellbeing.

A series of professional learning workshops were held for staff. These workshops furthered the understanding of the Student Learning and Wellbeing Framework, which led to the implementation of the framework across classes and a development of a common language between teachers and students. This facilitated staff to embed the framework into the school culture and practice.

The Year 7 2019 Transition Survey for students indicated that they had a strong connection to the College and experienced a culture of high expectations where they were encouraged to reach their potential. St Columba's College also participated in the Mission Australia Youth Survey which surveyed 104 St Columba's students aged between 15 and 19 years old. The survey asked young people how confident they were in their ability to achieve their study/work goals after finishing school. Many students indicated high levels of confidence in their ability to achieve them, with 13% of students indicating that they were extremely confident and 34% indicating that they were very confident. These positive results demonstrate the cultivation of a resilient mindset and culture of high expectations.

2019 also saw a decrease in key indicators such as first aid visits, absenteeism and SIMON Behaviour Tracking incidents which indicated improved student outcomes and engagement with school and their learning. Initiatives which supported staff in implementing Restorative Justice practice and language, and the implementation of renewed SIMON guidelines and processes, allowed for more accurate data to be collected and targeted responses to be enacted.

Student safety surveys were conducted in 2019 with Year 8 and Year 10 students focussing on questions regarding all types of bullying. Almost 90% of students in Year 8 and 10 reported that they had either never been bullied or that it was rare. 93% of Year 8 respondents and 95% of Year 10 respondents felt comfortable telling someone if they were being bullied. Over 95% of students in Year 10 and Year 8 were able to identify at least one positive strategy if they or someone they knew was being bullied. Overall the safety survey showed that the majority of

students felt safe at school and that if they or others were unsafe they were able to select and enact helpful strategies.

A review of the House Program in 2019, saw a new model for pastoral care lessons developed, ready to be implemented in 2020. The review was able to identify areas of need and develop four themes to support holistic student wellbeing which included: Being effective learners; Healthy lifestyles; Healthy relationships; and Making a Difference. These themes allowed for the development of lessons which will assist to improve students' intellectual, physical, social, emotional, moral and spiritual wellbeing outcomes.

The Student Wellbeing Action team, formed by students and facilitated by the Student Counsellors, communicated key information on mental health and wellbeing, as well as facilitated activities day such as R U OK Day and Mental Health week. Demonstrating a powerful example of student voice and leadership.

VALUE ADDED

- R U OK Day
- Mental Health Week
- International Women's Day
- Whole School Assemblies
- House Welcome
- House Feast Days
- Lunchtime student activities
- Tour Guides
- Student Wellbeing Action Team
- Swimming Carnival
- Athletics Carnival
- Co-curricular sport program
- House Structure and related activities
- Student Leadership
- Student Leadership Formation
- Year 7 Transition
- Year 12 Study Program
- High student attendance rate
- Musical Production
- KickArts
- Art Exhibition
- Performing Arts Festival

STUDENT SATISFACTION

Overall students felt a strong sense of belonging to the St Columba's College community, with a result of 55% which was higher than the CEM Secondary school average. Students also had higher than CEM secondary school averages for how they felt accepted at school, how kind and helpful others were and enjoyed being with others in their class. In particular, students at Year 10 and Year 11 showed greater than average interest and engagement in their studies compared with other CEM secondary schools.

Comparative to CEM averages, students reported lower levels of disrespect, bullying and concerns about violence. Students also indicated that they had a trusted adult in the school that they could communicate with if they had a concern about safety and that it was easy to seek support for bullying. Students in Year 11 were particularly positive about the way they received support from adults in the school in regards to their safety.

Students also indicated that there were many opportunities for student leadership with Year 7 students exceptionally positive about how the leadership structure works, how their teachers seek and act on their feedback and the opportunities that they get to contribute to their school community demonstrating the acknowledgement and support of student voice support structures.

The care and compassion of teachers is also noted in the CEMSIS data in 2019, where students had an overall positive response for teacher concern.

STUDENT ATTENDANCE

St Columba's College has clear procedures to record, monitor and follow up student attendance in order to meet the requirements of the relevant Act and Regulations. These processes are updated regularly to ensure they meet CECV and DET attendance guidelines.

The College carefully monitors student attendance and works closely with families to maintain high standards of attendance. Parents/Legal Guardians must notify the College of a student's absence by calling the Student Absentee Line on the morning of the student's absence. All student absences need to be explained in writing by a Parent/Legal Guardian.

