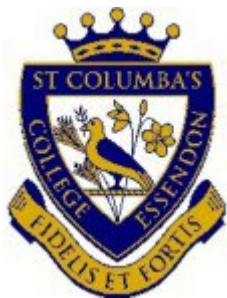


2023

Annual Report to the School Community



St Columba's College Ltd

2 Leslie Road, ESSENDON 3040

Principal: Rita Grima

Web: www.columba.vic.edu.au

Registration: 707, E Number: E1070

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Mar 2024

About this report

St Columba's College Ltd is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

College Board Report

The St Columba's College Board of Directors is responsible for strategic directions and ensuring the Objects of the St Columba's College Ltd Constitution are met.

The Board of Directors reports annually to the Australian Charities and Not-for-profits Commission (ACNC) and the Trustees of Mary Aikenhead Ministries (the Trustees) and has a close working relationship with Mary Aikenhead Education Limited (MAEL) set up by the Trustees to govern the education ministry. The Board also receives guidance from the Melbourne Archdiocese Catholic Schools (MACS), the Victorian Catholic Education Authority (VCEA) and the Catholic Religious Institute and Ministerial Public Juridic Person Victorian Schools Limited (CRMV) bodies.

The Directors are committed to academic excellence and the mission of Mary Aikenhead Ministries encapsulating the values of truth, hope, love, justice and compassion expressed through a contemporary governance structure of the College. The Mission and Formation Committee of the College Board supports Directors to develop and deepen their understanding of governance for mission.

Directors' key areas of responsibility are derived from the St Columba's College Constitution's Objects. These include the mission and vision of Mary Aikenhead Ministries and the charism and tradition of the Sisters of Charity; Catholic Identity of the College with its religious and general education grounded in Gospel values and the traditions of the Catholic Church; good governance of the College including financial management, capital expenditure and meeting legal requirements; strategic planning, stewardship of College resources and education; performance development and management and due care. These are reflected in the Board's 2023 Annual Work Plan, the Financial Statement Reports and the College Strategic Directions Statement 2023-2026.

2023 started in hopeful anticipation that the year would not be impacted by the COVID experiences of the previous years and we were indeed presented with an environment of spirituality, wellbeing, socialisation, academic learning and development, growth and opportunity for our students and the College community.

Our capital works program continues to be delivered. The building contract for Stage One of the Master Plan was executed with Building Engineering and work commenced on site in July 2023. We celebrated with the Turning of the Sod ceremony in September 2023. The building was named the 'Foxford Innovation Centre' based on the Sisters of Charity having the courage, tenacity and vision to set up the Foxford Woollen Mills, leading to a significant positive impact on the Foxford community in Ireland. The journey towards our new strategic vision for the College started to visually crystallize. Appreciation is acknowledged to the

College Board for its behind the scenes support, to the Committees (Finance, Audit and Risk; and the Master Plan and Building), the Project Control Group (now the Foxford Working Group), the Visual Arts, STEAM and Science Teams, our Project Managers, Fontic; our Architects, CHT Architects, and the College Leadership Team.

The safety and wellbeing of our students, staff and College community is an imperative. Additional CCTV cameras and defibrillators were installed on College premises. All adult personnel, including Directors, contractors and 3rd party workers undertake the mandatory annual course on Child Safety. Cyber Risk and eSecurity is an evolving threat in the education landscape and there is strategy and planning for protection of information systems and data in line with best practice. System upgrades and platform rollout are in progress. Webinars on eSafety and wellbeing were available to parents and guardians/special friends.

The new Catholic Enterprise Multi Employer Agreement (CEMEA 2022) for teachers came into effect and whilst this resulted in changes to timetable and school hours, it had no deleterious impact on learning hours for students.

A review of the St Columba's College Constitution kicked off to bring it in line with contemporary developments and legislative changes. The Principal's Summative Review (penultimate year of contract period) was commissioned with a Report on Findings completed for the Directors, with a summary provided to MAEL and to the Trustees. Relevant school governance policies reviewed by the Board's Governance and Policy Committee and approved by the Directors are located on the College website for access by the College community.

