



# St Columba's College Ltd Essendon

## 2020 Annual Report to the School Community



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## Minimum Standards Attestation

I, Rita Grima, attest that St Columba's College Ltd 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 2020 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.

17/06/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## 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

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.

### 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.

### 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.

### **Mission-mindful 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.

### **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.

### **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 is committed to the faithful expression of the Mary Aikenhead Ministries core values of Love, Justice, Compassion and Hope.
- These 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
- Our Learning, Teaching and Wellbeing Framework establishes our vision for faith formation, learning and wellbeing. Programs in each of these areas flow from the aspirations we name in our vision.
- The faith development framework implemented by the Principal, Head of Faith and Mission, Religious Education Learning Area Leader 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 led by the Head of Learning and Teaching. 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.

- 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, Design, Code and Create 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. Through our Brontannais o Dhia program students can choose to be formally recognised for their participation in and contribution to the broader life of the College across the three elements of the co-curricular program - Connect, Engage, Learn.

## Principal's Report

While the pandemic left its indelible mark on all of us in different ways, it also ignited sparks of creativity, ingenuity and innovation across the globe as human endeavour sought out ways for connection despite the separation. This was also true at St Columba's College as the community worked to mitigate the effects of isolation and disconnection, and to provide continuity of learning for students. Despite the challenging circumstances, both staff and students achieved remarkable feats in the online space.

As a Mary Aikenhead Ministries (MAM) College, each year we celebrate one of the MAM focus values - Love, Justice, Compassion and Hope - and in 2020 the value was Compassion. As teachers, students and families dealt with the effects of the pandemic in their own way, the value of Compassion, and indeed, all the values, strongly resonated across a community that was distanced but not disconnected.

The Mary Aikenhead Ministries Vision, Mission and Values document describes Compassion in the following way:

- *Compassion is a profound and loving response to a suffering person. Compassion moves us to stay with a suffering person in their pain, to alleviate their ill, and to restore them to community.*
- *Inspired by Jesus' self-giving love, and believing that in loving our neighbour we are sharing in infinite love, we are impelled to reach to those most in need of compassion. We give priority not to ourselves, but to our neighbours in need.*

Where it would have been easy in 2020 to turn inward and focus on self, our community, inspired by the Sisters of Charity, and by our identity as a MAM school, reached out and cast its net wide. We recognised that throughout the pandemic, poverty manifested itself in many different ways, especially as distance and isolation began to have an impact. We have been strengthened as a community because we remained true to our identity and tradition - a College that lives the Gospel and serves the poor.

Even through the lockdowns, the College notched up some remarkable achievements, including a holistic review of our Leadership Structure; the development and trial of the Learn Instructional Model; a draft of our teacher feedback model, now known as Learning and Teaching Coaching Partnerships; an extensive community consultation to inform the development of the renewed College Master Plan; and the trialling of approaches for connecting with and engaging parents and guardians in the online space. Our staff remained as committed as ever to the ongoing improvement and development of the College.

Our Year 12 achievement data was especially pleasing, and a result of the positive attitude of our students to ensure that the circumstances of their year did not dictate the outcomes they were seeking through their VCE or VCAL programs. We were especially proud of our senior students as they approached their final exams with a confident, measured and self-assured demeanour showing remarkable maturity and a calm acceptance of the circumstances that impacted their year. In their acceptance, there was not capitulation, but a determination to make the most of the situation that came their way.

While 2020 was characterised by a set of unique challenges, it also provided opportunity for our College to show how it continues to be a faithful, contemporary and innovative community, as it has been since 1897.



## 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. In 2020, a new Board, called Mary Aikenhead Education Limited, has been set up by the Trustees to govern the education ministry. A revised set of delegations will come into operation for 2021 as we transition to this new governance model.
- The challenges of the COVID-19 pandemic affected all elements of the school community. For the Board, this meant moving all our meetings to an online platform. This was very well supported by the College and, with our Board papers already online, we adapted quickly and were able to fulfil all our governance responsibilities. In addition, we were enriched by our reflections on Mission at each meeting and by the individual contributions of each Director.
- The Board operates with several sub-committees which enable ongoing focus on areas of governance as well as appropriate reporting practices. Our sub-committees currently include: Finance; Mission, Governance and Formation; Policy; and Master Plan and Building.
- The Board welcomed four new Directors in 2020: Mr Paul Ould, Ms Tania Briganti, Ms Angela Agricola and Ms Barb Doyle. All Directors provide generous and valuable service to the College Board, and their work is very much appreciated.
- Following the development of the new Strategic Plan in 2019, the Board's own Annual Action Plan provided a focus for our efforts, and ensured alignment across all levels of governance at the College.
- Our Year 12 Young Woman of Influence Board of Directors Award was presented to Ivy Krslovic. In addition, the Staff Board of Directors Award was presented to Frank Rowland.

