

ANNUAL REPORT 2017



St Columba
Anglican School



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Anglican School

KEEP CLEAR

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About this Report

St Columba Anglican School, Port Macquarie, is registered by the NSW Education Standards Authority (NESA) as an independent school.

This 2017 Annual Report provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

Accordingly, the report demonstrates accountability to regulatory bodies and the school community.

This report complements and is supplementary to school newsletters, yearbooks and other regular communications. The report will be available on the school's website by 30th June 2018, following its submission to NESA.

Further information about this Annual Report may be obtained by contacting the school.



Terry Muldoon
Principal

30th June 2018



A Message from Key School Bodies

Vision Statement

Encouraging intellectual, spiritual and cultural development of each student through excellence in teaching in a caring, Christian environment.

St Columba Anglican School's aims:

- To encourage an integrated attitude to faith and learning, with meaningful worship following Christian principles as part of the school's curriculum.
- To develop a partnership between school, parents and students that will enhance the teaching/ learning process.
- To encourage students to participate in a well balanced programme of curricular and co-curricular activities enabling them to discover individual strengths and talents.
- To develop confidence, self esteem, respect and tolerance of others in the belief that social awareness is a critical aspect of the Christian faith.
- To provide an environment between teachers and students that will enhance mutual respect and trust.

Principal's Report



Mr Terry Muldoon
Principal

The aim of St Columba Anglican School is to be the most outstanding school in regional New South Wales.

It is the product of the vision of a community - to build a school with access to all who want their children to achieve the highest standard of education and behaviour.

1. SCAS Strategic Lodestones

Excellence

Good enough is never enough!

Effectiveness

Effective processes and procedures in the classroom and beyond support great education!

Enterprise

We are “independent”, agile and able to quickly evolve and develop constructs, partnerships and opportunities to suit our students’ changing needs. This is one of our great advantages.

2. Teaching and Learning

Focus Areas

- Improved use of data to inform teaching and learning.
- Improved differentiation in the classroom.
- Improved transition processes.
- More effective use of teaching support staff.
- Increased focus on high potential students.
- More strategic approach to professional development.

Achievements

- Continued high NAPLAN results.
- Increased participation of academic competitions.
- High level of early university places offered.

2017 HSC Summary

- Rated 103 in state (External students omitted from the computation).
- Band 6 results in 21 subjects/areas.
- 54% of students in top 2 bands.
- 16% Distinguished Achievers list.
- 2 students achieved state ranking.
- 3 students in HSC All-rounders list.
- Top ATAR 99.05.

3. Staffing

Focus Areas

- Consistency in face to face teaching.
- Attracting a combination of experienced staff and new graduates.
- Restructure of leadership to improve functionality and decrease siloing.
- Supporting NESAs teacher registration processes.

Achievements

- Improved staffing formulae to increase face-to-face teaching presence.
- Ability to select new Directors from existing staff.
- Accreditation of PD for NESAs requirements.
- Restructure of Primary School Executive on the stepping down of Foundation Head, Mr Bruce Little.

4. Performing Arts

Focus Areas

- Development of Performing Arts building and precinct.
- Development of Iona Conservatorium concept.
- Improvement in K-12 alignment.

Achievements

- PAC Building completed to occupation standard.
- Visit of Australian Ballet.
- Introduction of Early Learning activities in PAC.
- Invitation for Chamber Choir to attend New York (Carnegie Hall) and perform in Centenary Armistice Day Celebrations.

5. Sport

Focus Areas

- Development of Iona Sports Club.
- Development of Football Academy.
- Development of Iona Talented Athlete Program.

Achievements

- Significant results in HRIS (Level 1) and CIS competitions.
- Football coach employed and Football academy launched.
- Iona netball launched.
- Football and netball teams achieve approval to compete in local competition.
- Negotiations with A League football club for potential partnership.
- Increase in CIS and state representation.

6. Chaplaincy

Focus Areas

- Ordination of school's second chaplain.
- Review of Christian Studies management.
- Increased alignment and cooperation with Port Anglican.

Achievements

- Farewell to Foundation Chaplain Rev. Duncan McArthur.

- Alignment of Chaplaincy with Pastoral Care and Wellness Directorate.
- Review of Primary Chapel services.
- Strategic planning for greater cooperation with local Anglican churches.

7. Columba Cottage Early Learning Centre

Focus Areas

- Improving play areas.
- Updating and improving room furnishings.
- Improved staff PD.
- Developing improved OOSH facilities.
- Developed wider community contacts and partnerships.

Achievements

- Management and leadership training for leadership and room leaders.
- Improved transition to school process.
- Full re-development of play areas including improved drainage and sun protection.
- Updated reception area.
- Improved parent communication modes.
- Improved OOSH facilities.

8. Campus

Focus Areas

- Programmed maintenance program.
- Improved campus access and parking.
- PAC building.
- Stage 2 Strategic Development Plan.

Achievements

- PAC completed.
- Covered areas/front entrance redeveloped.
- Classroom upgrades continue.
- Library refit completed.
- Staff Learning Lounge completed.
- Asbestos and lead contaminated building removed.
- WHS audit completed.

Chair Of Council's Report



Rev. Canon Dr John Barrett OAM
Foundation Chair, SCAS Council

Enrolments

SCAS enrolments continue to grow. Projections for 2018 indicate the number of enrolments to be in the vicinity of 1150 students.

SCAS Council

It has been both a privilege and a pleasure to work with such a committed School Council. In February 2017, the SCAS Board welcomed the new rector of the Anglican Parish of Port Macquarie, Rev. Stuart Webb. At the March Annual General Meeting long serving Council member, Mrs Loris Hendy, resigned from her position on the Board, and in May 2017 lawyer Dr Allison Stanfield was appointed to the SCAS Council.

SCAS Foundation

The role of the SCAS Foundation is to financially support the new Performing Arts Centre of Excellence (PACE), a diverse range of scholarships, selected building facilities and to give assistance to academic, sporting, cultural and spiritual pursuits.

The inaugural meeting of the SCAS Foundation Board was held on Monday 6th February 2017. The board consists of Mr Trevor Sutor (Chair), Mrs Chen Gaul and Mr Andrew Walmsley (Deputy Chairs), Rev. Canon Dr John Barrett, Dr Gordon Burch, Mrs Andrina Dawson, Mr Ian Wilbore, Mr Terry Muldoon and Mr Garry Clifton.

The SCAS Foundation has met each term to establish governance guidelines and to prioritise the opportunities and funding for the school.

IONA Performing Arts Centre

The PACE building has been on the radar since 2005, and is particularly relevant now with music, dance, drama and co-curricular activities being brought together across the SCAS Campus. The co-curricular programmes have been enormously successful with ensembles from K-12 representing around 80% of the entire student enrolment. Building of the centre commenced in June 2016 and was completed in August 2017, The official opening of the centre will be held in early 2018.

Principal and Staff

Principal Terry Muldoon commenced in 2008, and at the end of 2017 will have completed ten years as Principal of SCAS. His tenure over his principalship has been marked by significant student growth, successful government grants, outstanding academic, sporting, cultural and spiritual outcomes, employment of outstanding staff, and a sound working relationship with the SCAS Board.

The School Executive continues its significant contribution to the day-to-day running of the School. Our thanks also are conveyed to our Foundation Chaplain, Rev. Duncan McArthur, on his Christian and pastoral oversight at SCAS. Duncan's 15 years as Chaplain has been remarkable and several functions were planned and enjoyed in 2017 for his retirement. Duncan now becomes Chaplain Emeritus, assisting the new Chaplain Rev. Paul Hodge as needed. Paul was ordained into the Diaconate by Bishop Sarah, at St Thomas' Church, Port Macquarie on 21st February 2017.

Parents and Friends Association (P&F)

During 2017 we forged a closer relationship with the school's Parents & Friends Association. There are many new initiatives which are exciting for the school community. Our thanks particularly to the Parents & Friends Executive and their significant contributions to SCAS.

Columba Cottage Early Learning Centre

From a centre that commenced in 2009 with 79 places, 2017 has seen a remarkable transformation of Columba Cottage, including new signage and a complete transformation of the outdoor areas. The centre's Out of Schools Hours Care (OSHC) has also seen significant growth for both Before and After School Care and Vacation Care.