The 2022 sub-committees successfully transitioned to the new sub-committees of Finance, Audit and Risk; Mission and Formation; and Governance and Policy. The Master Plan and Building Committee formed the Project Control Group (Foxford Working Group) which reports to it on operational matters. These committees meet regularly throughout the year to support the delivery of responsible governance and have oversight of associated groups.

Board members had the opportunity to participate in the Trustees of Mary Aikenhead Ministries 2023 Conference and the MAEL Formation Gathering, both providing an opportunity to interact with leaders of the Church and Education for ministry formation and learnings.

We farewelled Board Chair and Director, Deirdre O'Donnell, after years of dedicated service to the College and its community. We thank Deirdre for her commitment and valued contribution.

We congratulate Tara Werden, the College Dux and Maddison McCoy-Blanco named the VCE Vocational Major High Achiever. The Year 12 Young Woman of Influence Board of Directors Award was presented to Lauren Ryan-Green. In addition, the Staff Board of

Directors Award was presented to Therese Chapman. These are wonderful achievements and proud moments for all.

College achievements are directly linked to the working partnership with parents, guardians and stakeholders as well as the work of our Principal, the Leadership Team, students, teaching and non-teaching staff, the Parent Engagement Committee (PEC), the Alumnae Association and Directors.

My fellow Directors and I thank you for the energy and steadfast commitment in driving forward high standards in academia and education, innovation, faith-filled mission and a College community steeped in heritage/tradition, through a current and future lens, local belonging and faithful, contemporary and innovative practices.

We look forward to sharing 2024 with you.

'Fidelis et fortis '

Angela Agricola

Board Chair

St Columba's College Limited

Vision and Mission

Our College Vision and Mission Statements

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.

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 active 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*:
 - o The love of Christ Impels us
 - o Preferential option for the poor
 - o Going to the margins
 - o Trust in divine providence
 - o Called to be extensively useful
 - o Contemplatives in action
- Our Learning, Teaching and Wellbeing Framework establishes our vision for faith formation, learning and wellbeing. Programs in each of these areas flow from the aspirations we name in our vision.

- The Faith Development Framework implemented by the Principal, Head of Faith and Mission, Religious Education Learning Area Leader and Justice Leader, provides each student with numerous opportunities to enrich and enhance their relationship with God, to explore their own personal spirituality and to participate in social justice activities.
- The academic program is supported by an extensive 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 VCE Vocational Major (VCE VM). Vocational Education and Training (VET) courses are available and can be used to satisfy the requirements of the VCE and VCE VM.
- New programs are 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 Urban Engagement Experience, and program shared with St Bernard's College, gives Year 9 Students the opportunity to spend a week undertaking a City Experience.
- 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. In 2023 this support network grew to include a College Social Worker.
- 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

The Strategic Directions Statement 2023-2026 will underpin the strategic direction of the College for the next 4 years. The introduction to this Statement reads:

Our Catholic Identity is integral to everything we do at the College – who we are as a "Catholic" community should be experienced in every facet of school life. This has been reflected in the development of these Strategic Directions – our aspirations for Faith, Mission and Identity will be realised through our work across each of the remaining pillars: Learning Teaching Wellbeing; Leadership for Mission; Environment and Resources; and Community Relations.

Our Faith Mission and Identity Pillar, which sits within each of the other four pillars, names our aspiration to be a "Synodal Community". Taking our lead from Pope Francis, we are committed to deep listening as we respond to the needs of the students, staff and families who are a part of the St Columba's College Community. As we faithfully follow in the footsteps of the Sisters of Charity, we read (and listen to) the signs of our times, as we strive to be a faithful, contemporary and innovative community, delivering an exceptional education program for all of our students.

From this statement we nominated three priorities to address in 2023 as part of our Annual Action Plan: Holistic Wellbeing, Creative Curriculum; and Achieving Aspirations. Within each pillar we determined our improvement foci and developed strategies to ensure we were faithful to the strategic directions of the College.

As a school community, we are accountable to the College Board for implementing the Strategic Directions and the delivery of the Annual Action Plan. A twice-yearly report is provided to the College Board detailing the progress the College is making towards the outcomes named in the Strategic Directions Statement. Within the pages of this report, you will read about the innovation and creativity, as well as the commitment to high academic standards, that defines our work, and allows us to strive for continuous improvement in the work we do with students, staff and families.

