



St Columba's College Ltd Essendon

2022 Annual Report to the School Community



Registered School Number: 707

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

05/04/2023

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

Governing Authority Report

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 reports annually to the ACNC and the Trustees of Mary Aikenhead Ministries. We have a close relationship with Mary Aikenhead Education Limited (MAEL), which was set up by the Trustees to govern the education ministry. We value the guidance we receive from MAEL and the opportunities to collaborate with them and learn from their expertise.
- We welcomed being able to gather face-to-face for Board meetings, following the COVID years, but with the added flexibility of being able to operate hybrid meetings, thus allowing fuller participation by all Directors. Our Board meetings are extremely well supported by the College, most notably our Principal, Business Manager and Minute Secretary. During the year we received presentations on key topics from members of the College leadership team.
- Our work as a Board is guided by our Annual Action Plan, based on the 2019 College Strategic Plan, which provides a focus for our efforts and ensures alignment across all levels of governance at the College.
- The Board participated in a strategic planning session during the year, together with College leadership, as well as directors and leadership from our sister school, Catholic Ladies College. For all participants this proved a valuable and stimulating opportunity to refocus on our strategic objectives. We subsequently revisited our committee structures and commenced changes during the year.
- The sub-committees during 2022 were Finance; Mission, Governance and Formation; Policy; and Master Plan and Building (MPB). These commenced transitioning to Finance, Audit and Risk; Mission and Formation; and Governance and Policy; while the MPB Committee retained its focus on our significant plans for a new building.
- All Directors provide extremely valuable service to the College Board, as well as to its committees, and their work is very much appreciated. Their generosity with their time and expertise serves the Board very well.
- Our Year 12 Young Woman of Influence Board of Directors Award was presented to Elle Hardwick. In addition, the Staff Board of Directors Award was presented to Sandra Boicos.

Deirdre O'Donnell

Board Chair

St Columba's College Limited

Vision and Mission

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.

Strategic Directions 2019-2022

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 person to explore, challenge and develop their potential in an environment where human uniqueness is valued, and where God is central to all 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 a significant lifelong endeavour.
- At St Columba's, we live by the motto 'Fidelis et Fortis' - Faithful and Strong. Our young people 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. In addition, the value of Truth is lived as our commitment to discovering and promoting Jesus radical and inclusive love.
- 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. Work has been undertaken in 2022, to successfully transition our senior programs to include the VCE Vocational Major from 2023.
- 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 person 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

Stories are so important to the histories of people and places. They capture the spirit and essence of the past and often paint a way to the future. Stories have been particularly important this year as we have celebrated the 125-year anniversary of the College. We have listened again to the story of Mary Aikenhead, responding to God's calling in her life, and establishing the Sisters of Charity who would go on to have so much positive influence in the world. We have heard about Mother Ursula Bruton's vision for the education of young women, and we vow to continue her legacy through the faithful, contemporary and innovative education we offer today.

We listened again to the many stories of our namesake, St Columba. It is said that he was a man of many gifts, often described as scholar, poet, teacher, leader, guide, innovator and proponent of the Catholic faith. He is remembered as a man who moved with the times. In St Columba, we have a wonderful role model for what we aspire our school to be – a place where our young people can tap into the vast array of opportunities on offer to find their individual gifts and talents they are encouraged to share generously with the world.

A 125-year history affords us a richness of stories that we were keen to share with the broader community. The 'Heart of Columba' allows us to put our history on display, to honour the endeavour and commitment of all our forebears, to understand what has shaped us, and to be inspired by that history to make our own positive impact on the world.

Looking back over the celebrations for our 125-year anniversary, we reflect on how 2022 has been a year of giving thanks for the past, celebrating the present and looking forward with hope to the future. It has been important for us to celebrate the Sisters of Charity and their colleagues, who, since 1987, have educated young women to go out confidently into the world, imbued with the charisma of Mary Aikenhead. At the same time, we give thanks for the energy and vibrancy our current students and staff bring to our community; their love of learning and teaching, and their engagement with all that the College has to offer. It is through all of us that we continue the legacy we have inherited.