St Columba's contacts Parents/Legal Guardians about unexplained absences via SMS by 10.30 am each day. Parents are then required to inform the College as to the reason for the absence by the end of the school day. Any outstanding unexplained absences are followed up by the House Teacher. The Student Receptionist monitors daily attendance and informs the House Leader of any attendance concerns.

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	91.6%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.6
Y08	92.3
Y09	93.2
Y10	93.0
Overall average attendance	93.3



Child Safe Standards

Goals and Intended Outcomes

To continue implementation of the Ministerial Order 870 and the Reportable Conduct Scheme to ensure the protection and safety of young people within our College community.

To ensure that all staff members have an indepth understanding of the College's Child Safety Program.

Achievements

The College's Child Safety Program was reviewed as part of the VRQA Registration process last year and met the requirements for Registration.

The Child Safety procedures are embedded across the College and overseen by the College Leadership Team. The College provides ongoing training for staff at all levels from the Mandatory Reporting and Other Obligations online modules to specific professional development sessions facilitated by members of the College Leadership Team. These sessions were designed as refreshers and to outline any changes to reporting obligations, and develop skills in identifying and responding to student disclosures. The College continued to roll out the relevant CompliSpace modules to staff and utilised its Staff Learning System to ensure that staff were reading and understanding the policies and procedures pertaining to Child Safety.

The 2019 Pastoral Care Program continued to access the resources of the Resilience, Rights and Respectful Relationships program demonstrating the College's commitment to Child Safety, especially in relation to Standard 7, "Strategies to promote child participation and empowerment".

A review of the College's Pastoral Care Program for Years 7 to 12, in 2019, saw the introduction of four themes:

- Being effective learners
- Healthy lifestyles
- Healthy relationships
- Making a difference

The 'Healthy Relationships' theme includes lessons specifically related to Child Safety for each year level. These will be rolled out in 2020.

Leadership & Management

Goals & Intended Outcomes

Build the capacity of leaders and teachers to lead evidence-informed progress and growth for all students.

Build staff capacity to initiate, contribute to and enact the changes that support staff and student growth.

Implementation by all staff members of renewed approaches to:

- Student Behaviour Management Procedures
- Procedures for Supporting Student Learning and Progression
- Assessment and Reporting Policy

Achievements

The implementation of a new position at the College, Performance and Development Leader, was realised in 2019. With a focus on evidence-based practice, the Performance and Development Leader works with individual teachers and teaching teams to analyse and use data to review and inform practice.

2019 was a formal review year for the College. This involved two key elements:

- A review of the minimum standards for registration to ensure the College is compliant and continues to meet its regulatory and legislative obligations, as determined by the Victorian Registration and Qualifications Authority (VRQA). Extensive work undertaken by each member of the Leadership Team resulted in a great outcome for the College, and an alignment of all registration requirements with our new compliance software, CompliSpace. A special mention to Mr Frank Bonavia, Head of College Operations and Compliance, who led this process.
- A school-focussed review in an area nominated for special exploration by the College. This was facilitated with the Leadership Team through a critical friend who supported the College to explore how mission-minded leadership is enacted at the College. This was an extensive review, including the analysis of feedback gained through staff, student and parent focus groups, as well as the data acquired through the CEMISIS and other surveys. Three of the recommendations from the review have been included in the College Annual Action Plan for 2020. The other two recommendations are more long-term and will be addressed as part of strategic planning.

An element of the brief for the school-focussed review was also an examination of how the College currently gives expression to the Mary Aikenhead Education Australia (MAEA) Dimensions of 'Preferential option for the poor' and 'Going to the Margins', two dimensions

contained in one of our core documents "By this everyone will know". While there is always room for improvement in how we give expression to our mission, the College lives its commitment as a Catholic school, giving life to the Gospel values, authentically, and strives to remain true to its identity.

After a significant year of review in 2018, support for staff to ensure the consistent implementation of renewed policy and procedures was essential. Time was prioritised through the Staff Forums each Tuesday after school, and through workshops held for teachers during these times.

Feedback through the 2019 CEMISIS surveys from students and families would suggest that we are well on the way to ensuring that renewed approaches, as described earlier in this report, become well embedded within College culture and operations.

New structures were also implemented to support curriculum leadership and student wellbeing support. The streamlining of curriculum leadership has seen a smaller team committed to ensuring consistent practice across each of the teaching domains. The Student Wellbeing and Learning Team, constituted in 2018, is now complemented with the Senior Programs Team. Both of these teams ensure there is an intentional process for student referrals across the College when there is concern regarding student learning and/or wellbeing.