In 2023, our College focus values were Truth and Love. At the opening College assembly, our Year 12 Student Leaders capably captured the meaning of Love and what it looks like to put this value into action in our everyday lives. Truth, as a value in our Catholic community, means living our lives according to Gospel messages of Jesus. At the opening College assembly, we were reminded about Mary Aikenhead's calling as she listened to the parable of Dives and Lazarus (Luke 16:19-31) – a story Jesus told about how we should treat the vulnerable and marginalised. Mary's heart burned within her as she heard the message of God's deep love and compassion for the forgotten, the unwanted and the despised.

Throughout 2023, all members of the College community were challenged to find the Truth within the scriptures as inspiration for how we should all be with and for others in our lives.

While we struggled to ensure we had a full complement of teaching staff throughout the year, as the teacher shortage impacted schools across the state, we are grateful for the commitment and dedication of our teachers who went above and beyond to ensure that the learning program could be delivered in full for all students.

Catholic Identity and Mission

Goals & Intended Outcomes

As an inclusive Catholic school for young women in 2022, guided by the educational mission of Mary Aikenhead Ministries, we embraced the Gospel values of Truth and Love. Welcoming a plurality of worldviews, we were a faith-filled community impelled by the teachings of Jesus Christ to seek Truth in all things and to radiate Christ's Love to all. Rooted in these core values, we labored as co-builders with God and with each other to serve our world, especially the poor and vulnerable, by being beacons of Truth and Love in word and deed. Our commitment to living authentically as truth-seekers and love-givers defined our shared mission throughout 2023.

Achievements

- The college theme of Truth and Love, aligned with Mary Aikenhead Ministries' values of focus for 2023, permeated all aspects of College life. This guiding principle was thoughtfully reflected upon and referenced during school assemblies, liturgies, and masses throughout the year, serving as a touchstone for our community.
- A cherished tradition, House Welcomes, returned to an on-site format, providing a wonderful opportunity for Year 7 and Year 12 parents to celebrate their daughters' first and final years at the College within their respective House communities. These events fostered a sense of belonging and togetherness.
- Faith formation remained a cornerstone of the student experience, with all year levels participating in tailored faith reflection days or retreats facilitated by our dedicated Faith and Mission team as well as external providers like Youth Mission Team, The Passionists, and Christmas on the Streets. These immersive experiences deepened students' spiritual journeys.
- After a hiatus, pilgrimages to Hobart and Ireland for staff faith formation resumed, with seven staff members availing themselves of these transformative professional development opportunities to connect with the College's charism and roots.
- Reflecting our commitment to Catholic education, the College saw a significant rise in the number of staff accredited to teach in a Catholic school, bolstering our ability to impart Gospel values and faith formation.

Value Added

- House Welcome Ceremony and Liturgies
- Ash Wednesday Liturgy
- Opening School Mass
- A creative and robust Religious Education program across Years 7-10

- VCE RE curriculum offerings in both Religion & Society, and Texts & Traditions at Unit 3/4
- Caritas Ambassadors
- Stations of the Cross Liturgy
- House Celebration Days
- National Reconciliation Week
- Outreach programs eg Edmund Rice Tutoring, Day for Girls and Big Group Hug
- Student Leadership Formation
- Year 7, 8, 9 & 11 Reflection Day Incursions
- Year 10 Inter-Faith Day Excursion
- St Columba's Day Mass and Service Activities
- Feast of the Assumption Mass
- Year 12 Retreat
- Advent Mass
- Staff End of Year Liturgy

Learning and Teaching

Goals & Intended Outcomes

St Columba's College is committed to the growth and development of each member of our community. Ensuring each person's access to exemplary learning, teaching and wellbeing programs allows them to pursue excellence and their pathway to fulfillment. We are committed to strengthening the nexus between learning for wellbeing and wellbeing for learning. We foster a culture that engages, excites and challenges students and staff to pursue excellence and achieve their personal best. We support the development of positive, courageous, resilient and hope-filled learners.