What is that legacy? At our 125-year Anniversary Eucharist in August, Sr Laureen Dixon, Congregational Leader of the Sisters of Charity, spoke about this College as one that has held deeply embedded values across three centuries. She talked about the College as a strong community – strong in faith, outreach, commitment, educational leadership, and in whatever it is we choose to do. She reflected on the endeavour of the Sisters, a constant presence and reminder of our inheritance, until Sr Teresita Marcelo finished at the College in March of 2021. While we are saddened not to have the sisters amongst us each day, Sr Laureen recognised what it is that all of us carry forward, "You are the future, and that fills us with great hope and great joy".

With the development of our new Strategic Directions Statement 2023 – 2026, we move confidently into the future with hope, courage and excitement, anticipating what the unfolding chapters of the story of St Columba's College will bring for generations of young women into the future.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2022, our Catholic school for young women had specific goals aligned with our mission to be guided by the educational mission of Mary Aikenhead Ministries. One of our primary objectives was to create an inclusive culture that seeks to be in a relationship with God. We aimed to empower our students to embrace a plurality of world views and become co-builders with God and with each other, especially as we serve our world, particularly the poor and vulnerable.

Another key goal for our school was to develop the capacity to understand our role in pursuit of biblical justice for all. We sought to create a faith-filled community that impelled our students to become advocates for social justice and equality. By fostering an environment that enabled our students to engage critically with the teachings of the Gospel of Jesus Christ, we aimed to empower them to become agents of positive change in their communities and beyond.

Achievements

- St. Columba's College celebrated its 125th anniversary with the theme "Going to the Margins". A Eucharist was held on August 12, which was attended by parents, special guests, and many Sisters of Charity. Memories were shared over morning tea by those with connections to the College across several decades, highlighting the significance of the school in shaping lives in the service of God. Despite the reschedules due to the impact of COVID, the celebration was a very special commemoration, with thanks given to the many people involved in ensuring its success.
- Our staff conference was a success, as staff members were inspired by three speakers who were described as "prophets of our time". Fr Michael Trainor spoke about the context of Jesus' world, providing insights into the rich symbolism in the Gospels. Sr Cathy Meese shared her experience as a Sister of Charity, teaching us about our response to human needs. Dr Dan Fleming challenged us to bring our values and actions together and reflect on how we are attuned to God's presence in our lives. This opportunity to reconnect with our purpose was timely and necessary, reminding us of our tradition as a Mary Aikenhead Ministries College, which can bring great goodness to the world.
- The College successfully embraced its theme of going to the margins, with students and staff participating in a "Walk for the Margins" on the morning of the St. Columba's Day celebration. This walk, inspired by the legacy of the first Sisters of Charity, who journeyed to meet people in their homes, workplaces, on the street and in prison, raised \$4710.00. The College community enjoyed the event and remained focused on their House Partners throughout the day, demonstrating their solidarity with the most vulnerable in society. All funds raised were donated to the Sisters of Charity Foundation, which does vital work with marginalised communities.
- The College's focus on Laudato Si and our efforts to care for creation has been an achievement of the year. The Laudato Si goals highlight the interconnectedness of all things, and our responsibility to respect and care for the earth and all life on it. The College has formed a Laudato Si Committee comprising staff and students, and they are already meeting the goals in several ways. However, there is always more that can be done, and the College is committed to doing better in caring for our planet.

- The recognition of the faith leadership of St. Columba's College principal, Rita Grima, was acknowledged, at a national level. Rita was both the Victorian State finalist and one of the two national award winners of the Catholic Secondary Principals Australia Leadership Excellence Award, which celebrates the pursuit of excellence by principals in Catholic secondary schools in Australia. Rita's energy, hard work, and great vision have been recognized, and she credited her leadership team, staff, and St. Columba's College students for her inspiration and drive to create a better school and learning environment.
- Throughout the year, the area of Social Justice was a key focus for students and families at St. Columba's College, with various initiatives connecting them to living out a preferential option for the poor. The College utilised student leaders from different portfolios to work together towards this goal. The Edmund Rice Tutoring program continued to be successful in engaging students in peer mentoring, with the program being offered face to face after two years. Additionally, the number of Caritas Ambassadors increased, with students volunteering to raise awareness of Project Compassion initiatives during Lent, furthering their commitment to social justice.
- The Faith and Mission Team has achieved a lot in the past year, ensuring that the liturgical life of the College continued even while working online. They designed prayer and formation programs to engage self-care and reflection and to return to communal celebration in the area of faith development. The Enhancing Catholic School Identity (ECSI) data has substantiated the staff's efforts to engage young people in the faith tradition

