



# St Columba's College Ltd Essendon

## 2021 Annual Report to the School Community



Registered School Number: 707

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## Contact Details

ADDRESS	2 Leslie Road Essendon VIC 3040
PRINCIPAL	Rita Grima
GOVERNING AUTHORITY	St Columba's College Limited
TELEPHONE	03 9337 5311
EMAIL	principal@columba.vic.edu.au
WEBSITE	www.columba.vic.edu.au
E NUMBER	E1070

## 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 2021 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 Schools.

01/04/2022

**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 plays 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 curiosity and interest in learning as a 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. They are called to be 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, Justice Leader and Youth Minister, 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 learning 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 *Bronntanais ó 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

Who would have ever predicted that we would be enduring yet another year disrupted by COVID-19. It would seem that we are living through times when the only certainty is uncertainty. In reality, certainty is never really guaranteed, circumstances can always take an abrupt turn for the better or worse. However, there is a predictability to our lives that we cherish, and I believe this is borne out of the hope we have for our futures.

In 2021 our Mary Aikenhead Ministries value was Hope - a value which is a central tenet of our Catholic faith, and also a driving force for what we do in schools. To have hope is to believe in the future, to implicitly trust that our endeavours are making a difference, and to pursue our work, perhaps without seeing the fruits of our labour which will come to pass into the future

The foundress of the Sisters of Charity, Venerable Mary Aikenhead, was moved by the poverty that surrounded her in Ireland. She felt the stirrings of God in her heart to use the gifts she had to make a difference. Her sisters, often referred to as the "walking nuns" were an oddity in the streets of Dublin, and they had their critics who believed that nuns should stay in their convents. Mary Aikenhead knew the value of the work her sisters were undertaking. She knew the gift of God's love that her sisters were to the sick, the impoverished, the lonely, the imprisoned, the uneducated - and the hope that this generous and selfless love offered to "God's nobility - the suffering poor", in Ireland.

As the ship that brought the Sisters to Australia, the "Francis Spaight", anchored in Sydney Harbour, those first five nuns to arrive in Australia were lowered one by one in a chair into the small boat in which they were rowed ashore. At the quay a large crowd gathered, waiting to give the missionary sisters a heart-warming welcome. I can only imagine what that gathered crowd might have been anticipating, waiting for sisters who would bring the light of their compassion, love and care to the people. A gift of service and of self, bringing hope to the fledgling colony.

Hope is probably the value that is the hardest to grasp in terms of what we are called to do in bringing the value to life. Using Jesus as our model of what a truly authentic human life could be, hope arises from our understanding that from the depths of despair, suffering, and bleakness - such as Jesus' death - good, truth and beauty prevail; illuminated for us through the resurrection. It is in this hope offered to us, that we know good things are worth fighting for, no matter how difficult the road ahead might seem, and no matter if the impact will be felt directly by us, or in the legacy we leave for those who come after us. This is what we do here at St Columba's College - we form women in hope knowing, trusting, that this hope will be visited on those who our students will encounter in the future. Hope is not only something we do, Hope is who we are.

## 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 (MAEL), was set up by the Trustees to govern the education ministry, and in 2021 we operated under a revised set of delegations and developed strong links with the MAEL Board.
- Throughout the year the challenges of the ongoing COVID-19 pandemic affected all elements of the school community. Board meetings continued to be held online, and, as for 2020, these were very well supported by the College, so that we were able to fulfill our governance responsibilities.
- 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. During the year, with the development of a new Master Plan, the work of the Master Plan and Building committee was especially important, ably supported by the Finance Committee in financial modelling for the Master Plan budget.
- The Board welcomed two new Directors in 2021: Mr Darrell Cain and Ms Sharon Boyd, and farewelled Ms Rosemary Scarlett, the long-serving chair of the Finance Committee. All Directors provide generous and valuable service to the College Board, as well as to its committees, and their work is very much appreciated.
- The Board's Annual Action Plan, based on the 2019 College Strategic 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 Bridget Kennedy. In addition, the Staff Board of Directors Award was presented to Keira Hudson.