Professional Learning is always well supported at the College. We have a belief in the intrinsic value of ongoing learning for all of the staff and the role modelling of continuous growth and learning for our students. In addition, we have a commitment to ensure that we remain at the forefront of innovation and practice so that we are delivering an authentic, relevant and rich curriculum for our students. Internal whole school days were designated for Professional Learning development across the areas of Faith Development, Learning and Teaching and Student Wellbeing. These three key areas were also included in the Staff Forums each Tuesday afternoon. A focus on our commitment to the Child Safe Standards, including professional briefings regarding the Reportable Conduct Scheme, were also a feature of the internal professional learning program.

As a Mary Aikenhead Ministries College, formation for mission is included as a key professional learning priority for all staff members, and for College Board Directors. The mission formation programs provided by Mary Aikenhead Education Australia were all supported through attendance by College staff across 2019.

In 2019, to supplement the school-based professional learning, the College approved 139 professional learning dates for Teachers and 61 dates for School Officers. The amount per teacher and per staff member spent on professional learning is indicated in the table on page 27.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACU Advisory Conference • ACU DePaul Uni Conference • ADMIS Conference • AIET Hub • VCAA Formative Assessment Project • Barefoot Investor Workshop • Beginning Teachers Workshop • Career Practitioner Seminar • CEOM - 2019 NCCD Full Day Briefing • Choral Conductor • CPR Update & First Aid • Critical and Creative Thinking Webinar • CSSS Conference • Differentiation for High Achievers • Differentiation in the Language Classroom • Drama Victoria Conferences • Emotional Intelligence • Empathy and Ethics Conference • Enablers Project with ACU • ESCHER X NENDO-Exploring Maths in Art • eSmart Introductory Training • Gandel Holocaust Conference • Geography Annual Conference • Growth Mindset tool kit • Hobart Pilgrimage • HR Networking • HTAV Annual Conference • Improving Student Agency • Interschool Digital Schools • JLTAV Annual Conference • Law for School Counsellors • Learn French through Cinema • Learning Diversity Network Meeting • Living the French Revolution • MAE Faith Leaders Retreat • MAE Formation for Leaders • MAE Teacher Mission • MAEA Conference • MAM Conference | <ul style="list-style-type: none"> • Marist Education Australia • Meeting Industry for PBL • Mental Health of Youth • Mission Development Program Conference • NAPLAN Refresher • National Assessor Training • NCGS Conference Los Angeles • New Careers Practitioners • New Learning Diversity Leaders • Open Classroom • Pathways and Transition Seminar • Planning in Religious Education (Secondary) • Protect: Identifying & Responding to Abuse • RE Accreditation • Reportable Conduct Investigation Training • Respectful Relationship Practice • RMIT Career Advisors seminar • SAT Professional Learning Sessions • SIMON 19 Conference • Special Needs for Instrumental Teachers • STEM in Space • Structuring Lessons and Sequences • Supporting Provisionally Registered • Supporting Students with Diverse Needs • Ticking Mind • Training to use CELF • Transition to Secondary School (Autism) • Using Simon for Student Wellbeing • VATE Professional Learning • VATI Italian Congress • Various VCE Subject Conferences • Various VET Subject Conferences • Various VCAL Conferences • VCSSDPA Annual Conference • Virtual Learning Pilot Program • Visible Learning for Mathematics • VIT Mentor Refresher • Wipe Out Waste • Women in Business |
|--|---|

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	56
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,362.00
AVERAGE EXPENDITURE PER STAFF MEMBER FOR PL	\$1,000.00

STAFF SATISFACTION

St Columba's College consults with staff members and collects feedback from them in a variety of ways. In 2019, staff members were invited to:

- Be a member of the Year 10 Program Review Committee.
- Offer feedback regarding workshop choices for the internal professional learning developed by the College.
- Be a member of focus groups and the Reflector Group that were part of the School Review process.
- Review Catholic Education School Improvement Surveys (CEMSIS) feedback, and offer input into the review of the 2019 College Annual Action Plan and the development of the 2020 Annual Action Plan.
- Develop learning goals as part of the Performance and Development Program (teachers).
- Develop leadership goals (for teachers who hold a Position of Leadership).
- Be a member of the Uniform Review Committee.
- Be a member of the Canteen Review Committee.

Teachers were also responsible for the implementation of significant changes as a result of reviews conducted in 2018. This included:

- Processes for collaborative team planning.
- Curriculum development and documentation processes.
- Assessment and Reporting procedures.