VALUE ADDED

- Opening Staff Mass
- Opening School Mass
- Leadership Retreat Liturgy
- House Welcomes
- Year 8 Reflection Day
- Project Compassion including Caritas Ambassadors
- 125th Anniversary Staff Conference
- Ash Wednesday Liturgy
- School Easter Liturgy
- National Reconciliation Week
- House Celebration Days
- Feast of St Columba Homeroom Liturgy
- St Columba's Day celebrations
- Year 9 Reflection Day

- Year 12 Retreat
- Ministry Retreat
- Year 10 Interfaith Dialogue Day
- Feast of the Assumption Mass
- Graduation Mass
- Year 11 Reflection Day
- Whole School Advent Mass
- Staff Advent Mass
- Robust Religious Education program across Years 7-10
- VCE RE curriculum offerings in both Religion and Society, and Texts and Traditions
- Outreach programs e.g. Edmund Rice Tutoring, Day for Girls and Big Group Hug
- Student Leadership Formation
- Weekly staff prayer in the Chapel

Learning and Teaching

Goals & Intended Outcomes

St Columba's College encourages every member of our community to be creative, fearless and courageous. We believe learning is transformational and optimises opportunities for lifelong success. We are excited about creating new ways of seeing, being and doing. Our teachers actively collaborate in the learning environment with our students to nurture authentic and respectful relationships by establishing an inclusive learning culture. We set high expectations to promote ownership of learning through goal setting and reflective practice.

2022 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.

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 College has developed a shared understanding and implemented a response to intervention model to support student learning and wellbeing. The Student Learning and Wellbeing Team and the Senior Programs Team 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) and College 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 drives a high-performance learning culture and high-quality teaching practices across the College. The implementation of the new Learning Management System SEQTA also provided an opportunity to build on our work in visible learning. Staff continued to build their collective efficacy to review and implement innovative curriculum using the Learn Instructional Model.

The Instructional Leadership team continued to focus on improving instructional practices in the classroom based on our Learn Instructional Model. Instructional Leaders worked through the growth coaching model with teachers to determine which interventions to implement that will have the greatest impact on student learning. The process supported 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 was 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. The VCAL students also created coasters and bookmarks using the Precious Plastic Program for the residents at Embracia aged care.

In our 125th anniversary year, the College learning community was called to continue to build on the deep story of Mary Akienhead and the charisma and tradition of the Sisters of Charity by reflecting on what it means to 'go to the margins'. Challenged to think differently about learning and innovation, to reimagine our curriculum. Guided by our understanding of justice and Catholic Social Teaching, teaching staff worked collaboratively to provide opportunities for every student to be involved in service, stewardship or raising awareness activities over the course of the school year.

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

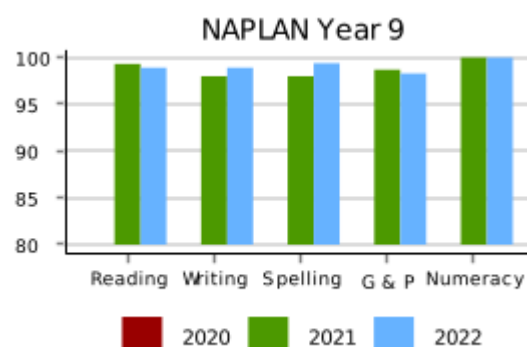
Year 9 Grammar & Punctuation	605.9
Year 9 Numeracy	594.0
Year 9 Reading	610.0
Year 9 Spelling	601.8
Year 9 Writing	609.0

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	99.4	-	99.4	0.0
YR 07 Numeracy	-	99.4	-	97.6	-1.8
YR 07 Reading	-	98.9	-	99.4	0.5
YR 07 Spelling	-	98.9	-	99.4	0.5
YR 07 Writing	-	99.4	-	100.0	0.6
YR 09 Grammar & Punctuation	-	98.7	-	98.3	-0.4
YR 09 Numeracy	-	100.0	-	100.0	0.0
YR 09 Reading	-	99.3	-	98.9	-0.4
YR 09 Spelling	-	98.0	-	99.4	1.4
YR 09 Writing	-	98.0	-	98.9	0.9

* 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

After the review of the Student Leadership Model in 2021, a new structure was implemented in 2022. This enabled students from years 7- 12 to experience leadership and to activate student voice within their House and Year Level. The foundations were laid for House Leaders to work with the student leaders to get feedback and establish engaging initiatives that can be implemented to improve student wellbeing and learning outcomes.