## Education in Faith

### Goals & Intended Outcomes

As an inclusive Catholic school for young women, guided by the educational mission of Mary Aikenhead Ministries. 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

- The College theme for 2021 was "Hope." Making this visible throughout the year was challenging as we entered the second year of the global pandemic. Students and staff showed resilience and courage in bringing this theme to life.
- The ongoing expression of Ignatian Spirituality permeated staff and student prayer, encouraging each person to seek God in all things. Our staff faith formation day focused on honouring the Sisters of Charity who are called to live a preferential option for the poor. Sherry Balcombe from Aboriginal Catholic Ministry, worked with staff to understand Indigenous Spirituality and how we might incorporate Indigenous Perspectives into our work across the College. A student Gospel Choir was formed and contributed to liturgical celebrations online and in-person when able.
- The Faith and Mission Team continued work that ensured the liturgical life of the College was maintained while working online. Prayer and formation programs were designed to engage selfcare and reflection in the area of faith development. Enhancing Catholic School Identity (ECSI) data substantiated the work of staff to engage young people in our faith tradition.
- The area of Justice continued to connect students and families in living a preferential option for the poor. Initiatives drawing student leaders from different portfolios together were utilised over the course of the year. The Edmund Rice Tutoring program also continued to engage students in peer mentoring via an online platform. Caritas Ambassador numbers continued to increase with students volunteering to raise awareness of Project Compassion initiatives during Lent.
- The Religious Education faculty has seen the integration of the Pedagogy of Encounter into its learning and teaching program where students focus on concept-based learning. The supporting Interfaith Dialogue event was able to occur between lock-downs involving Year 9 and 10 students from St Columba's College and Ilim College.

### VALUE ADDED

- Ash Wednesday Liturgy
- A robust Religious Education program across Years 7-10
- VCE RE curriculum offerings in both Religion and Society, and Texts and Traditions
- Caritas Ambassadors
- House Celebration Days in-person/ online

- House Welcomes
- Ministry Retreat
- National Reconciliation Week
- Opening School Mass
- Outreach programs eg Edmund Rice Tutoring, Day for Girls and Big Group Hug
- Staff End of Year Liturgy
- Student Leadership Formation
- Year 7 Reflection Day
- Year 8 Reflection Day
- Year 12 Graduation Liturgies in small groups
- Years 7-11 Advent/End of Year Liturgy
- Weekly staff prayer in the Chapel

## 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.

2021 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 yet again, our school community seamlessly transitioned into remote learning working collaboratively to ensure the best possible outcomes for our students.

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. 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 Student Learning and Wellbeing Team and the Senior Programs Teams continued to build on the explicit connection between student learning and wellbeing to support students for lifelong success.

### Evidenced-based Teaching Practice

At St Columba's College we understand the importance of relationships between school leadership and teachers, teachers and students, teachers and teachers to improve student learning outcomes. We form relationships to uncover and value the narrative of our learners by engaging in meaningful conversation to foster connection and building collaboration by developing authentic learning partnerships. 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.

Our vision for Learning, Teaching and Wellbeing was created based on a unified set of values and beliefs to drive a high performance learning culture at our College. Our Learning, Teaching and Wellbeing Model places student learning at the centre of planning and implementation underpinned by our Mary Aikenhead Ministry (MAM) values and always through our Catholic lens. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. We value and know each learner in the

community ensuring all learners experience success. The St Columba's Learn Instructional Model was introduced and used as a vehicle to drive a high-performance learning culture and high-quality teaching practices across the College. The introduction of Instructional Leadership, a new learning and teaching leadership structure, enabled the work to focus on improving instructional practices in the classroom based on our Learn Instructional Model. Instructional Leaders work through the growth coaching model with teachers to determine which interventions to implement that will have the greatest impact on student learning. The process has been developed to support teacher growth to maximise feedback to improve student learning outcomes. Instructional Leaders worked collaboratively with colleagues to develop and sustain a positive school climate through collective teacher efficacy. This may be achieved by:

- collegial, professional conversations.
- the coaching of teaching teams.
- the coaching of individual teachers to support them in curriculum development.
- facilitating opportunities for colleague observations to promote continual professional growth.
- building connections between staff to share pedagogical expertise.
- team-teaching.