Columba Cottage Early Learning Centre

Anglican Diocese of Grafton

The St Columba Anglican School Board and the School Executive convey their appreciation to the Right Rev. Dr Sarah Macneil, Bishop of the Anglican Diocese of Grafton, Mr Chris Nelson, Registrar, Mrs Julie White, Diocesan Accountant and indeed the entire Diocesan staff for their continuing support and encouragement during 2017.

Chaplaincy and Pastoral Team

With Chaplain Emeritus Duncan McArthur now assisting and mentoring Rev. Paul Hodge, our new School Chaplain, we are entering into an exciting time of Chaplaincy and pastoral care. Rev. Stuart Webb, Rector and new appointment to the SCAS Council, has made a new appointment to the Anglican Parish of Port Macquarie, Lawrence Outridge, who is available for SCAS Chapel services and Christian outreach.

"Give and you will receive. You will be given much. Pressed down, shaken together, and running over, it will spill into your lap. The way you give to others is the way God will give to you." Luke 6:38



IONA Performing Arts Centre of Excellence

Student Representative Council Report

Students at St Columba Anglican School participate in leadership positions at the following levels and capacities:

Primary School	Secondary School
Captains	Captains
Vice Captains	Vice Captains
House Captains	House Captains
SLC Positions	Prefects
Student Leaders and Seniors	Year Representatives



Leadership in the Secondary School comprises the Senior Leadership Committee (SLC) and Year Representatives. The SLC is composed of the Captains, Vice Captains, House Leaders and Prefects. The Year Representatives involve one female and one male leader per cohort from Years 7 to 11.

As part of the school's commitment to training student leaders, a number of different activities have been undertaken to provide opportunities for students to observe, develop and model appropriate leadership skills. For Primary School (Year 6) and Secondary School, Leaders Training is provided on a continuing basis throughout the year.

A Senior Studies and Leadership Expedition is held for all Year 11 students in Term I. The SLC

meet weekly and Year Representatives meet fortnightly to discuss student issues and to raise funds for student projects. In addition, students from Years 9 to 12 are eligible to join the Rotary sponsored group Interact, which meets fortnightly. Interact members are active in fundraising activities, public speaking and four representatives attended the Model United Nations Assembly in the state this year.

As part of their role as Student Leaders, the SLC students are inducted at two days of leadership training where they have the opportunity to discuss what leadership is and plan their contribution to the school community for their particular year of involvement. A modified program for the Year Representatives is also run where they participate in a one day leadership program held on school grounds.

In the Primary School, student leadership applicants have the opportunity to be involved in a leadership day and elected members participate in a Student Leadership Conference, which allows our students to converse and learn with leaders from other schools in the area.

The types of skills that are important for people to lead well include:

- Effective communication
- Problem solving skills
- Decision making skills
- Teamwork skills
- The ability to deal with stress and stressful situations
- Goal setting
- Evaluating
- Supervising others
- Motivation
- Time management
- Public Speaking.



Contextual Information

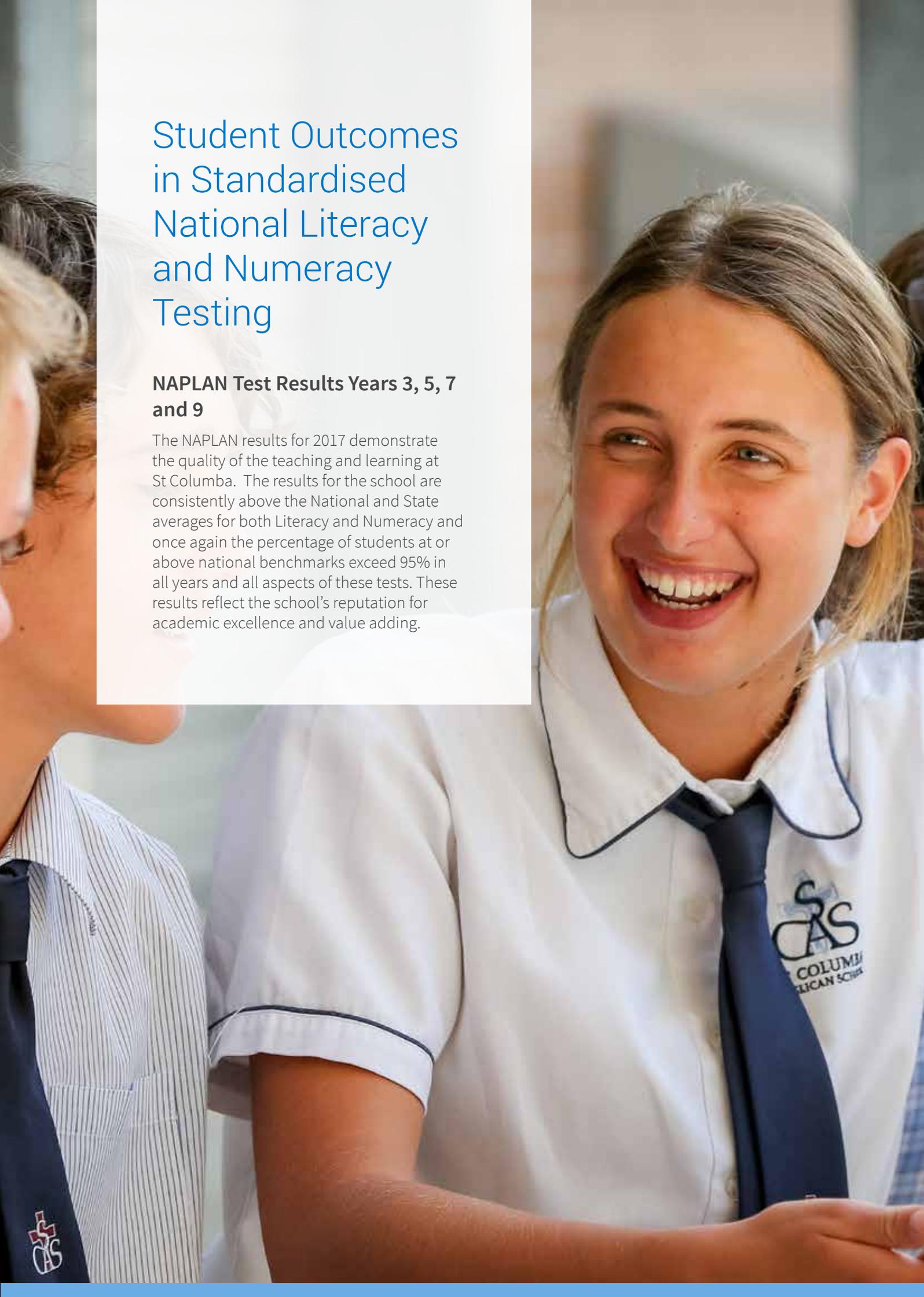
St Columba Anglican School is a Christian school with an Anglican foundation, and provides a comprehensive educational experience from Early Learning to Year 12.

The value of the individual and recognition of each student's endeavours, achievements and potential to contribute to the community are at the core of the school.

In all areas of school life we aim to provide a supportive, nurturing environment where fun is balanced with good discipline, and self expression balanced with personal responsibility. SCAS is a place where friendships and teamwork are encouraged and developed by a staff that is dedicated, compassionate and understanding of the needs of young people.

SCAS follows the curriculum as set down by the NSW Education Standards Authority (NESA) and participates in all external examinations up to the Higher School Certificate. Our aim is that students will leave us as fulfilled young adults with their skills and talents recognised and developed.

At SCAS co-curricular activities are seen as a valuable part of the School's educational experience. Outdoor education programmes, House activities, clubs, a great range of sports, drama, dance, debating, public speaking, chess, musical ensembles, academic clubs and choirs mean there is an opportunity for everyone to explore their interests.

A young woman with light brown hair, wearing a white short-sleeved school shirt with a dark blue collar and a dark blue tie, is smiling broadly. She is looking slightly to her right. On the left, the profile of another student in a striped shirt and dark blue tie is partially visible. The background is blurred, suggesting an outdoor school setting. The text is overlaid on a white rectangular area in the upper left portion of the image.

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Test Results Years 3, 5, 7 and 9

The NAPLAN results for 2017 demonstrate the quality of the teaching and learning at St Columba. The results for the school are consistently above the National and State averages for both Literacy and Numeracy and once again the percentage of students at or above national benchmarks exceed 95% in all years and all aspects of these tests. These results reflect the school's reputation for academic excellence and value adding.