In 2019 the new surveys (CEMSIS) undertaken by Catholic schools in the Archdiocese of Melbourne were rolled out. We had a strong College response, with 107 staff members taking the opportunity to offer feedback. Of the 14 Domain areas in the staff CEMSIS, St Columba's rated above CEM secondary school percentage averages in eight (8) of those Domains, and matched CEM ratings in one other.

Especially pleasing was the Catholic Identity data, with 14 of the 15 indicators in this Domain pointing to a strong and flourishing Catholic ethos permeating across all areas of College life. Other areas that are a strong reflection of the work being undertaken in relation to learning, teaching and wellbeing include School Climate, Instructional Leadership, Collaboration in Teams, Support for Teams and Collective Efficacy.

Of the areas where the College rated below CEM percentage averages, in most cases this was by a small percentage, and two of these areas, Professional Learning and Feedback, have intentional strategies for improvement built into the 2020 College Annual Action Plan.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.9%

TEACHER QUALIFICATIONS	
Doctorate	1.2%
Masters	28.4%
Graduate	49.4%
Graduate Certificate	4.9%
Bachelor Degree	84.0%
Advanced Diploma	21.0%
No Qualifications Listed	6.2%

STAFF COMPOSITION	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	86
Teaching Staff (FTE)	76.1
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	41.7
Indigenous Teaching Staff (Headcount)	0



College Community

Goals & Intended Outcomes

- To ensure that St Columba's is a community where students, staff, alumnae, parents and Board members experience a sense of belonging and connectedness to the College and the Church.
- That parent perception of parent partnerships is enhanced and that parent perception of School Improvement is improved.

Achievements

This year, the Mother's Day High Tea, was open to all families of the College, where traditionally, invites were reserved to mothers of Year 12 students. The patronage from across all year levels enhanced the community feel of the event and allowed for new networks to be created amongst parents. With the support of the College, both the Parents and Alumnae Associations increased their presence on social media via multiple platforms. The relationship with Mary Aikenhead Ministries continued to flourish with College staff members and Board members participating in Mission based pilgrimages and seminars. Open invitations to all parents to College assemblies have continued with good numbers at all assemblies. 2019 saw refurbishments of the College Multi-Purpose Centre (MPC) that included an upgrade to the Audio/Visual systems as well as portable carpet flooring which has led to official gatherings having a more polished and professional atmosphere than in previous years. As a result, the Year 12 Graduation Eucharist was able to be held in the MPC allowing for more family members to attend the Eucharist and share in the celebration.



VALUE ADDED

Along with the Iona newsletter, the College celebrates school community connectedness via the College Annual, the College website and social media platforms (Facebook, Twitter and Instagram). At the beginning of the school year, families of students at Years 7 and 12 celebrate with a liturgy the first and final year of their journey at St Columba's College. St Columba's College adds value to the education of each student through a variety of activities. In 2019, these activities included:

- Mother Daughter High Tea
- Parents' Association:
 - Year 7 Parent Meet and Greet Cocktail Evening
 - Years 7-9 Father/Male Mentor & Daughter Games Night
 - Parents' Association Social Dinner - October
 - 2nd Hand Uniform/Book Sale - December
- One year on reunion.
- Alumnae Association Reunion: All the 9's eg 1979, 1999 etc
- Regular College Tours for prospective families as well as two twilight tours.



PARENT SATISFACTION

The 2019 School improvement data indicated that in areas such as meeting children's learning needs and student engagement, that parents' responses were in line with CEM average values overall. Responses from parents of Year 7 students were well above CEM averages. Parents positive view on the College's ability to prepare their child for the next academic year was also above CEM averages which, in part, was attributed to the new initiative started in 2019 where the entire student cohort participated in a two week program where they completed classes based on their 2020 timetable with respective teachers.

Future Directions

Towards the end of 2019, the St Columba's College Board undertook a comprehensive Strategic Planning exercise with the College Leadership Team. As a result, the Board Strategic Plan names five key strategies and four pillars that will underpin the work of the College into the future.

STRATEGIES	PILLARS
Living the Values and Vision	Reflective practice
The Future of Learning	Critical discernment
Partnership for Engagement	Sustainability
Positioning for Mission Mindful Leadership	Engagement
Financial Stewardship	

Together with the College Strategic Directions Statement, developed in 2018, these documents provide a road map designed to inform thinking and deliberations as leaders across the College to shape our school in the future for our students.