### **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 STEAM experiences/opportunities to students such as St Vincent's Institute of Medical Research, Monash University and the STEAM 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. Teachers also actively engage in analysing PAT, AAS and internal data to create a learner profile to tailor learning to individual student needs. The College continued to build on developing a culture of collective teacher efficacy to support student growth. 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 within the Victorian Curriculum. 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.

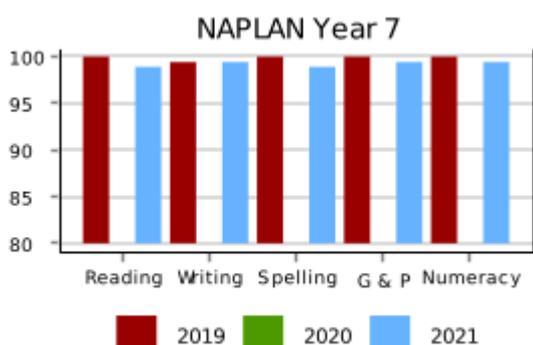
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	587.8
Year 9 Numeracy	590.6
Year 9 Reading	603.7
Year 9 Spelling	596.7
Year 9 Writing	597.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	100.0	-	-	99.4	-
YR 07 Numeracy	100.0	-	-	99.4	-
YR 07 Reading	100.0	-	-	98.9	-
YR 07 Spelling	100.0	-	-	98.9	-
YR 07 Writing	99.4	-	-	99.4	-
YR 09 Grammar & Punctuation	98.7	-	-	98.7	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	100.0	-	-	99.3	-
YR 09 Spelling	100.0	-	-	98.0	-
YR 09 Writing	99.4	-	-	98.0	-

\* 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 mind frame, build and celebrate a culture of high expectations across the community, build the capacity of the College community to understand the relationship between learning for wellbeing and wellbeing for learning, and create an inclusive learning culture to support the needs of students and families to assist students to achieve their potential.

### Achievements

In 2021, St Columba's College launched the Bronntanais ó Dhia Program, a commendation program that recognises the contribution of students' individual gifts and talents to the College community. The goals for the program were to extend opportunities for positive reinforcement of student achievement and behaviour, build a holistic story of an individual student's development, extend the pursuit of excellence into a wider range of fields and promote additional opportunities for students to demonstrate their skills.

In addition to the introduction of the Bronntanais ó Dhia program was a review of the Student Leadership Model. The aim of the review was to ensure equal opportunities for students to experience leadership and to activate student voice. Student focus groups and interviews with key staff provided an opportunity to delve further into the strengths of the current Student Leadership Program and to delve into the areas of challenge and ideas about how we might overcome these challenges. There were several recommendations made to be implemented in 2022 including maintaining a Student Executive that consists predominantly of Year 12 student leaders, developing a new Student Engagement Team whose membership is inclusive of all year levels, introduction of new roles such as Peer support leaders and a Student Wellbeing Action Team Leader and further training for appointed leaders that was specific to their roles.

Continued implementation and review of the House Program also occurred in 2021, with a specific review of the respectful relationships curriculum that was delivered at the College which was shared by both Health and Physical Education and the House and Pastoral Care program. Due to ongoing remote learning during 2020 and 2021, planning and provisions were made in the 2021 and 2022 curriculum to ensure that students received the relevant education around respectful relationships which was challenging to deliver in a remote setting.

House Group reports were also reviewed in order to gain an understanding of what parents, students, and teachers expected to see on this report and what information was useful. Development of goal setting and review was completed and students were encouraged to reflect on their progress and aim for continued improvement both academically and in maintaining their own wellbeing.