The implementation of pastoral care notes on SEQTA saw a review of the Wellbeing team's processes and procedures in relation to the documentation of student wellbeing issues. It also allowed for closer links to be made between learning, teaching and well-being, as well as the implementation of a case management process to identify and provide continued support for students that require higher levels of intervention. The House Leaders also conducted the initial planning for the implementation of Personal Learning Plans for students who fall into the category of requiring support for social emotional or physical needs. This also assisted in the process of compiling relevant information for the Nationally Consistent Collection of Data (NCCD). To further assist with the collection of data, professional development of all staff was undertaken to address the tiered intervention approach to support student wellbeing and learning.

The House Leader Team began a preliminary investigation to develop a whole school well-being approach that could support the Instructional Model that is already in place at the College. The investigation aimed to further develop the Engage Pillar of the Learning, Teaching and Wellbeing model to ensure that every student is known and valued, actively engaged, feels safe and supported and is able to grow and flourish. The team undertook research into High Impact Engagement Strategies (HIES), the Visible Wellbeing Model, Berry Street Program and the Resilience Project. Overall, while all models possessed elements that would be appropriate for the context at St. Columba's, further investigation would need to occur to ensure that any whole school approach worked seamlessly with the learning and teaching framework that has already been established. As part of the investigation that occurred, a greater focus was placed on a positive psychology mindset and a Positive Education Enhanced Curriculum was purchased for implementation in the pastoral care program.

Using student feedback, the College also reviewed its Pastoral Care program to ensure this important social emotional curriculum was relevant, timely, and engaging for all students.

VALUE ADDED

International Women's Day
National Day of Action Against Bullying
House Welcomes
House Celebration Days
Lunchtime student activities
Year 7 Camp
Year 9 Camp
Student Wellbeing Action Team
Swimming Carnival
Athletics Carnival
House Lesson Activities
Student Leadership
Student Leadership Formation
Year 7 Transition Program
Art Exhibition
Year 12 Graduation Celebration
Celebration of Excellence
Charity Run
Music Performances
Year 9 and 11 Your Choicez Seminar Day
St Columba's Day Celebration
Year 7 Activity Day at CLC

STUDENT SATISFACTION

Students were surveyed in a number of different ways in 2022, including through the Melbourne Archdiocese Catholic Schools- School Improvement Survey, Year 12 Exit Survey, Year 7 Transition Survey and Year 8 and 10 Safety Surveys.

Year 7 students were surveyed regarding their transition to secondary school and reported positive results for feeling welcomed and supported. The year 7 students have shown through the Transition Survey that they are proud to be students at the College. This has been an ongoing positive response since 2019. Year 7 students also highlighted that they are

encouraged to do their best and take care of each other and that staff show respect. It was also highlighted that of the students that filled out the survey, 92.9% have made many new friends throughout their transition.

Year 12 students were surveyed upon their exit from the College to ascertain their level of satisfaction. Year 12 students were particularly happy with the learning environment of the school and expressed that the buildings and classrooms were well maintained. They were overall happy with other elements of school life including cocurricular activities, resources and facilities, values and culture and teaching standards. 83% of students strongly agreed that each student is encouraged to achieve to the best of their ability.

Students indicated in the MACISSIS data that teachers hold high expectations for them (69% compared to the MACS average 64%). This acknowledges the importance that the College places on overall student outcomes and links to the fact that 84% of students feel that it is important for them to do well at school (compared to the MACS average of 82%). Students also indicated that they enjoy being together in class and that classmates are kind and helpful (56% compared to MACS 54%).

Students identified through the MACSSIS data that they feel safe from physical violence at school (93% compared to MACS average of 77%). The Year 8 and 10 Safety Survey also highlighted that few students encounter poor experiences with their peers.

There was further improvement in the data around student leadership with 95% of students acknowledging the student leadership structures compared to 93% in 2021 (and compared to the MACS average of 92%).

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 through SEQTA 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 or emailing 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 Group Teacher.