We believe in nurturing student voice and agency through authentic and inclusive relationships that enable students to contribute to the design of learning and wellbeing programs. We are excited about pursuing creative curriculum design that fosters curiosity and innovation. We continue to contribute to our evolving story by responding to our times and proactively supporting the health and wellbeing of all community members – students, staff and families.

As a College community, we decided our annual action plan would focus on three priority areas:

1. Holistic Wellbeing
2. Creative Curriculum
3. Achieving Aspirations

2023 Learning, Teaching and Wellbeing Improvement Foci:

- Positively Impact Student Wellbeing and Student Behaviour through the development of a whole school approach to wellbeing;
- Positively Impact Staff Wellbeing;
- Design for challenging and stimulating curriculum;
- Embed "Going to the Margins" and Service Learning as part of curriculum development and design;
- Implementation of changes to the Senior Certificates Program;
- Student Goal Setting for the development of Reflective Practice and achieving personal aspirations;
- Excellence in Teaching through Collective and Individual Teacher Efficacy;
- Differentiation of learning.

Achievements

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, the Middle Programs 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.

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. Some of our achievements include:

- The development and implementation of the Year 9 Urban Engagement program with St. Benard's College;
- Use of Amy Berry's Continuum of Engagement to improve student engagement and agency;
- A review of the Languages program using student, staff and parent feedback to develop a sustainable Languages program at the College;
- Review and re-development of the Pastoral Care Program to include Positive Psychology curriculum;
- Pursue flexible approaches to the design of programs for senior students to support personalised learning. Year 12 students can select the VCE ATAR MAJOR, VCE MAJOR or VCE VOCATIONAL MAJOR. Students can make choices about these pathways at the commencement of Year 10.

The St Columba's Learn Instructional Model drives a high-performance learning culture and high-quality teaching practices across the College. 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 classroom management and student learning. 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 the Bionics Institute, St Vincent's Institute of Medical Research and Monash University. 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. Students are required to set learning goals through SEQTA Learn including all Year 12 VCE ATAR Major Students setting study score goals for all subjects.

NAPLAN Data:

Students in Years 7 and 9 participated in five different tests (writing, reading, spelling and grammar and numeracy) across four days in late March. The testing was completed in the students' classrooms.

Students at St Columba's College performed well against the Australian and Victorian standards. The large majority of students in both years 7 and 9 and across the five different tests meet the national standard for literacy and numeracy. Traditionally at St Columba's, there has been strong performance in the writing test and 2023 saw a further increase in writing testing levels. Reading, as well as Spelling and Grammar testing has remained the same for the last three years. The Numeracy results have also increased. Importantly, it shows that in each of the five areas, there has been improvement, especially in writing where there has been a dramatic improvement.

Staff from the Data Analysis Team as well as the Learning and Teaching team met to discuss these results together and to plan how we would communicate this to staff in the best possible way. The Performance and Development Leader provides an overview of the results staff are asked to review the area of development for the students specifically. Additionally, various staff members meet to identify any students that are in the Needs Attention or Developing areas to make personalised learning plans for them. The Data Analysis team met to discuss the long term trends of the results from NAPLAN. While there were some large changes in the way that NAPLAN results were provided to schools across the country, some trends were identified. It is clear, not just from the current results in 2023 but for the past several years that the area of writing is the main strength of our students. While the students are largely meeting the national standard in numeracy, some improvement in this area is needed.

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. Teachers develop learning activities and assessment tasks that support differentiation and the opportunity for students to demonstrate ability and achievement.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 7 | 564 | 79% |
| | Year 9 | 588 | 74% |
| Numeracy | Year 7 | 554 | 84% |
| | Year 9 | 584 | 80% |
| Reading | Year 7 | 572 | 87% |
| | Year 9 | 594 | 78% |
| Spelling | Year 7 | 555 | 88% |
| | Year 9 | 583 | 84% |
| Writing | Year 7 | 594 | 92% |
| | Year 9 | 624 | 88% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| Senior Secondary Outcomes | |
|---|---------|
| VCE Median Score | 31 |
| VCE Completion Rate (includes VCE VM completions) | 100.00% |
| VCAL Completion Rate (VCAL Intermediate) | N/A |

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Student Wellbeing

Goals & Intended Outcomes

To positively impact Student Wellbeing and Student Behaviour through the development of whole school approaches to wellbeing. By building the capacity of the College community to understand and develop resilience and strong positive relationships, students are better supported to exceed their potential.