The College also continued its partnership with Real Schools being able to implement in-class support days in order to review the structure of lessons to support student emotional and social learning and further development of relationship building.

House Leaders participated in growth coaching professional learning which enabled development in the area of coaching conversations to be used with both staff and students to further support wellbeing interventions and relationships with parents, staff, and students. This allowed for the deepening of relationships with high support and high expectations.

The development of case management for students who required intensive support and intervention was explored. Stakeholders for individual students were identified and management and review plans were put into place for these students. This also assisted in the support of students for the purposes of the Nationally Consistent Collection of Data (NCCD). Professional learning around different levels of tiered intervention and how this relates to NCCD was delivered to Middle Leadership to further their collective efficacy toward student wellbeing and learning.

#### VALUE ADDED

International Women's Day  
National Day of Action Against Bullying  
Online Assemblies  
House Welcome  
House Celebration Days  
Lunchtime student activities  
Year 7 Camp  
Year 9 Camp  
Year 8 Activity days  
Student Wellbeing Action Team  
Swimming Carnival  
House Structure and related activities  
Student Leadership  
Student Leadership Formation  
Year 7 Transition  
Online Art Exhibition  
Year 12 Graduation  
Charity Run  
Online Music Concerts

#### STUDENT SATISFACTION

Students were surveyed in a number of different ways in 2021, including through the Melbourne Archdiocese Catholic Schools - School Improvement Survey, Year 12 Exit Survey, and Year 7 Transition Survey.

Students reported a positive increase in being excited to attend and participate in their classes, respectful relationships with their teachers including that their teachers are concerned when they are upset and that teachers are interested in how they are going.

Students also indicated in the MACSSIS data that the adults in the school were supportive and that people in their classes are kind and supportive with both these areas improving from 2019 and above the MACS average result in these areas.

Students' survey results also showed that there was a vast improvement in how they felt adults in the school gave them the opportunity to talk about things that worried and concerned them (6% in 2019 to 43% in 2021, above the MACS 2021 average of 35%) as well as being given the opportunity to make suggestions about how to make the school safer (4% in 2019 to 23% in 2021, above the MACS 2021 average of 15%). This is consistent with the work done to review student leadership and enhance student voice in 2021. In addition to this students indicated that student leadership structures had improved in efficacy (30% in 2019 to 46% in 2021, above the MACS 2021 average of 34%) and that teachers seek their views on matters about them (16% in 2019 to 31% in 2021, above the MACS 2021 average of 30%) and about the school (18% in 2019 to 38% in 2021, above the MACS 2021 average of 32%).

Year 12 Students were surveyed upon their exit from the College to ascertain their level of satisfaction. Students gave positive results for the College about having a clear and documented pastoral care/wellbeing policy, effective implementation of its pastoral care/wellbeing program, and providing appropriate support to students in the various transition phases of their schooling e.g. primary to secondary; secondary to university.

Students also felt well supported with the provision of high-quality life choices/career guidance programs and the involvement of their parents with the College including parents' opportunity to interact with school activities, being kept up to date with their progress, and clear communication of how to support their development.

Year 12 Students also highlighted the extensive opportunities for them to participate in an extensive selection of co-curricular activities.

Year 7 Students were surveyed regarding their transition to secondary school and reported positive results for feeling welcomed and supported. Year 7 transition data also showed that they felt that their teachers really listen to what they had to say, told them when they were doing something really well and that they were clear about the rules and expectations of the College. Overall, Year 7 students reported feeling that they could go to a teacher if they had a personal problem and that they were encouraged to care about others at the school.

## 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.

During remote learning, attendance was taken during each online class, with teachers interacting with students via Google meet to give class instructions. Parents/ Legal guardians were able to access school and class attendance via the learning management system to monitor student attendance in online classes. Students who were not accessing these classes were followed up by House Leaders, as per normal College procedures outlined above. Supports were provided to students who had difficulty accessing online learning including support for internet access, learning, and wellbeing reasons.