Comparative tables showing the St Columba candidature's mean, the State's mean and the National mean for each test

Year 3

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	456.8	417.4	440.6	487.8	450.4
NSW	436.5	421.2	426.6	444.3	416.1
Australia	431.3	413.6	416.1	439.2	409.4

Year 5

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	520.5	485.1	529	521.1	515.7
NSW	508.5	477.9	507.9	506.3	499.6
Australia	505.7	472.5	500.8	499.3	493.8

Year 7

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	563.0	534.3	575.2	571.5	589.1
NSW	548.6	516.8	558.3	546.6	560.2
Australia	544.7	512.9	549.5	541.5	553.7

Year 9

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	624.8	604.8	608.0	611.6	621.9
NSW	588.8	559.1	591.8	582.7	602.9
Australia	580.9	552.0	581.4	573.6	591.9

Proportion of students at or above National Minimum Standards

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	96%	96%	97%	97%	97%
Year 5	96%	96%	97%	95%	99%
Year 7	98%	97%	98%	98%	99%
Year 9	99%	97%	99%	100%	100%

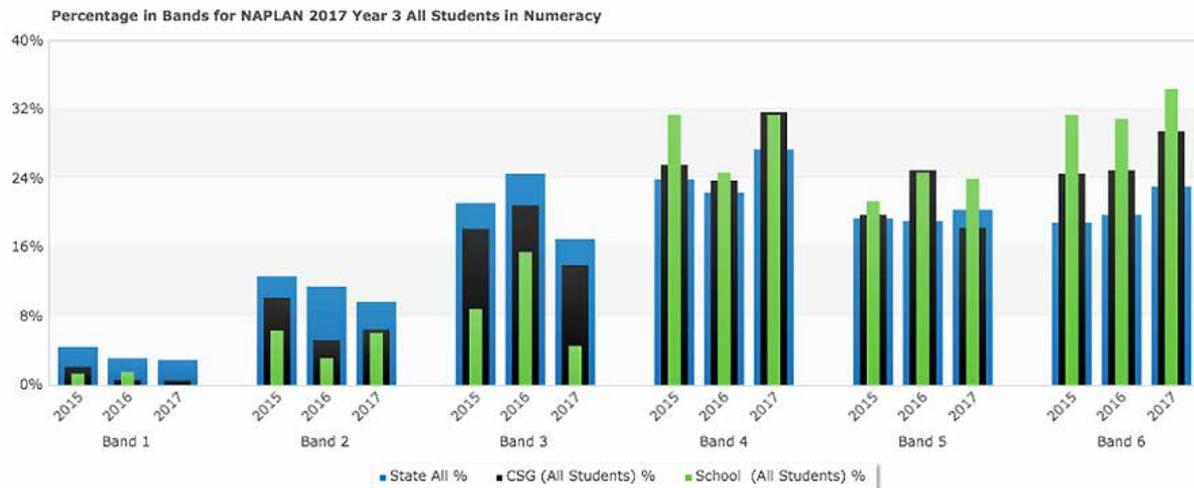
Comparison of NAPLAN Results for 2017 Years 3 & 5 with Diocesan Schools plus local Independent Schools

St Columba’s results have remained skewed towards the higher bands in Literacy and Numeracy for 2017 and reflect positively in comparison to similar schools in the local area. The results for both of our Year 3 and Year 5 cohorts were particularly strong across all aspects of these tests. The key shows the comparison in results:

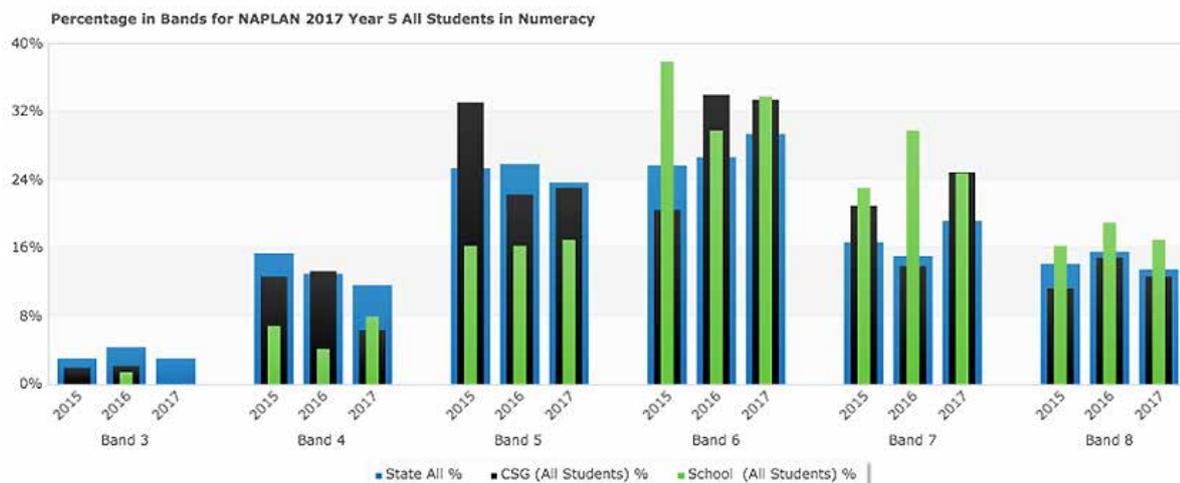
- St Columba Anglican School in green
- Diocesan/Local Independent Schools in black
- State in blue

NAPLAN 2017: Overall Numeracy

Year 3



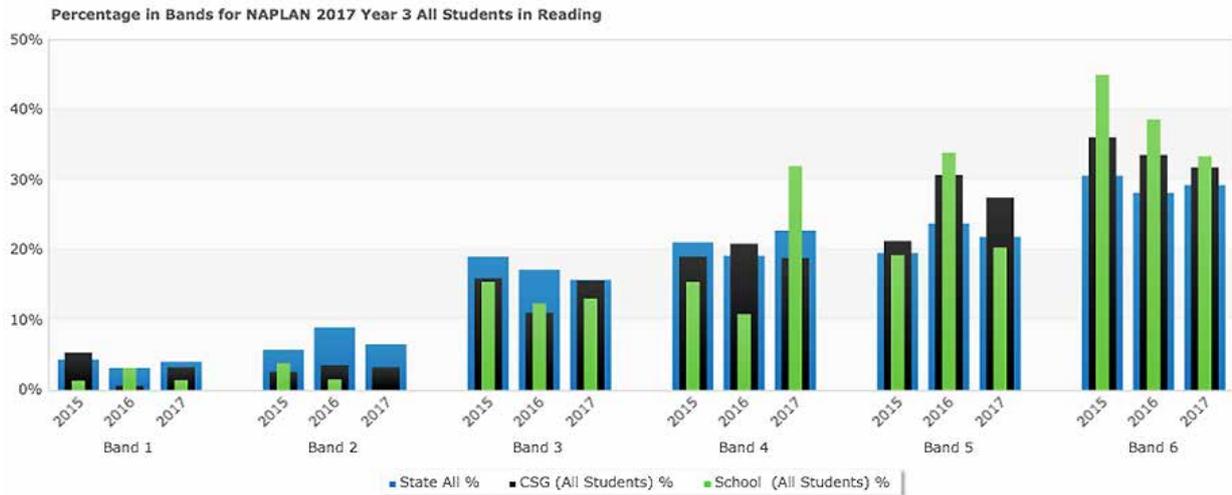
Year 5



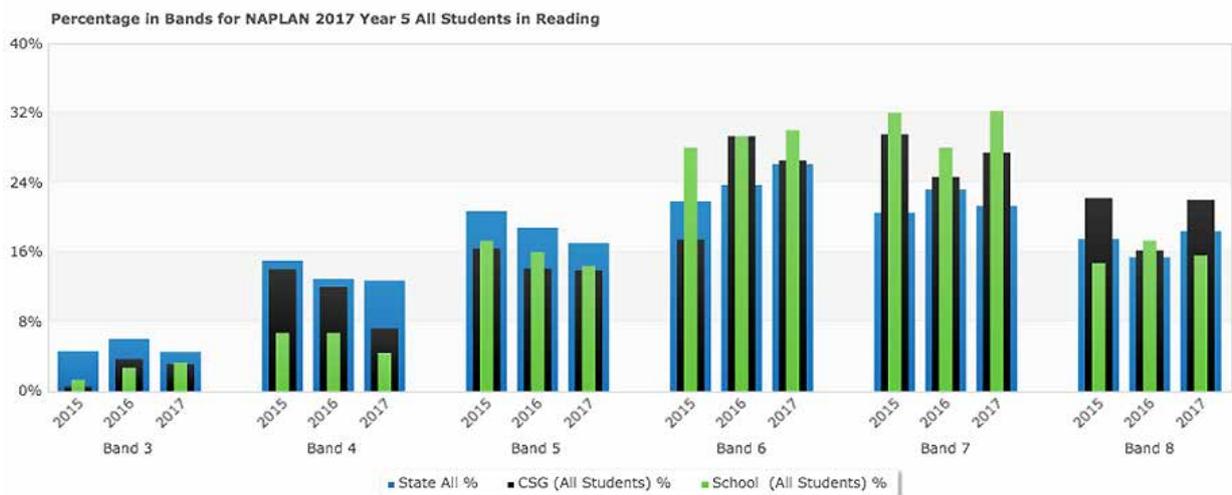
Comparison of NAPLAN Results for 2017 Years 3 & 5 with Diocesan Schools plus local Independent Schools