## 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

Centred on the Gospel of Jesus Christ, 2020 provided the opportunity to serve in our world in new and innovative ways. Our prayers, liturgies and retreats all encourage a relationship with God meeting people where they are at on their faith journey. Exploration of Ignatian Spirituality as practiced by the Sisters of Charity remains of significant importance, with a focus on Justice as a vehicle for action. The Mission Team has continued to refine and explore alternative reflection days and retreats so that all students are given the opportunity to encounter their God on deeper levels. Many programs were unable to proceed due to lockdown.

The Justice Leader has continued to develop a deeper understanding of biblical justice, with advocacy, education and authentic service underpinning action. We continued to seek opportunities to work with those at the margins by moving student action online as seen in the Edmund Rice Tutoring program.

The Religious Education Domain has continued to develop the RE curriculum through a "Pedagogy of Encounter", refining units of work across Years 7-10.

The College also engaged with the CEM "Prayer Collective" which aims to explore prayer resources for classroom use.

Students and staff have continued to participate in online formation, offered by Mary Aikenhead Education Australia. The opportunity to develop a personal prayer life was encouraged through the use of social media and different learning technologies.

Our Leadership Team and the whole staff have 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.

#### 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
- Years 7 Reflection Day
- Ministry Retreat
- Opening School Mass
- House Welcomes

- House Feast Days celebrated online
- Ash Wednesday Prayer online
- Year 12 Graduation Mass
- Years 7-11 Advent/End of Year Liturgy
- Staff End of Year Mass
- Student Leadership Formation

## 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.

2020 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

Our learning community is encouraged to develop confidence and resilience by persevering in the face of adversity. As the COVID-19 pandemic took hold of the world, our school community rapidly transitioned into remote learning and embraced this challenge wholeheartedly to remain hopeful about our future. Collaboratively working together to ensure the best possible outcomes for our students were provided, our staff began to reconfigure our ideas of what effective learning and teaching looks like for a remote setting and created new ways of seeing, being and doing. In response to this, the Remote Learning Teacher Guidelines were developed in preparation for and delivery of remote learning.

To support the continuity of learning, students were challenged to work collaboratively, be problem solvers, think creatively and continue to develop meaningful relationships with each other and their teachers online. Students rapidly developed self-regulation skills and effectively engaged with technology to enhance the remote learning experience. Teachers found new and innovative ways to plan for a blend of synchronous (in real time) and asynchronous (not in real time) online learning opportunities and the home-school partnerships were strengthened.

During the COVID-19 pandemic lockdowns, the College continued to build on the strong connections between Learning, Teaching and Wellbeing 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 STCC Remote Learning Guidelines for students were developed to support students to manage their learning and to find the time for self-care to support health and wellbeing. The Student Learning and Wellbeing Team and the Senior Programs Teams also continued 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 cornerstones 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. As a result of COVID, decisions were made to support staff workload and the pace of delivery of the planned curriculum. Teachers needed to monitor and adapt the pace of learning as the situation unfolded. The staff and students also engaged in a review of our shared language of learning and the Learning, Teaching and Wellbeing Framework - Connect, Engage and Learn was developed. The Curriculum Programs Team worked collaboratively to review the data collected from staff and students to finalise our Learn Instructional Model to drive a high performance learning culture and high quality teaching practices across the College in 2021. During Term 4, staff and students engaged in a trial implementation of the Learn Instructional model to provide feedback to further refine the model for implementation in 2021.

### **Use of Technology**

The push to remote learning and teaching provided students and teachers with an opportunity to 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 Code, Design & Create; 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 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**

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 worked 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 progress and 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.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