Student attendance was primarily monitored by House Group teachers and House Leaders using a traffic light system available in the SIMON Learning Management System. Students who are in yellow (95% or below) or red (90% or below) are case managed to determine the reason for absence and support mechanisms that need to be put in place to increase attendance. Student management plans for students who were determined to have ongoing issues with attendance, such as school refusal were put into place to manage monitoring and improvement. Letters were sent to parents/ legal guardians at the end of each term if students had attendance rates below 90%, to ensure that they were aware of the procedures of the College and their legal requirements for student school attendance. Students with attendance above 95% were also sent a letter congratulating them on their attendance rate.

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	98.4%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.3%
Y08	95.6%
Y09	94.6%
Y10	93.8%
Overall average attendance	95.0%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	78.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	6.0%
Deferred	4.0%
Employment	6.0%
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 Mandatory Reporting and Other Obligations online modules and the Information Sharing and MARAM Reforms, to specific professional development sessions facilitated by members of the College Leadership Team. Information about the Child Safety Program was also provided to staff via the Staff Bulletin. 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 2021 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". The 'Healthy Relationships' theme, one of four as part of the Pastoral Care Program, includes lessons specifically related to Child Safety for each year level.

The development of a student-friendly version of the Child Safety Policies and Procedures commenced in 2021. A committee of students met with the Deputy Principal to begin this but due to COVID, the work was not completed. The development of this documentation will continue in 2022. In Term 2 of 2021, staff participated in a workshop about St. Columba's College's approach to supporting our transgender students as one way to address the principle of inclusion.

## Leadership & Management

### Goals & Intended Outcomes

In the 2021 Annual Action Plan the following Improvement Foci and Strategies guided our work:

1. Build the capacity of leaders and teachers to lead evidence-informed progress and growth for all students
  - Data Analysis Team periodically uses Staff Meeting time to share and analyse data sets with staff
  - Performance and Development Leader to work with the Instructional Leaders to support engagement with data to develop curriculum programs
  - Use the Performance and Development cycle to support the professional learning and growth of teachers using evidence informed practices
  - Teachers supported to participate in HALT
2. Build staff capacity to initiate, contribute to and enact the changes that support staff and student growth
  - a. Implementation of the Professional Learning Committee
  - b. Development and Implementation of a College Professional Learning Plan with the following priorities:
    - Catholic Identity
    - Implementation of the College Instructional Model
    - Real Schools - Social / emotional learning
    - Leadership Development - Growth Coaching Model
  - c. Development and trial of a teacher feedback program with two key elements:
    - Peer classroom observation and feedback from students
  - d. Implementation of the Growth Coaching Model
  - e. Review student leadership structure to support access to leadership for students at all levels and within various areas across College life
  - f. Review of Student Leadership Coordinator role

### Achievements

Ignatian spirituality is a key element of the College's tradition, with Mary Aikenhead receiving support and guidance from Jesuit mentors as she established the Sisters of Charity in Ireland. During 2020, we had a renewed connection with this tradition, especially recognising and being alive to God's presence in the ordinary and every day.

Despite the COVID disruptions the College continued to grow and flourish throughout 2021. The use of data to inform evidence-based practices has become increasingly embedded as a tool to support the DIIE (Diagnosis, Intervention, Implementation, Evaluation) model, proposed through the visible learning research. Supported by the Performance and Development Leader, teams review data to support personalising learning and differentiation to ensure that all learners are catered for within each classroom.

A new learning leadership model was implemented in 2021, with the new position of Instructional Leader being a key feature of the model. Instructional Leaders worked with individuals and teams to set goals, to complete classroom observations and offer feedback, and support the implementation of the College's Learn Instructional Model. Instructional Leaders also worked with Learning Area Leaders to review, develop and implement curriculum.