An exciting element of this work is the development of our links with the College Alumnae. St Columba's students are strongly connected to the College while they are here, and many are seeking opportunities, in a variety of ways, to continue this connection once they leave the College. An Alumnae Engagement Strategy is currently in planning.

St Columba's has a vibrant and dynamic extra-curricular program that engages over 50% of students in at least one activity each year. The College is currently developing a program to recognise and reward student participation in the broader life of the College. The College recognises that academic learning is strongly supported by the learning that takes place within the activities that students are choosing to be involved with. A strong extra-curricular program also supports connection to the College, which acts as a protective factor for young people's mental health and wellbeing.

As the College continues to plan for the extension to one of its major buildings to provide Food Technology facilities, the Years 7 and 8 curriculum is undergoing a review to ensure that we have curriculum programs for Food Technology ready once the facility is built. There has been a delay to the commencement of this project due to Town Planning issues with the local Council.

We have also recently acquired the property at 145 Buckley Street, Essendon which means that the College now owns all of the frontage along Buckley Street between Lorraine Street and Leslie Road. As a result, the College will undertake a Master Plan process which will commence in the second half of the 2020 school year.

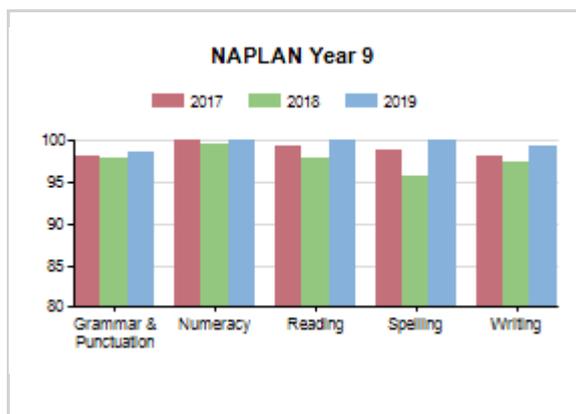
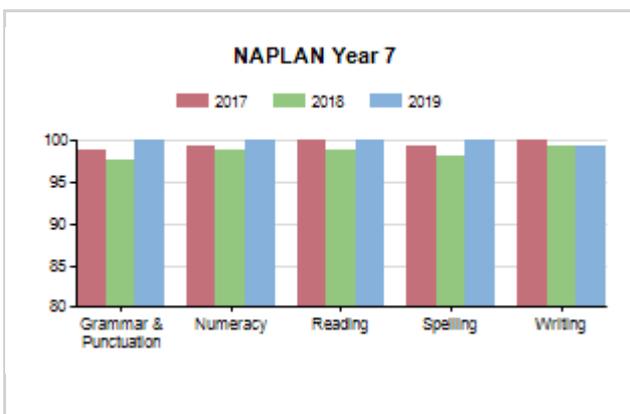
St Columba's is a vibrant, exciting and dynamic community. As change has been introduced, the community has become increasingly agile in its capacity to manage change and to accept this agility as a foundation to ensure we remain flexible and adaptable to the changing needs of society. This is especially relevant, as we consider the world of work and study that our students will encounter once they finish secondary school. We are excited by the possibilities that the imaginations of our community present to us.



School Performance Data Summary

E1070
St Columba's College Ltd, Essendon

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	98.8	97.6	-1.2	100.0	2.4
YR 07 Numeracy	99.4	98.8	-0.6	100.0	1.2
YR 07 Reading	100.0	98.8	-1.2	100.0	1.2
YR 07 Spelling	99.4	98.2	-1.2	100.0	1.8
YR 07 Writing	100.0	99.4	-0.6	99.4	0.0
YR 09 Grammar & Punctuation	98.2	97.8	-0.4	98.7	0.9
YR 09 Numeracy	100.0	99.5	-0.5	100.0	0.5
YR 09 Reading	99.4	97.8	-1.6	100.0	2.2
YR 09 Spelling	98.8	95.6	-3.2	100.0	4.4
YR 09 Writing	98.2	97.3	-1.0	99.4	2.2



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	602.2
Year 9 Numeracy	602.2
Year 9 Reading	601.5
Year 9 Spelling	604.3
Year 9 Writing	597.5

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32
VCE Completion Rate	100%
VCAL Completion Rate	98%

POST-SCHOOL DESTINATIONS AS AT 2019 – CEM DATA	
Tertiary Study	84.0%
TAFE / VET	5.0%
Apprenticeship / Traineeship	2.0%
Deferred	1.0%
Employment	8.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.0%