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 promote engagement of students and parents in working with staff to support the safety of our young people.

Achievements

During 2023 all staff were provided with professional development to complete their Resilience First Aid Certificate. As a result, the cCollege is now a Resilience First Aid accredited school. Staff are now equipped to be able to use the ALL protocol from the First Aid training and have further understanding about the domains of wellbeing and how they can support themselves, colleagues, and students.

The College operates within a 7 House System for pastoral support and this was reviewed in 2023. The purpose of this review was to capture stakeholder voices (current and past students, parents, teachers, and school leaders). The overall rating of effectiveness for all survey respondents was 3.4 (of 5), with 77% of respondents positive that the House System does foster strong relationships for students, parents, and staff with one another. The areas of strength emerged as being: belonging; relationships across time; connections between age groups; and leadership opportunities.

Further development of the Pastoral Care curriculum was undertaken which enhanced support for students' social and emotional learning; auditing and updates were undertaken for the 7-12 curriculum including consent education, identifying and responding to bullying, and e-safety.

Staff and Families were given the opportunity to participate in e-safety learning to further support our students in the area of online safety. In partnership with Y-safe, which educates

families, schools, and students with professional advice that ranges from apps and screen time to child safeguarding principles.

Staff also participated in workshops that supported classroom norms and expectations to ensure that these were being explicitly taught and were consistent across all classrooms, as well as prevention and intervention sessions for student bullying.

Students participated in the PAT Social Emotional Wellbeing survey in 2023, which gave great insight into how students were coping. Overall students reported being happy, especially in year 9, 14% over average. Students reported feeling safe with all year levels marked as average or above. Students reported feeling connected, that they belong, and that they collaborate well with each other (all responses were in the above-average range)

The College undertook an audit for the Nationally Consistent Collection of Data (NCCD). The audit affirmed the College's approach to managing students with identified disabilities and the adjustments and consultations undertaken to achieve this.

Child Safety

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. One of our Learning Diversity teachers arranged a session for staff about neurodiverse students where parents and students spoke to staff to educate and raise further awareness about the needs of neurodiverse young people. Staff also participated in a ySafe (Cyber Safety educators) presentation and a Consent Education session facilitated by The Big Sister Experience.

The 2023 Pastoral Care Program continued to access the resources of the Resilience, Rights and Respectful Relationships program and the Positive Education Enhanced Curriculum demonstrating the College's commitment to Child Safety. External organisations were accessed for incursions as part of the Pastoral Care Program including:

- A Wired Production for Year 7 (Cybersafety and mental health);
- A Gender Diversity lesson for Year 7 facilitated by the Pastoral Care teachers;

- A Cyber safety session with the Police Proactive Unit for Year 8;
- A Cybersafety session facilitated by the Student Wellbeing Team for Year 9;
- Schoolies session by the Police Proactive Unit for Year 12's. This session was recorded and shared with parents.

The Deputy Principal worked with student members of the Student Engagement Team to explore the College's Complaints Resolution Policy culminating in the development of a student friendly Complaints Resolution Flowchart.

The College Captains continue to recite our inclusion statement, developed by Mary Aikenhead Education Limited, 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."

The Child Safe Committee is comprised of:

- Principal
- Deputy Principal
- Head of Students
- House Leader
- Counsellor
- 3 Parent Representatives
- 2 Student House Representatives.

The Committee deliberated on the promotion of Child Protection Week. The following actions occurred: an article about Child Protection Week was written for the College's newsletter; posters were displayed on the three TV monitors around the campus and on SEQTA notices for students and staff; students took part in a House Pledge Wall Challenge. The Committee also performed a thorough review of the College's Child Safety Risk Register.

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 Urban Experience
- Student Wellbeing Action Team
- Multi-Sports Day
- Athletics Carnival
- House Lesson Activities

- Student Leadership
- Student Leadership Formation
- Student Engagement Team
- Peer Support Program
- 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

Student Satisfaction

Students were surveyed in a number of different ways in 2023, 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 in all areas surveyed. In particular Year 7 students reported that they were proud to be a St Columba's student and that they were supported to do their best (Average score 4.09 and 4.13 respectively, out of 5) Students also reported feeling welcomed and supported in the Transition process. It was also highlighted that students felt that they were encouraged to show kindness to each other.