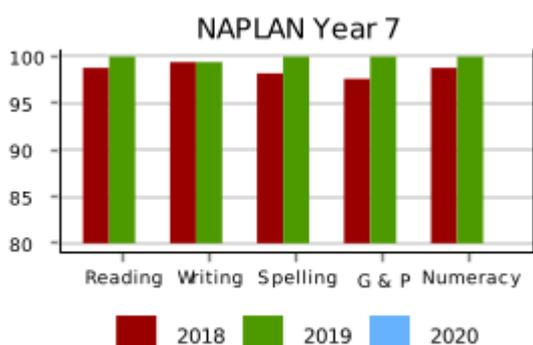
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.6	100.0	2.4		
YR 07 Numeracy	98.8	100.0	1.2		
YR 07 Reading	98.8	100.0	1.2		
YR 07 Spelling	98.2	100.0	1.8		
YR 07 Writing	99.4	99.4	0.0		
YR 09 Grammar & Punctuation	97.8	98.7	0.9		
YR 09 Numeracy	99.4	100.0	0.6		
YR 09 Reading	97.8	100.0	2.2		
YR 09 Spelling	95.6	100.0	4.4		
YR 09 Writing	97.3	99.4	2.1		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## 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 supports the needs of students and families to achieve their potential.

### Achievements

In 2020, 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.

The College embarked on a partnership with Real Schools to assist with transforming and enhancing positive school culture working with staff, students and parents. Student wellbeing was also supported through staff professional development sessions which focussed on the use of affective language and positive priming; deepening understandings of relationship building, in particular, ways to do this remotely; and using labelled praise and recognition tools to support students returning to onsite learning.

Remote learning in 2020 allowed for creative ways to be developed to stay engaged with the wider community. Student leaders developed a podcast called "Let's Stay Connected" to address current issues within the school and wider community. Lunchtime Google Meet sessions were also set up with student leaders and Year 7 students to develop relationships and connections with the school.

Year 7 and 8 students were involved in activity days to create opportunities for students to develop peer relationships and positive connections with school after the remote learning period. This allowed for students to further develop their leadership and team-building skills.

Year 7 parents were surveyed regarding their students' transition to the College. There were 171 respondents (80% response rate) to the survey. 97.3% of parents agreed or strongly agreed that St Columba's had a very supportive and welcoming school culture, with the remaining unsure due to being new to the College. Students (82% response rate) reported that they felt both welcome and proud to be a student at St Columba's College (88% positive response rate).

Students in Years 10-12 were asked to participate in the Mission Australia Youth Survey in 2020. Data from this survey reported that students at St Columba's had strong connections with their peers and teachers, and demonstrated strong understanding of help seeking behaviours. In addition, 96.7% of students who were surveyed stated that they intended to complete Year 12 and when asked what they planned to do after leaving school, students most frequently reported that they planned to go to university (90.9%). Many students also planned to get a job (22.7%) or to travel or go on a gap year (16.7%) after school, while 4.5% planned to attend TAFE or college and 3% planned to undertake an apprenticeship.

Many respondents to the Mission Australia Youth Survey indicated high levels of confidence in their ability to achieve their study or work goals, with 17.7% of students indicating that they were extremely confident and 43.5% indicating that they were very confident.

Further development and restructuring of the pastoral care program was undertaken during 2020 to adjust to the changing needs of students, particularly during the remote learning period.

Changes were made to highlight engagement with others and upskilling of students in wellbeing and self-care practices, to support them in their overall health and wellbeing. A range of activities were devised for students to undertake individually, with their classes, and with their families to help increase connection and support.

Remote learning wellbeing protocols were developed to help support students as they learned from home. Students were able to have regular check-ins with the House Teachers and House Leaders and were also offered online counselling sessions for those needing more acute care. Partnerships with parents were also very important with communication being key to supporting student learning and wellbeing while at home. Parents were also offered online information sessions focusing on building student resilience and ways to support student overall wellbeing and using restorative practices at home.

### VALUE ADDED

- International Women's Day
- Online Assemblies
- House Welcome
- House Feast Days
- Lunchtime student activities
- Year 7 and 8 Activity days
- Student Wellbeing Action Team
- Swimming Carnival
- House Structure and related activities
- Student Leadership
- Student Leadership Formation
- Year 7 Transition
- High student attendance rate
- Online Art Exhibition

### STUDENT SATISFACTION

Students were surveyed throughout the remote learning process to ascertain their level of engagement and satisfaction with their education.

Students indicated that they had positive relationships with their teachers and their peers. Year 7 students, despite only having one full term of onsite learning, indicated that 70% had positive connections with their teachers and 92% with their peers. Similar results were seen in Year 8 (73% Teachers and 90% with peers) and Year 9 (76% and 90%). However, there was a growth

in positive results from Years 10 -12 (except for peer relationships for Year 12 students) with Year 10 (82% and 93%), Year 11 (85% and 93%), and Year 12 (89% and 61%).

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.