NAPLAN 2017: Reading

Year 3



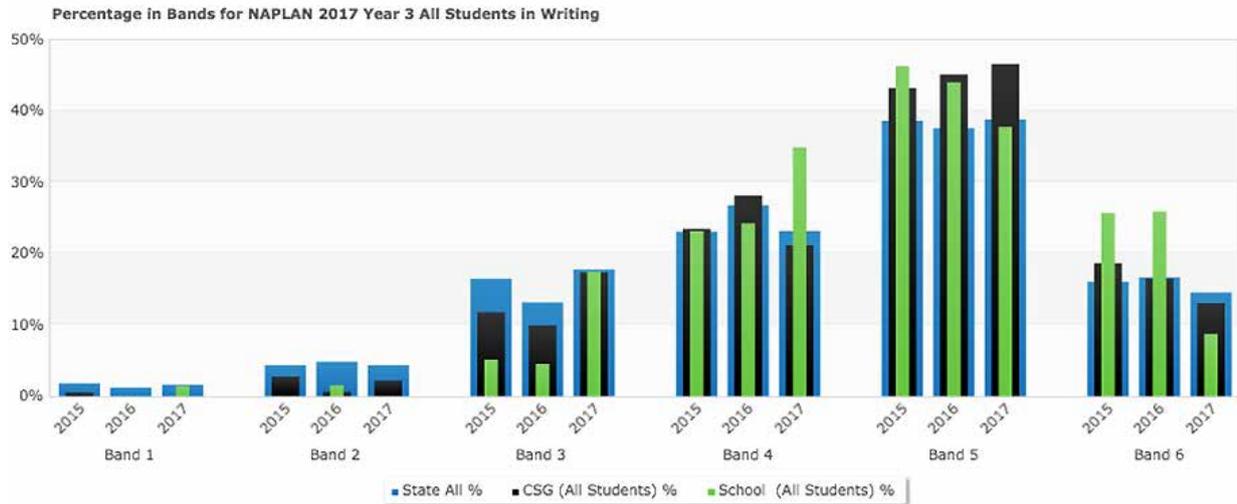
Year 5



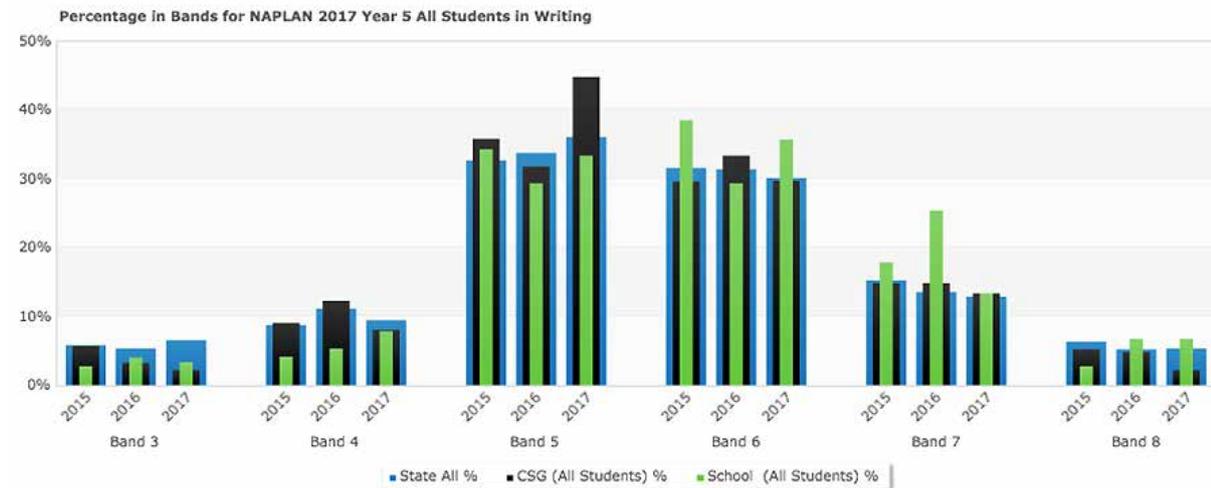
Comparison of NAPLAN Results for 2017 Years 3 & 5 with Diocesan Schools plus local Independent Schools

NAPLAN 2017: Writing

Year 3



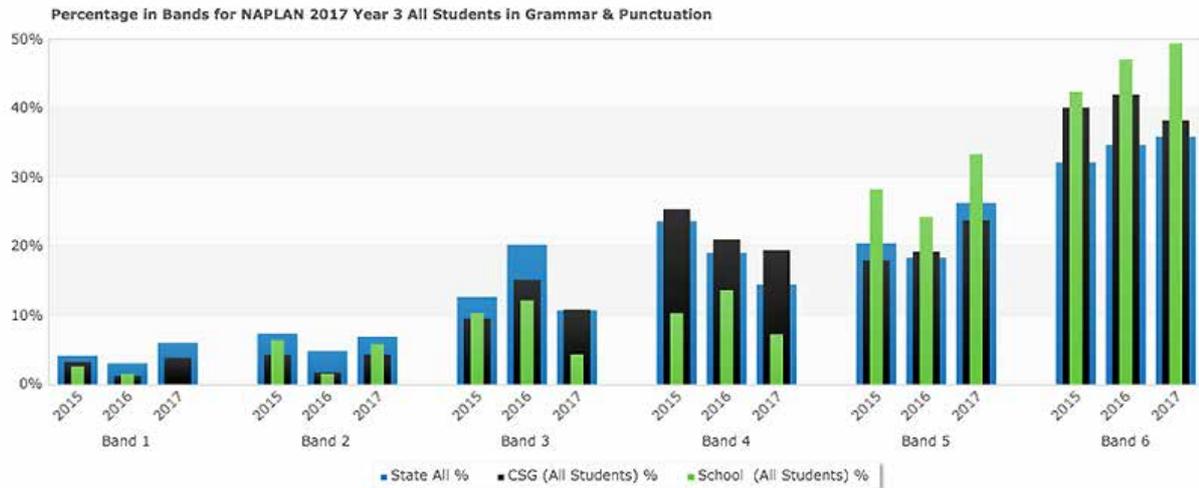
Year 5



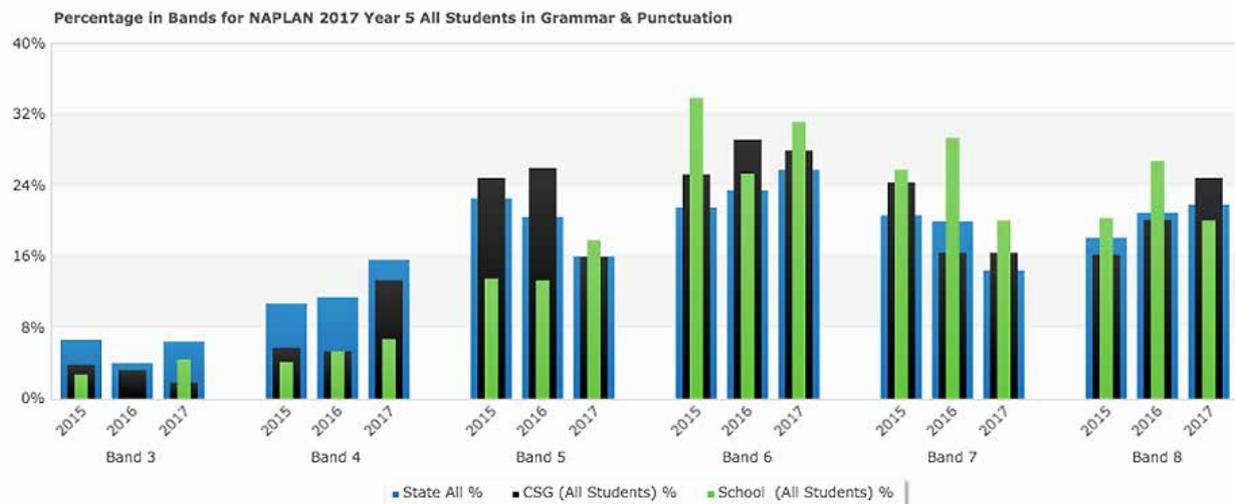
Comparison of NAPLAN Results for 2017 Years 3 & 5 with Diocesan Schools plus local Independent Schools