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 curriculum, opportunities to participate in co-curricular activities and learning environment. They were overall happy with other elements of school life including being encouraged to do their best, policies and procedures and accessibility to staff when they had concerns.

Students indicated in the MACSSIS data that people in their class are often kind and respectful (50% compared to the MACS average 48%) that they often come to class willing to learn (47% compared to the MACS average 46%). Students also reported having an adult to go to at the school if they had something that worried them (68% compared to the MACS average 67%)

Students identified through the MACSSIS data that they feel safe from physical violence at school (94% compared to MACS average of 71%). The Year 8 and 10 Safety Survey also highlighted that few students encounter poor experiences with their peers.

There was acknowledgment in the data about student leadership structure with 94% recognising the structures in place (in comparison to the MACS average of 92%). Students also showed that they felt there was an improvement in the frequency their opinion was sought for decisions made around the school (25% compared to 22% in 2022).

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 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. 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 | 92.6% |

| Average Student Attendance Rate by Year Level | |
|--|-------|
| Y07 | 92.1% |
| Y08 | 91.4% |
| Y09 | 89.6% |
| Y10 | 89.4% |
| Overall average attendance | 90.6% |

Leadership

Goals & Intended Outcomes

Leadership for Mission

Purpose

To embrace the challenge to be a prophetic community, creators of new cultures and renewed ways of seeing, being and doing. Impelled by the love of Christ, our College is a place of courage and fearlessness, as we engage in decisive actions that transform the world.

We are committed to

- Give expression to God's love through Ignatian discernment in our praying, teaching, learning, wellbeing and service.
- Nurture leadership which is synonymous with transparency, approachability and empathy, enacted by all.
- Equip students for future leadership roles through rich and diverse experiences during their College years.
- Implement professional learning opportunities for all staff that support and align with the school's priorities, individual learning needs and career advancement.
- Ensure Board processes give witness to the College's mission, and to exemplary governance practices.
- Be audacious and courageous in our witness, responding to the needs of our time in a just and compassionate way.
- **Outcomes**
School leaders have the capacity to enact inclusive, participative, empowering, relational leadership.
- Sound governance practices are a feature of all decision-making forums to achieve our strategic priorities.
- Dialogue, collaboration, co-responsibility and mutual listening are characteristic of school life.

Achievements

The year commenced with staff exploring ChatGPT as an example of Artificial Intelligence, and its potential impacts in the school environment. Staff were encouraged to explore and experiment, to ensure that students were aware of its application, for good and bad, and how this new technology could support the learning and teaching process. As an educational

institution, we did not support the banning of this technology. Rather our focus was on staff and student learning – to support students now and into their futures.

Based on the Deputy Principal's Immersion as an Integral Ecology fellow in 2022, the College has taken the lead in offering an Integral Ecology Retreat to staff members on an annual basis. The inaugural retreat in 2023 saw 5 staff members spend four days in Warnambool and Gariwerd, seeking to understand the deep connection of Indigenous Australians to the land, and what we can learn about their culture, history and care for environment, as it applies to us today. This retreat also supports the College in understanding its commitment to sustainability and restoration of the environment as we are challenged to do through the Laudato Si goals.

The Leadership Team spent time exploring the Lencioni Leadership Team model and the five functions of a high performing team – Trust, Healthy Conflict, Commitment, Accountability, Attention to Results. The team worked with Future Schools to be explicit about the behaviours within each function. It is important for us a team to regularly review our operation, individually and collectively, to ensure we continue to provide exemplary leadership for the College.

The roll-out of SEQTA continued in earnest, with the goal this year to document curriculum and lessons on SEQTA, accessible in various ways for teachers, students and families. The College Learning Management System aims to support teacher collaboration across a subject to ensure a consistency of curriculum delivery for a cohort within a subject. It also aims to make learning visible for students and families. Curriculum evolves and changes as it is adapted to the needs of students. This will be ongoing work for teachers at the College.