Student attendance was primarily monitored by House Group Teachers and House Leaders using reports generated through SEQTA. Students with attendance concerns are case managed to determine the reason for absence and support mechanisms that need to be put in place to increase attendance. With the implementation of SEQTA, a more detailed list of reasons for students being out of class was incorporated. This enabled the College to monitor time at school versus time spent in class which became an invaluable tool when working with students with wellbeing concerns. Student management plans for students who were

determined to have ongoing issues with attendance was 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	93.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.5%
Y08	90.9%
Y09	91.9%
Y10	90.3%
Overall average attendance	91.7%

SENIOR SECONDARY OUTCOMES

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

POST-SCHOOL DESTINATIONS AS AT 2022	
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 1359 and the new 11 Child Safe Standards 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 CompliLearn 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 2022 Pastoral Care Program continued to access the resources of the Resilience, Rights and Respectful Relationships program demonstrating the College's commitment to Child Safety.

The Deputy Principal worked with student members of the Student Engagement Team to develop a student-friendly version of the new Child Safe Standards. Students launched the document at a whole school assembly. The document can be accessed by students via a link on our Learning Management System. It is also available on our website for prospective families.

The Student Executive Team (15 Year 12 students) worked with personnel from Mary Aikenhead Ministeries to develop an inclusion statement which is read out by our College Captains at the beginning of all assemblies - "As an inclusive faith community, we acknowledge that we are all made in the image and likeness of God and we are created in love. All faiths, genders, sexualities, cultures and abilities are therefore respected, accepted and welcome in our community."

Leadership

Goals & Intended Outcomes

In the 2022 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
 - Instructional Leaders to support engagement with data by teaching teams
 - Use the Performance and Development cycle to support the professional learning and growth of teachers using evidence informed practices
 - Provide support for teachers who are applying for HALT in 2022, continuing to encourage others to take up the challenge
2. Build staff capacity to initiate, contribute to and enact the changes that support staff and student growth
 - The PL Committee to take on greater responsibility in the development and Implementation of a College Professional Learning Plan.
 - Catholic Identity
 - Implementation of the College Instructional Model, including HITS
 - Real Schools- Social / emotional learning
 - Leadership Development - Growth Coaching Model
 - Embed SEQTA as the management system all teachers use for the learning, teaching, assessment, reporting and wellbeing cycle
 - Development and implementation of a teacher feedback program with three key elements to support the development of teacher self-efficacy:
 - Classroom observation, Learning Walks and feedback from students
 - Development of annual review program for School Officers, and trial of program for refinement and implementation in 2023
3. Development of staff and student leadership structures that support Mission Mindful Leadership
 - Continue to develop the growth coaching model, including the building of the Learning Area Leaders capacity to continue to use this model in their daily conversations with staff
 - Next stage of implementation of the recommendations identified in the Student Leadership Review

Achievements

The events to mark our 125-year anniversary were a cause of great celebration for the College. With the involvement of the Sisters of Charity, representatives from Mary Aikenhead Ministries and Mary Aikenhead Education Australia, students, staff, alumnae and the wider community, 2022 was truly a significant moment in the history of the College.

The opening of the 'Heart of Columba' allowed the College to realise its vision of sharing our extensive archival display with the broader community. It was a joy to watch alumnae reminisce over the memories now on display for all to enjoy.

Following the review of the College's Student Leadership Framework in 2021, it was exciting to implement the renewed framework in 2022, offering more roles for junior students, and setting up another student leadership team, the Student Engagement Team, or SET, that sits alongside the Senior Student Executive.

The implementation of our new learning and student management system, SEQTA, rolled on, despite some interruptions due to staff shortages. The staged roll-out supported teachers to orient themselves around this extensive platform, before the roll-out of curriculum and lesson documentation in 2023.

Planning continues for the realisation of the Stage A of the College's Master Plan, a STEAM Building which includes Science, Visual Arts, Food Technology and maker classrooms. The current challenges to the building industry may have caused delays to our planning work; however, they have not dampened the enthusiasm of the College Board or the Leadership Team to continue the planning for this new facility.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Build a culture of collective teacher efficacy to improve student outcomes and build on teacher professional growth
- Build staff capacity to initiate, contribute to and enact the changes that support staff and student growth

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 and other Compliance modules, were also a feature of the internal professional learning program.