NAPLAN 2017: Grammar and Punctuation

Year 3



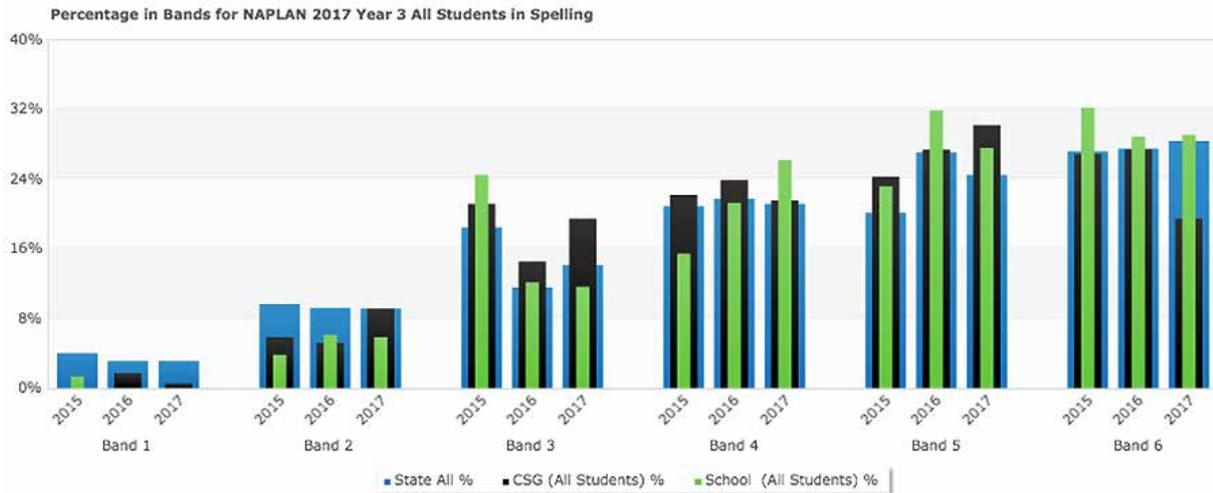
Year 5



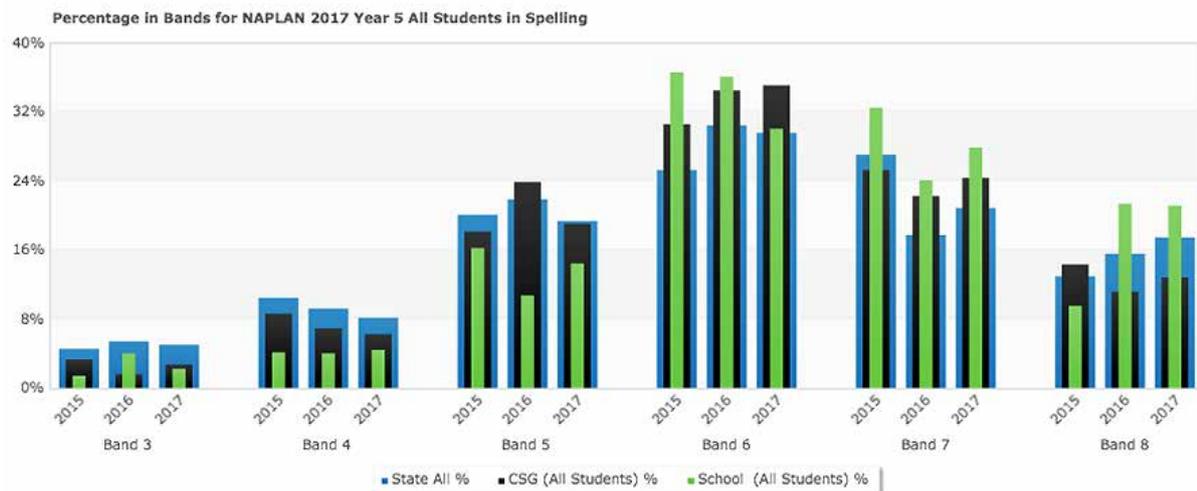
Comparison of NAPLAN Results for 2017 Years 3 & 5 with Diocesan Schools plus local Independent Schools

NAPLAN 2017: Spelling

Year 3



Year 5



Comparison of NAPLAN Results for 2017 Years 7 & 9 with Diocesan Schools plus local Independent Schools

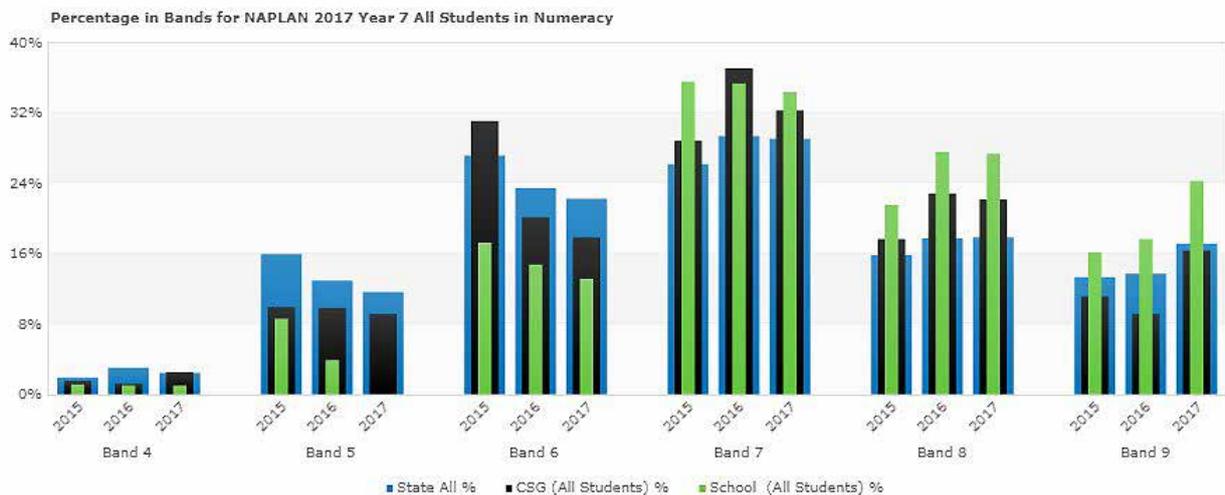
St Columba's results have remained skewed towards the upper 3 bands in Literacy and Numeracy for 2017 and reflect positively in comparison to similar schools in the local area. The results for both of our Year 7 and Year 9 cohorts were particularly strong across all aspects of these tests.