We were one of the schools selected for a census “post-enumeration exercise”. Essentially this is a federal government auditing exercise undertaken with random schools each year, which involves a rigorous assessment of the documentation that supports our census data in relation to enrolments and NCCD. As funding flows from this data, it is essential that this is accurate and there is the appropriate documentation supporting the submitted census and NCCD numbers. Our result was outstanding, with some minor attention needed to the NCCD documentation regarding the follow-up of family consultations. This is thanks to the work of the NCCD team at the College, and the College Registrar. Their meticulous attention to detail, and commitment to the mantra “no student falls through the cracks” resulted in a great endorsement for College processes and procedures.

After months and months of planning, a builder was appointed and works finally commenced on a new facility for the College. The Foxford Innovation Centre will house Food Technology facilities (a new curriculum offering at the College), Science labs, Visual Arts rooms, technology hubs and breakout spaces. The project includes the upgrade of the external sports court and undercroft parking. A minimum number of onsite car parking spaces in a requirement from local council. This has been the result of outstanding leadership by the

College Board and members of the College Leadership team. The building is due for completion in March 2025.

Cyber-security was a significant focus of our work in 2023. With the number of schools reporting data breaches, the College was proactive in assessing its cybersecurity infrastructure, and then developing a plan to address areas of need. The Cyber-Security Committee, met fortnightly to plan for, monitor and evaluate the implementation of the cybersecurity recommendations. The Leadership of the Systems Manager has underpinned the excellent work in this area.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

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. 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.

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 2023. A College-based Integral Ecology Retreat was introduced as part of this program of formation.

As part of our internal Faith Formation, staff were reintroduced to Catholic Social Teachings through the work of Dr Anna Rowlands, where they gained a greater understanding of various "story sources" of what it means to be human. In small groups, they discussed the impact and input of; Liberalism, Capitalism, Communism, Individualism, Nationalism & Fascism and Popularism and considered these in relation to Catholic Social Teachings.

The College participated in the Enhancing Catholic School Identity Survey and were able to unpack the results of the survey with Mr Paul Fumei, Mission Formation Leader for Mary Aikenhead Education Limited.

Staff were also able to opt in to the first of our Dinner and Divine Discourse sessions. The topic was 'AI & Transhumanism'.

Our Annual Action Plan improvement foci for 2023 were:

- Allocation of staff meeting time for the consolidation of expectations related to the implementation of SEQTA (Learning Management System), and innovation with SEQTA;
- Support the ongoing implementation of the Learn Instructional Model by upskilling teachers in the use of metacognitive strategies as an element of reflective practice;
- Upskill staff in key areas of the Pastoral Care Program/social and emotional learning.

To address these foci, we engaged in the following activities:

| Expenditure And Teacher Participation in Professional Learning | |
|--|----------|
| <ul style="list-style-type: none"> • Whole staff Resilience First Aid Accreditation facilitated by Maria Ruberto (14hrs) - the College was accredited as a Resilience First Aid School, the first in Australia; • End of year Staff Wellbeing sessions; • PL in the form of videos for staff on use of SEQTA, by Learning Technologies Leader; • SEQTA session on Cloning of lessons / class notes / lesson notes at Staff Meeting; • SEQTA session with Learning Area Leaders regarding copying of programs across semesters; • House Leaders provided workshop to House Group Teachers (HGT) re use of SEQTA to follow up on incidents; • At a Staff Meeting, Instructional Leaders ran a workshop on the 'Flourish' element of our Instructional Model; • Glen Pearsall was booked for our end of year professional learning program - focussing on our instructional model, HITs and engagement and wellbeing of students; • A change to the structure of HGT briefings was introduced. One Wednesday teachers met as House HGTs and the next Wednesday they met as year level HGTs to discuss and plan for upcoming pastoral care lessons. | |
| Number of teachers who participated in PL in 2023 | 84 |
| Average expenditure per teacher for PL | \$683.00 |

Teacher Satisfaction

The Leadership Team were ready for the implementation of the new enterprise bargaining agreement to support the employment of staff in Catholic schools. The College has a well functioning Consultative Committee, which met 8 times in 2023, which ensures that key decisions relating to the work of staff are taken following a consultative process.