To address our Annual Action Plan improvement foci (noted above), we have engaged in the following activities:

- Encouraged the development of Learning Area Teaching Team goals to build teacher data literacy;
- Provided targeted professional learning to further develop data literacy and ensure consistency across teaching teams;
- The PL Committee took on greater responsibility in the development and Implementation of a College Professional Learning Plan;

- Embeddd SEQTA as the management system all teachers use for the learning, teaching, assessment, reporting and wellbeing cycle;
- As part of our 125th celebrations, the whole staff engaged in an overnight Faith Retreat, facilitated by Michael Trainor.

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 2022.

Number of teachers who participated in PL in 2022	82
Average expenditure per teacher for PL	\$316

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.

Our 2022 data was mixed, generally reflecting an upswing in outcomes for some cohorts of staff, and a decline in others. What has been most pleasing has been the positive results seen within the Collective Efficacy Domain. Teachers are confident about their capacity to motivate students. They know how to assist students to progress in their learning, and they know how to challenge students to learn at a high level. This was certainly borne out in our Year 12 2022 results where there was an increase in the median ATAR being achieved by our students.

In 2022, staff members had the opportunity to offer feedback and contribute to consultations in a variety of ways:

- Timetable Review Committee
- Strategic Directions Planning
- Feedback related to the development of the Annual Action Plan
- Surveys related to the structure of Progress Interviews
- Feedback regarding the Parent Code of Conduct
- Contribution to the reviews of various leaders at the College
- Contributing to a response regarding teacher shortages

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.4%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	88.8%

TEACHER QUALIFICATIONS	
Doctorate	1.1%
Masters	25.6%
Graduate	37.8%
Graduate Certificate	3.3%
Bachelor Degree	76.7%
Advanced Diploma	13.3%
No Qualifications Listed	17.8%

STAFF COMPOSITION	
Principal Class (Headcount)	9.0
Teaching Staff (Headcount)	86.0
Teaching Staff (FTE)	75.5
Non-Teaching Staff (Headcount)	54.0
Non-Teaching Staff (FTE)	50.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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 2022, these activities included:

- Mother Daughter High Tea
- Father's Day breakfast
- 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 – Face Book page
- Alumnae Association Reunion
- Regular College Tours for prospective families as well as two twilight tours and two Saturday morning tours.
- Invitation to College swimming and athletics carnivals and College Assemblies

PARENT SATISFACTION

It was pleasing to see 87 families take the opportunity to offer feedback to the College via the Melbourne Archdiocese Catholic Schools School Improvement Surveys (MACSSIS), however this was a drop from previous years when participation is normally over the 100 mark. As a College focused 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

Whilst two of the 7 domains showed were consistent with 2021 scores (grey) there was a dip in two domains (light orange) of approximately 5 percentage points and two domains showed a dip in scores (orange) of approximately 10 percentage points. Overall, the College was given a positive endorsement of 56% (the MACS average for secondary schools was 58%).

Particularly pleasing were the increased responses in the domain of barriers for engagement from 2021, which is a testament to the hard work by all staff in adjusting and developing curriculum delivery where student engagement has been a major focus. During 2022, and especially through the successive lockdowns over previous years, 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.

2022 saw the implementation of a new Learning Management System (LMS) where communication with the families for both Learning and Wellbeing was different to the previous year. As was expected with any change management process, a performance dip was observed as was evident by the communication domain results. The College worked hard through the year in assisting families in navigating our new LMS and family portal and are expecting improvements in this domain in 2023.

Future Directions

In 2022, various consultations were held regarding the development of the next Strategic Directions Statement, 2023 - 2026. Educational Consultant, Patricia Bergin, worked with the Leadership Team, all staff and the College Board, to collect and review feedback to inform the development of the Strategic Directions Statement. Parents were also invited to offer feedback on an early draft of the Statement. The College is proud of our renewed Directions Statement, which has underpinned the development of a focussed Annual Action Plan for 2023.

The effects of COVID-19 and successive lock-downs have resulted in a very changed school landscape. While well being and student pastoral care were always an important element of the work in schools, there is a need to address this in a more integral way within approaches to learning and teaching. This will be a key focus of the 2023 Annual Action Plan.

Work continues on meeting the vision within the College's Master Plan. In a turbulent and unpredictable building environment, this is throwing up some challenges, however, we continue to engaged with key contractors in an effort to realise our vision.