The key shows the comparisons in results:

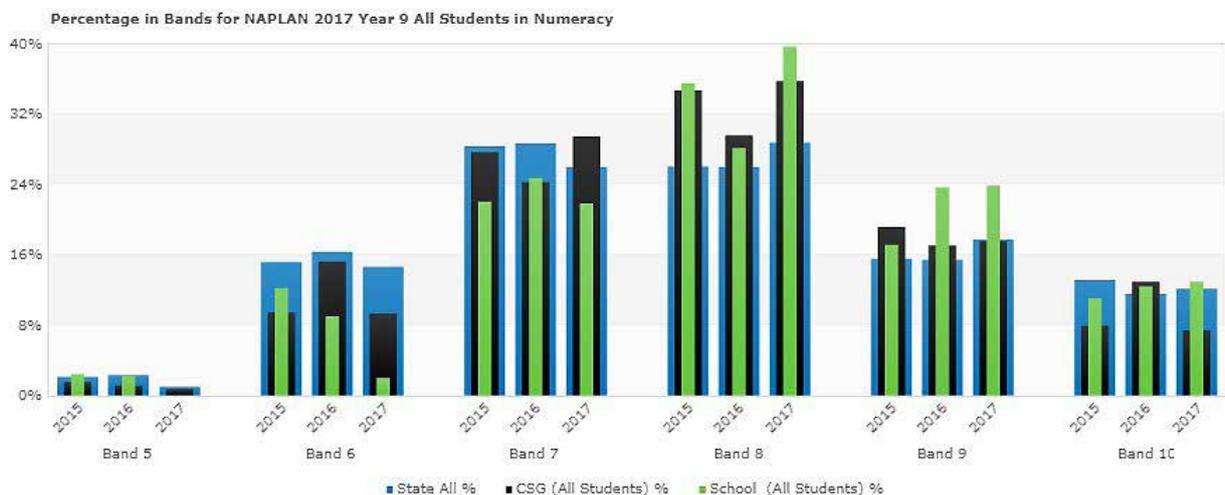
- St Columba Anglican School in green.
- Diocesan and Local Independent Schools in black.
- State in blue.