Beyond the Consultative Committee, staff members had the option to participate in a number of surveys seeking feedback regarding various activities, including the following:

- Feedback forms following professional learning days
- Progress interviews feedback
- House Review - surveys, staff meeting
- Languages Review - interviews and focus group
- Development of consistent classroom management document
- Car paring arrangements during the College building program
- Classroom furniture configurations when replacing/purchasing furniture
- Year 12 Retreat - program development and feedback

- Arrangements to re-alignment of Staff Study Areas
- MACSSIS Surveys
- Renaming of the the Canteen

Data from the Staff MACSSIS Surveys was again mixed, generally reflecting an upswing in outcomes for some cohorts of staff, and a decline in others. Attitudes to teaching and learning have seen an improvement, and collective efficacy continues to be an area of strength for the College. A growth mindset is beginning to infiltrate attitudes towards making mistakes and learning from these.

The professional learning on offer has been generally well received, with further tailoring required to ensure teacher learning needs are being met. The feedback culture at the college is also improving, with staff seeking feedback from their leaders to acknowledge effort and support continuous improvement.

| Teacher Qualifications | |
|-------------------------------|-------|
| Doctorate | 0.7% |
| Masters | 16.3% |
| Graduate | 21.6% |
| Graduate Certificate | 1.3% |
| Bachelor Degree | 45.1% |
| Advanced Diploma | 7.2% |
| No Qualifications Listed | 7.8% |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 7 |
| Teaching Staff (Headcount) | 96 |
| Teaching Staff (FTE) | 88.0 |
| Non-Teaching Staff (Headcount) | 55 |
| Non-Teaching Staff (FTE) | 46.4 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

- Goals & Intended Outcomes

Purpose

To embrace the challenge to be a prophetic community, creators of new cultures and renewed

ways of seeing, being and doing. Impelled by the love of Christ, our College is a place of courage and fearlessness, as we engage in decisive actions that transform the world.

Outcomes

- A breadth of partnerships enhances student faith, learning and wellbeing outcomes.
- Diversity is welcomed and celebrated.
- Strong relationships and engagement with families, Alumnae, and community groups.
- A philanthropic culture exists to provide financial support to the scholarship and building funds.

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 was once again a highlight of our year, where we celebrate the various ways women make a contribution to their families. The Father's Day Breakfast was also well attended with more than 140 fathers and their children present.

The College has established a Parent Education Program. Sessions advertised or facilitated by the College are listed below. In addition, we have provided ongoing access to the YSafe Cyberportal for all families through the College parent portal.

- SEQTA Workshop - hybrid delivery model
- Using Technology and Beating Distractions - webinar
- How to Help Improve Your Child's Memory - webinar
- Building Resilience in Our Children - face to face
- Parent Wellbeing Webinar - advertised
- Cybersafety Presentation - face to face
- Sextortion - What Parent and Teachers Need to Know - advertised webinar
- Year 12 Parent Information Night (including being safe during end of year celebrations) - online

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.

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 in Year 7 and 12 celebrated 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 2023, these activities included:

- Mother Daughter High Tea;
- Father's Day breakfast;
- Invitation to College swimming and athletics carnivals and College Assemblies;
- Regular College Tours for prospective families as well as two twilight tours and two Saturday morning tours;
- Invitations to parents to attend College assemblies.

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 – FaceBook page.

Alumnae Committee:

- Alumnae Association Reunion;
- Address by alumna, Jacqueline Dinan, at our ANZAC Day Service & Assembly;
- Alumnae involvement in our Mock Interviews program and our Senior Pathways Expo;
- Alumnae invited to present to classes eg. Journalism elective.

Parent Satisfaction

In 2023, 108 families completed the MACSSIS surveys, which is higher than in previous years. The Catholic Identity of the College is one of the strongest features identified by families through the surveys.

Family engagement is low, despite the offering the College makes to families, and the work of the Parent Engagement Committee. School connection and belonging is highest for families in Year 7 and Year 12, and lower for families in Years 8-11.

The majority of families who responded to the surveys are accessing and utilising the Parent Portal to the College's Learning and Student Management System (SEQTA Engage). User experience is mixed, which is to be expected as 2023 was the second year of roll-out for this comprehensive school tool.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.columba.vic.edu.au