After a period of reflection, the College decided to review the software it uses to support student management and the learning and teaching cycle. The Learning Technologies Team was tasked with reviewing various products available that would ensure the College was able to meet its goals in relation to student wellbeing, student learning, assessment, reporting and parent communication. The Leadership Team accepted the recommendation of the Learning Technologies Committee to make the change to a new product that would support the College to meet its goals. The latter part of the year was spent planning for this transition in 2022.

The College Master Plan was approved by the College Board early in the year. Approvals were also gained from Mary Aikenhead Education Limited (MAEL) and the College Board to proceed with Stage A of the Master Plan. As part of the planning process the College also applied for and was successful in receiving a Victorian Government capital grant to the value of \$1M. Across the course of 2021, the Master Plan and Building Committee met regularly to progress the project, and to ensure that we were able to meet the deadlines established as part of the capital grant conditions.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

- 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.

We commenced the year with the 'Fundamentals of Coaching' for all senior and Middle Leaders with a Growth Coaching facilitator. This session was followed up with an additional two sessions throughout the year.

In 2021, we commenced our second year of a three-year partnership with Real Schools. New teachers and school officers met with our liaison, Simon Dewar for an introductory session. This was followed up with an In Class Support Day and another Student Wellbeing whole day in May for all staff. Simon also facilitated an online Restorative Practices session for parents in Semester 2. Real Schools provided further professional learning for staff on the topic of Staff Wellbeing. Amy Green, from Real Schools, worked with our Staff Wellbeing Committee to offer much needed support.

2021 saw the introduction of the Data Analysis Team, whose role is to work with staff to build their data literacy and the Professional Learning Committee who is responsible for ensuring that the College's foci are being addressed by the Professional Learning Program of the College.

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 2021.

Number of teachers who participated in PL in 2021	83
Average expenditure per teacher for PL	\$609

**TEACHER SATISFACTION**

We value the importance of regular review and reaching out to the community for feedback. The College participates annually in the Melbourne Archdiocese Catholic Schools School Improvement Surveys (MACSSIS). These surveys are one part of the picture that supports us to develop an understanding of how we are faring across key areas of school life that contribute to a flourishing community.

Staff provide feedback across 14 domains:

• Student Safety	• School Climate	• Staff-Leadership Relationships	• Instructional Leadership
• Feedback	• School Leadership	• Staff Safety	• Psychological Safety
• Professional Learning	• Collective Efficacy	• Collaboration in Teams	• Support for Teams
	• Collaboration around an Improvement Strategy	• Catholic Identity	

Nine of the 14 domains showed an improvement from 2019 scores (the last time the surveys were implemented; coloured blue), four of the domains were in line with 2019 scores (coloured grey) and one domain showed a slight drop from 2019 scores (orange). Overall, the school received a 67% positive endorsement from staff, which directly aligns with the MACS average of secondary schools in Melbourne, and an overall improvement from 2019.

In relation to Catholic identity, the positive endorsement was 80%, and even though this was a drop from 2019 scores, it is above the MACS secondary schools average of 75%.

Areas for review highlighted by the surveys and which align with our Strategic Directions Statement and the Annual Action Plan include:

- Improve the quality of feedback staff receive
- Collaboration in Teams
- Catholic Identity
- Professional Learning
- Collaboration around an improvement strategy

In 2021, staff members had the opportunity to offer feedback and contribute to consultations in a variety of ways:

- Timetable Review Committee
- 125-year Anniversary Planning Committee
- Blended Learning Model Review
- Surveys related to parent-teacher interviews
- Feedback regarding the College's new Learning Management System
- Feedback regarding the new learning leadership model
- Contribution to the Student Leadership Model review

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	94.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.4%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	1.3%
Masters	27.5%
Graduate	41.3%
Graduate Certificate	2.5%
Bachelor Degree	83.8%
Advanced Diploma	18.8%
No Qualifications Listed	10.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	88.0
Teaching Staff (FTE)	78.5
Non-Teaching Staff (Headcount)	50.0
Non-Teaching Staff (FTE)	43.2
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

Partnership with families continues to be a priority for the College. Events which connect all elements of the Community are vitally important to the life of the College. The Mother's Day High Tea is a highlight of our year, where we celebrate the various ways women make a contribution to their families. We are grateful to the Parent Engagement Committee who work to support the College in building family/school partnerships. The Year 7 Parent Meet and Greet and the Father/Male Mentor and Daughter night are well attended and provide another avenue of parent engagement with the College.