NAPLAN 2017: Overall Numeracy

Year 7



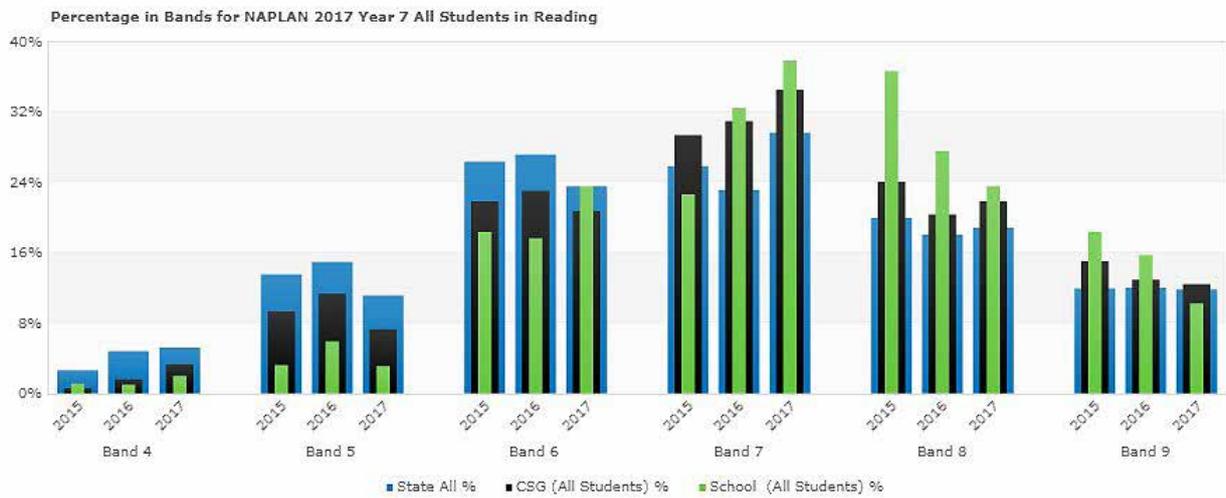
Year 9



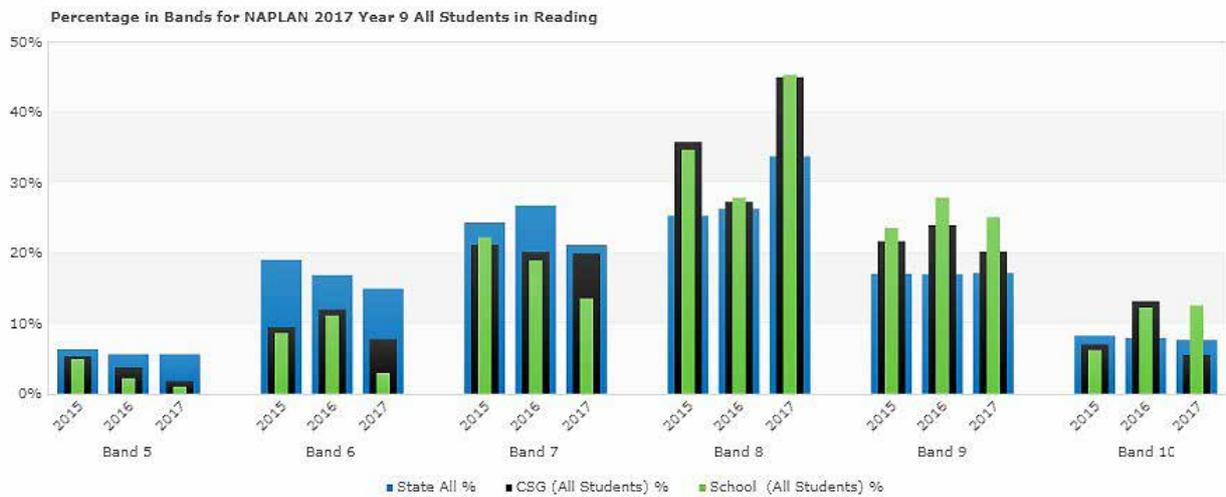
NAPLAN 2017: Literacy

NAPLAN 2017: Reading

Year 7

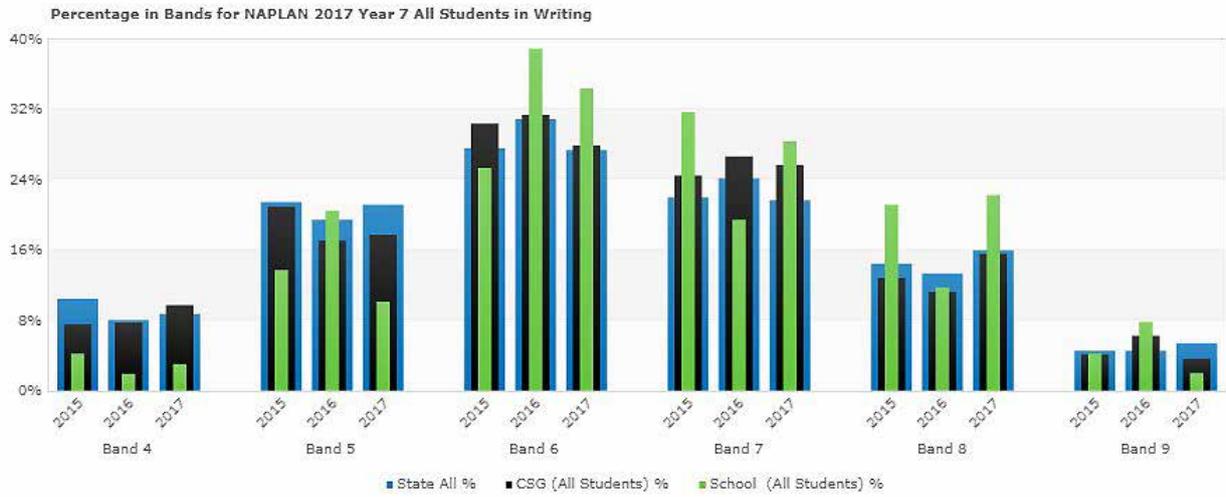


Year 9

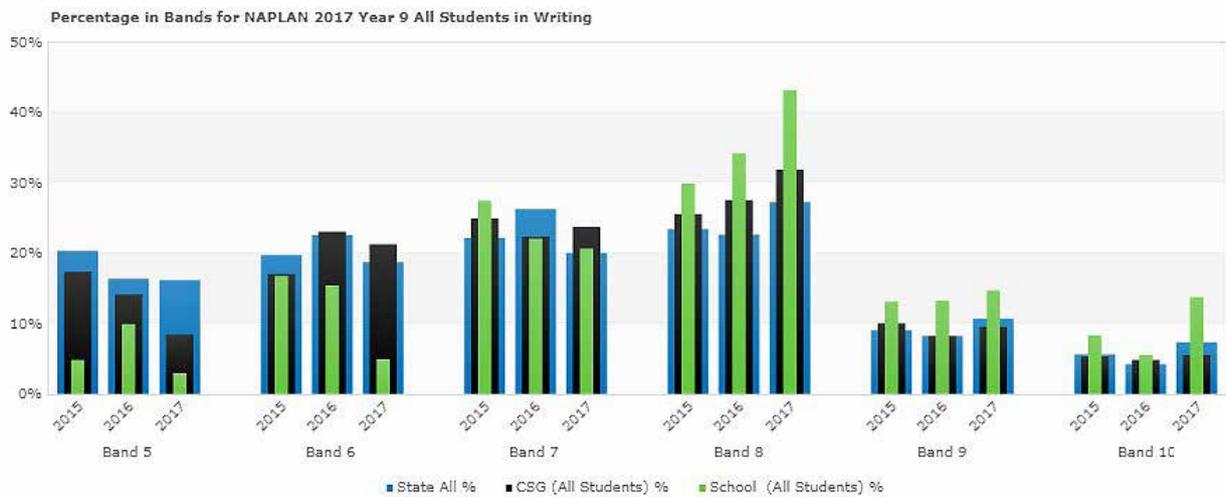


NAPLAN 2017: Writing

Year 7

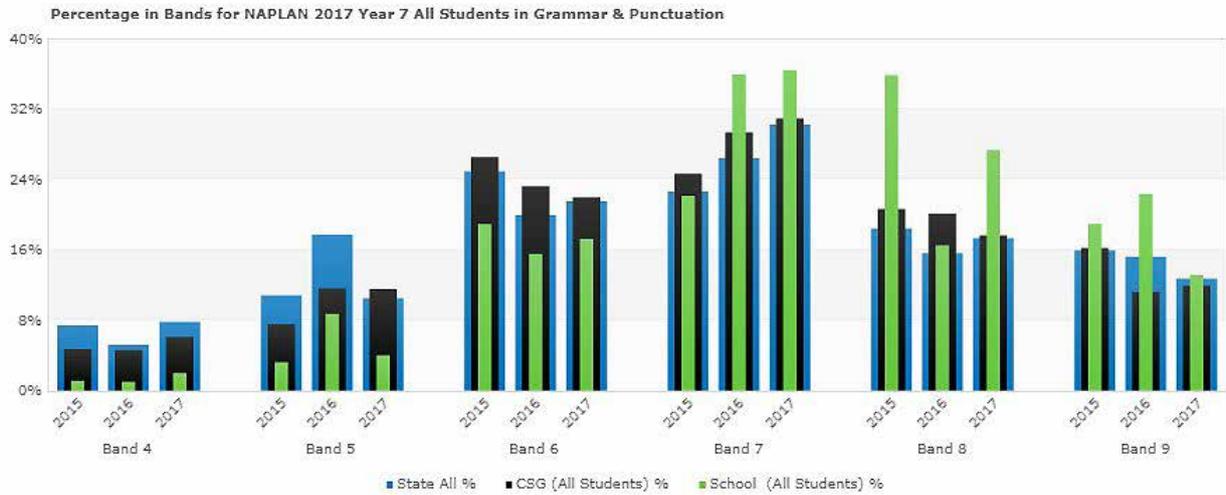


Year 9

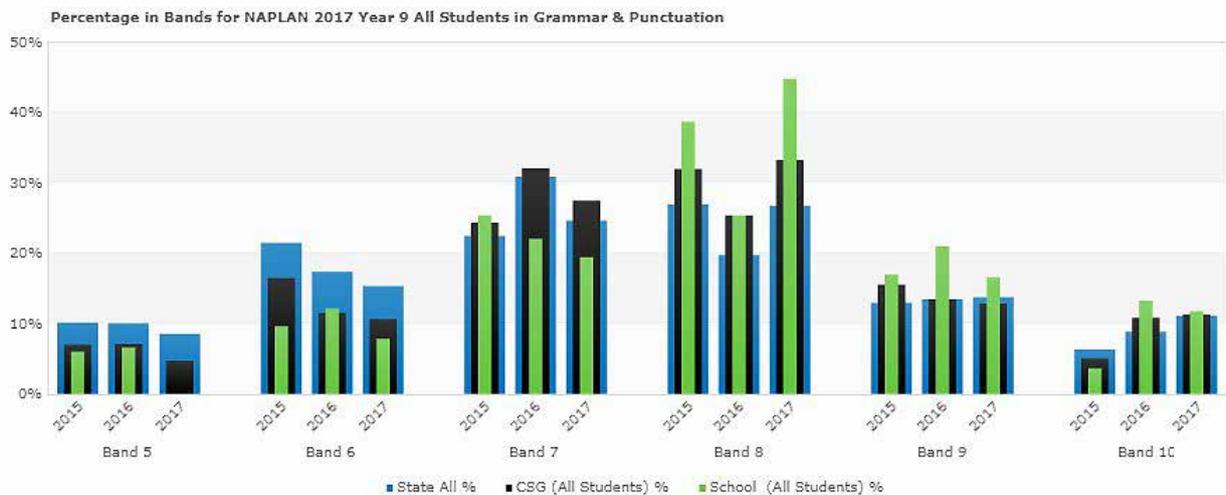


NAPLAN 2017: Grammar and Punctuation

Year 7

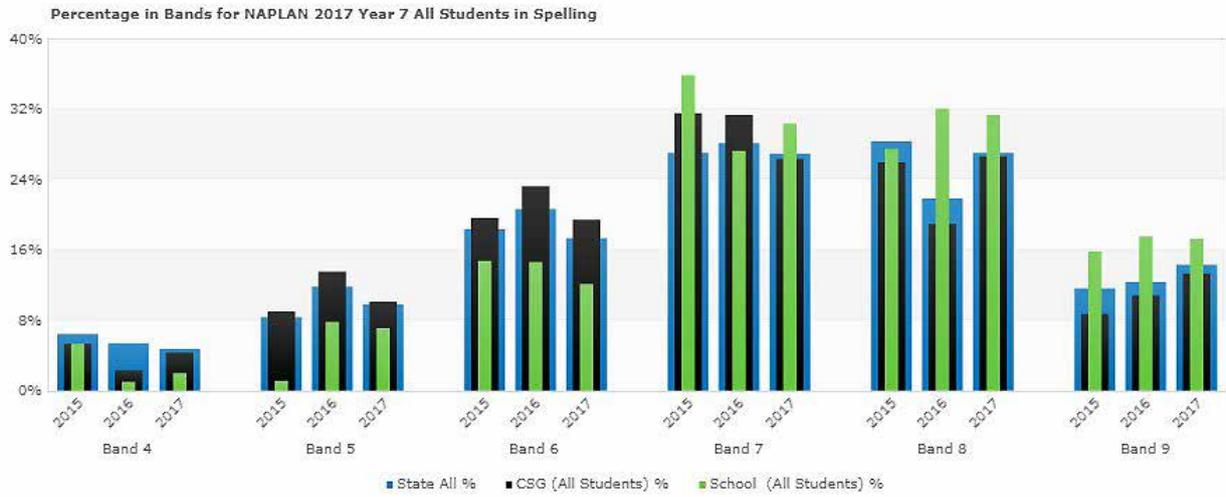


Year 9

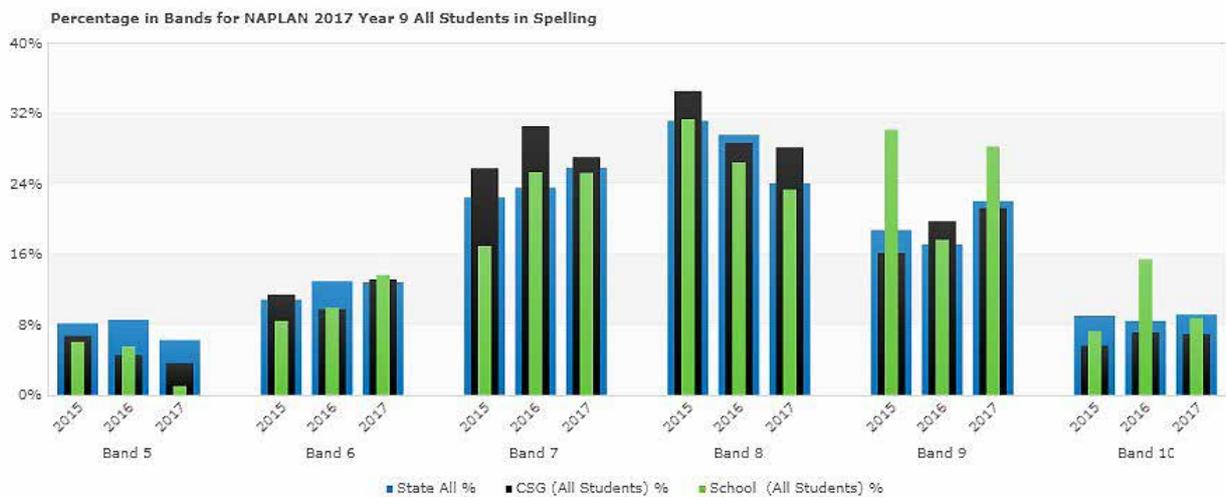


NAPLAN 2017: Spelling

Year 7



Year 9





Record of School Achievement

Students who leave St Columba Anglican School before receiving their Higher School Certificate, may be eligible to receive a Record of School Achievement (RoSA). The RoSA is a cumulative record of courses completed in Stages 5 and 6 and participation in any uncompleted Preliminary Stage 6 courses whilst the student was at the school.