Students also indicated that they were positively engaged in their learning with 97.2% of students responding to a remote learning survey (270 students) indicating a positive result.

### 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.

In addition to these processes, adjustments were also made during online learning with classroom teachers notifying parents via email to indicate when a student had not logged on to the online meeting at the beginning of class for instruction.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	93.1%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.8%
Y08	95.5%
Y09	93.3%
Y10	96.2%
Overall average attendance	95.5%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	33.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

<b>POST-SCHOOL DESTINATIONS AS AT 2020</b>	
Tertiary Study	77.0%
TAFE / VET	0.0%
Apprenticeship / Traineeship	8.0%
Deferred	9.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & 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 in depth understanding of the College's Child Safety Program.

### Achievements

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 2020 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".

In August 2020, the Leadership Team underwent a Risk Review via CompliSpace of all the Child Safe Standards to ensure that the current procedures supported our policies.

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. Some themes and lessons were rolled out in 2020 with further work to occur in 2021.

## 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
- Development of staff and student leadership structures that support Mission Mindful Leadership
- Consistent application by all staff members of :
  - Student Management Procedures
  - Procedures for Supporting Student Learning and Progression
  - Assessment and Reporting Policy

### Achievements

The Catholic tradition and identity of the College is the wellspring for all that we do at St Columba's. It is important that this identity, and a constant re-connection with the tradition, is nurtured and nourished. This occurs in a variety of ways, including daily prayer during morning house group time, prayer used for gathering at the commencement of meetings and information evenings, regular liturgies and Eucharist, retreat days/programs and, of course, professional learning for staff members. A key element of this learning is the Faith Formation and Mission Development Programs offered through Mary Aikenhead Education, and despite the lockdowns, the College continued to support online learning in this space.

In 2018, the College established a process to re-align all Positions of Leadership so that the tenure of all positions ended in 2020. This provided the community with the opportunity to review the leadership structure holistically, rather than review each position in isolation from others. Throughout the latter part of 2019 and into 2020, the College Leadership Team worked with the staff and the Consultative Committee to review positions and refine roles based on the College's Strategic Directions Statement and our aspirations as a community. The renewed structure, for implementation in 2021, supports our commitment to improved learning, teaching and wellbeing outcomes for all students, as well as continuing to build a learning culture for all staff at the College. A key feature of the new model was the inclusion of four positions known as Instructional Leaders. The focus of this role is to support the reflective practice of teachers, through a coaching model, as they work to implement the College's new Learn Instructional Model.

Consultative team-based approaches operate across the College as we seek the input of various voices to support development and improvement. The Data Analysis Team was newly constituted in 2019. Chaired by the Performance and Development Leader, a position new to the College in 2019, the team aims to look at the various data we have in relation to learning, wellbeing and school improvement, and how the data can be used strategically to support the school improvement process. While the lockdowns did have some impact on the capacity of this team to meet, some practices were established to ensure that data is being used impactfully to support school improvement processes.

While the pandemic did present some significant challenges, the response to the lockdowns from the St Columba's College community was nothing short of phenomenal. Each and every

community member made a contribution to ensure the continuity of our learning, teaching and wellbeing programs, and the ongoing engagement of students and parents with the College. It was important to the Leadership Team that review and consultation were occurring on a regular basis to ensure the monitoring of the effectiveness of the remote learning and wellbeing protocols that were implemented. Regular surveys with students, teachers and parents helped the team to refine our remote offerings, and also provided an abundance of positive feedback regarding the success of our remote learning programs. The teachers at the College were instrumental in ensuring the active and ongoing engagement of the students with their learning.

The acquisition of the property at 145 Buckley St in August of 2020, opened a vista of opportunities for the College in terms of the development of the school site. As a result of the acquisition, the development work for the Slater Building Project was suspended, and the College commenced a new Master Plan Process with Hayball Architects in the latter half of 2020, The Master Plan is due for completion early in 2021 and we are excited about the opportunities that will be on offer for our students as we dream large about facilities development at St Columba's. The Master Plan process has been significantly influenced by the development of the Educational Brief developed by a small team of staff members. The Brief outlines the vision for learning, teaching and wellbeing, which should underpin approaches to curriculum development and facilities design into the future.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- Build the capacity of the College community to understand the relationship between learning for wellbeing and wellbeing for learning.
- 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.
- Invite all into their baptismal call, to be God's love, active and present in our world, being agents of change.

Professional Learning is always well supported at the College. We have a belief in the intrinsic value of ongoing learning for all staff (teaching and school officers) 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 online 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.