The College Alumnae Association meets once per term. Their work is vital in supporting College Alumnae to maintain strong and authentic connections with the College.

### 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, LinkedIn and Instagram). At the beginning of the school year families of students at Year 7 and 12 celebrate via 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 2021, these activities included:

- Mother Daughter High Tea
- Parent Engagement Committee:
  - Year 7 Parent Meet and Greet Cocktail Evening
  - Years 7-9 Father/Male Mentor & Daughter Games Night
  - 2nd Hand Uniform/Book Sale - December
- Alumnae Association Reunion
- Regular College Tours for prospective families as well as two twilight tours and two Saturday morning tours.
- Conversations with the Leadership Team

**PARENT SATISFACTION**

It was pleasing to see 107 families take the opportunity to offer feedback to the College via the Melbourne Archdiocese Catholic Schools School Improvement Surveys (MACSSIS). As a College focussed on continuous improvement, we value the feedback offered by our families.

Families are asked to provide feedback across 7 domains:

DOMAINS	Family Engagement	Barriers to Engagement	School Fit
School Climate	Student Safety	Communication	Catholic Identity

Two of the 7 domains showed an improvement from 2019 feedback (blue), the last time the survey was run in schools. Two of the domains showed a dip in scores (orange), and the remainder of the domains (grey) were consistent with 2019 scores. Overall, the College was given a positive endorsement of 62% (the MACS average for secondary schools was 61%).

Particularly pleasing was family response to communication. During 2021, and especially through the successive lockdowns, it was important for the College to maintain strong, timely and relevant communication with families, as we worked together to support students with continuity of learning and their overall health and wellbeing.

The Barriers to Engagement domain seeks to understand what impacts a family's ability to engage with the College community. This dip is understandable given the impact of the lockdowns, restricted access to the College, and our inability to host functions as part of our regular College calendar.

Student Safety scores are also likely to have been impacted by COVID, and the lack of connection students felt to the community during lockdown. The College conducts Student Safety surveys each year with our Year 8 and Year 10 students which provides more detailed information that House Leaders and the Head of Students use to review our pastoral wellbeing program, our student Bullying Policy and our Student Wellbeing Policy.

## Future Directions

We look forward to a rewarding 2022, one that is hopefully uninterrupted by COVID-19. The planning for new College facilities will continue in earnest. Consultations with teaching teams are planned for early 2022 as we delve into the design details for the new learning spaces.

We look forward to implementing the new Student Leadership Model, and the opportunity this will afford our younger students who would like to contribute to school leadership, and develop their own leadership capabilities.

With significant changes announced by the Victorian Government in relation to the senior certificates, and especially VCAL, we look forward to reviewing our program in light of the changes and ensuring that we maintain the best elements of our very strong program, while building in flexibility for our learners.

Next year will also be a strategic planning year, as our current Strategic Directions Statement comes to an end. Community consultations will be an important part of this planning, as we review our successes in meeting the goals set within our pillars for 2019 - 2022, assess where there remains work to be done, and gather aspirations for this community into the future. This is exciting work as we forge a renewed path from 2023.

In 2022 the College will commemorate a significant milestone - celebrating 125 years of providing Catholic education in the northern suburbs of Melbourne. It will be an important time for us to recognise the contribution of the Sisters of Charity and to capture the history of this wonderful school. It is also a time for the community to be forward-looking, building on its significant past to ensure it remains relevant to the young people of today.