In 2020, we commenced a three-year partnership with Real Schools. This began with a whole day at the start of the academic year, for teaching and school officers, with our liaison, Simon Dewar. This was followed up with another whole day in Semester 2 in an online format. Simon also facilitated an online Restorative Practices session for parents in Semester 2.

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 supported through attendance by College staff across 2020.

There was much time and energy invested in building the capacity of teachers to be working in the online space and to create and use innovative resources to maintain a high level of engagement and learning for our students.

In 2020, to supplement the school-based professional learning, the College approved 14 professional learning dates for teachers.

Number of teachers who participated in PL in 2020	81
Average expenditure per teacher for PL	\$629

**TEACHER SATISFACTION**

The College employs a variety of consultative processes to ensure that teacher voice informs the decision-making processes at St Columba's. During 2020, teachers contributed in the following ways:

- Review of the Positions of Leadership Structure through the Consultative Committee, staff meeting consultations and individual reviews of position descriptions.
- Development of the College's Learn Instructional Model.
- Trialling of the Instructional Model.
- Development of the College's teacher feedback model.
- Educational Brief developed for the Master Plan.
- Participating in workshop consultations with Hayball Architects to contribute to the development of the Master Plan.
- Working Party to develop "Columba's Coaches" Program.
- Feedback into the development of the Brontannais O Dhia Program.
- Membership of the Year 7 and 8 Program Review Committee.

In addition, regular surveys distributed throughout 2020, supported the review and implementation of the remote learning programs that were put into place as a response to the lock-downs.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.7%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	92.7%
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### TEACHER QUALIFICATIONS

Doctorate	1.2%
Masters	29.6%
Graduate	46.9%
Graduate Certificate	3.7%
Bachelor Degree	85.2%
Advanced Diploma	19.8%
No Qualifications Listed	6.2%

### STAFF COMPOSITION

Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	87.0
Teaching Staff (FTE)	78.6
Non-Teaching Staff (Headcount)	51.0
Non-Teaching Staff (FTE)	46.8
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

- Develop authentic partnerships with families that support the holistic development of all students.
- Identify and engage with potential strategic partners to further enhance student outcomes.

### Achievements

With the advent of COVID and the associated restrictions, many of the planned activities such as the Mother's Day High Tea and the Father/Male Mentor and Daughter Activity night were not able to be held and these events were not suitable to be held online. The Year 12 Graduation was able to go ahead, however, in a revised format. Multiple "student only" Year 12 graduations were held and live-streamed for parents to view. All graduation footage was then combined and an evening was held at Coburg Drive-In to show the entire Year 12 Graduation ceremony for all students and parents to view.

The relationship with Mary Aikenhead Ministries continued to flourish with College staff members and Board members participating in Mission based seminars in an online format.

### 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 celebrated with a liturgy the first and final year of their journey at St Columba's College.
- "Conversations with the Leadership Team" continued online with very healthy numbers of parents/legal guardians in attendance.

### PARENT SATISFACTION

Response to surveys across the course of the year, and in particular, during lockdowns, indicated a high degree of satisfaction with the programs run by the College and the faith, learning and wellbeing support being offered to students. Parents/Legal Guardians' positive view on the College was linked to the communication, support and organisation of staff during and post COVID lockdowns.

## Future Directions

We look forward to an exciting 2021 as we implement the outcomes of the reviews conducted in 2020.

The College's newly appointed Instructional Leaders will begin their work with teaching teams and individual teachers to reflect on pedagogy and its impact on student learning. The Instructional Leaders and other senior leaders will undergo training as coaches so that we can employ a model of professional development that connects with people's innate ability for growth and learning. The Instructional Model will support both teachers and students as we seek to make learning visible, and support students to take control of their own learning.

We look forward to the completion of the Master Plan, and pending approvals, beginning the work of developing the next building program for the College.

A working party will also be established to explore opportunities for blended learning, utilising the lessons learned during lockdown in 2020.

A fulsome review of the current Student Leadership Model is planned with the goal of having a renewed structure in place for the commencement of 2022.

The Brontannais O Dhia program, the program that recognises and rewards student participation in the co-curricular life of the College, will be implemented from the start of 2021, and we look forward to once again running a full suite of co-curricular activities, within COVID-safe guidelines.

After a delay (due to the pandemic), to the full realisation of our partnership with Real Schools, we look forward to continuing the work that ensures we are a restorative, respectful and just community, who understands the importance that life-giving relationships give to our learning and our work.