To qualify for the RoSA credential at St Columba Anglican School, a student must have attended and completed the approved NESA curriculum set for study in Year 10. Grades will be awarded to students completing approved courses of study in Stages 5 and 6 whilst at the school. These grades will appear on a student's Transcript of Study which can be accessed online from the NESA website. A formal RoSA credential is only issued after a student has left the school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Students who complete their HSC will receive a Record of Achievement at the same time as their HSC, detailing their achievement in their earlier years of study.

A student who does not satisfy a course requirement whilst at school and who receives an N-determination in a mandatory course at the end of Year 10, will not be eligible for the award of a RoSA. Students who find themselves in this position may have right of appeal to the Principal and subsequently to NESA.

Further information on the RoSA can be found at <http://educationstandards.nsw.edu.au>

Higher School Certificate Results

The students of the Class of 2017 continued the record of excellence that St Columba has established in our HSC results. Over 54% of students' results fell into the top two performance Bands and approximately 16% of student results appeared in the Distinguished Achievers List. SCAS ranked 103rd in the State, a ranking which places SCAS as one of the top performing schools in regional NSW.

Overall candidates received Band 6 results across 21 different subject areas. Some subject results of note include: 100% of students studying Music 1, Construction and Extension English achieved results in the top two bands; 93% of students in Dance achieved Band 5 or 6 results; 71% of

students studying Mathematics Extension 1 achieved Band 5 or 6 results; 67% of Advanced English students achieved Band 5 or 6 results, 64% Legal Studies students achieved Band 5 or 6 results; 60% of Chemistry students achieved Band 5 or 6 results; 55% of Biology and Physics students achieved Band 5 or 6 results. Two students achieved State rankings in the Top Achievers List in Construction, 2nd and 7th in the state.

A number of our students have been nominated for excellence in HSC subjects including 11 nominations for HSC Dance 'Callback' and two nominations for HSC Design 'Shape' and one for Drama 'On Stage'.

Higher School Certificate

Test	No of students	Performance band achievement by %		Examination Mean School vs State	
		Bands 6 – 4	Bands 3 – 1*	School	State
Ancient History	11	School: 73 Statewide: 61	School: 27 Statewide: 39	76.69	71.67
Biology	24	School: 88 Statewide: 68	School: 13 Statewide: 32	80.6	74.3
Business Studies	19	School: 74 Statewide: 64	School: 26 Statewide: 36	74.49	73.17
Chemistry	25	School: 84 Statewide: 71	School: 16 Statewide: 29	79.84	75.28
Community and Family Studies	9	School: 89 Statewide: 67	School: 11 Statewide: 33	78.07	72.71
Construction Examination	11	School: 100 Statewide: 77	School: 0 Statewide: 23	87.2	72.02
Dance	14	School: 100 Statewide: 82	School: 0 Statewide: 18	86.86	78.42
Design and Technology	8	School: 100 Statewide: 77	School: 0 Statewide: 23	86.85	76.75
Drama	13	School: 100 Statewide: 84	School: 0 Statewide: 16	80.11	77.68
Earth and Environmental Science	11	School: 82 Statewide: 74	School: 18 Statewide: 26	76.05	74.6
Economics	7	School: 86 Statewide: 74	School: 14 Statewide: 26	80.46	76.6
Engineering Studies	11	School: 73 Statewide: 66	School: 27 Statewide: 34	78.11	74.21

Test	No of students	Performance band achievement by %		Examination Mean School vs State	
		Bands 6 – 4	Bands 3 – 1*	School	State
English (Advanced)	43	School: 95 Statewide: 91	School: 5 Statewide: 9	82.47	80.96
English (Standard)	44	School: 68 Statewide: 55	School: 32 Statewide: 45	71.55	69.19
English Extension 1 1 unit	9	School: 100 Statewide: 93	School: 0 Statewide: 7	40.04	41.26
English Extension 2 1 unit	5	School: 100 Statewide: 77	School: 0 Statewide: 23	39.58	38.68
Entertainment Industry Examination	8	School: 100 Statewide: 71	School: 0 Statewide: 29	79.9	75.53
Geography	9	School: 78 Statewide: 73	School: 22 Statewide: 27	77.73	74.87
History Extension 1 unit	6	School: 100 Statewide: 80	School: 0 Statewide: 20	39.22	38.74
Hospitality Examination (Kitchen Operations and Cookery)	13	School: 85 Statewide: 70	School: 15 Statewide: 30	79.78	73.62
Information Processes and Technology	9	School: 78 Statewide: 65	School: 22 Statewide: 35	77.98	71.71
Japanese Continuers	4	School: 50 Statewide: 71	School: 50 Statewide: 29	74.7	80.59
Legal Studies	11	School: 91 Statewide: 74	School: 9 Statewide: 26	82.55	75.86
Mathematics Extension 1	14	School: 71 Statewide: 82	School: 29 Statewide: 18	75.37	81.09
Mathematics Extension 2	4	School: 75 Statewide: 84	School: 25 Statewide: 16	72.2	81.17
Mathematics	34	School: 71 Statewide: 75	School: 29 Statewide: 25	74.93	77.96
Mathematics General 2	39	School: 59 Statewide: 50	School: 41 Statewide: 50	71.68	68.51
Modern History	7	School: 86 Statewide: 70	School: 14 Statewide: 30	76.2	73.73
Music 1	7	School: 100 Statewide: 89	School: 0 Statewide: 11	88.09	81.45
Personal Development, Health and Physical Education	24	School: 79 Statewide: 59	School: 21 Statewide: 41	77.88	71.03
Physics	20	School: 80 Statewide: 67	School: 20 Statewide: 33	80.72	73.45
Society and Culture	9	School: 100 Statewide: 79	School: 0 Statewide: 21	84.18	77
Visual Arts	7	School: 100 Statewide: 90	School: 0 Statewide: 10	81.03	79.74

Comparative HSC Performance Over Time

St Columba continues to achieve excellent results in the HSC. Performance in the majority of subjects over time has been growing with almost all subjects above state average. The trend in results in the higher band has shown a consistent improvement, with over 60% of all examination results in the top 2 performance bands in the HSC.

TEST		2013	2014	2015	2016	2017
		Bands 6-4				
Ancient History 2 Unit	School	67	100	100	82	73
	State	61	61	61	53	53
Biology 2 Unit	School	100	78	73	100	88
	State	68	62	70	65	65
Business Studies 2 Unit	School	100	93	89	87	74
	State	66	67	66	63	63
Chemistry 2 Unit	School	57	77	94	87	84
	State	74	76	73	73	73
Community and Family Studies 2 Unit	School	86	60	100	100	89
	State	66	71	65	65	65
Construction Examination	School	100	N/A	100	N/A	100
	State	40	N/A	46	N/A	77
Dance 2 Unit	School	100	100	83	100	100
	State	71	77	77	77	77
Design and Technology 2 Unit	School	100	70	100	100	100
	State	78	75	79	77	83
Drama 2 Unit	School	N/A	100	100	100	100
	State	N/A	84	82	83	68
Earth and Environmental Science 2 Unit	School	100	N/A	N/A	80	82
	State	73	N/A	N/A	68	74
Economics 2 Unit	School	N/A	N/A	N/A	67	86
	State	N/A	N/A	N/A	74	90
Engineering Studies	School	N/A	N/A	N/A	N/A	73
	State	N/A	N/A	N/A	N/A	50
English (Standard) 2 Unit	School	25	7	42	76	68
	State	35	43	42	50	79
English (Advanced) 2 Unit	School	86	92	92	97	95
	State	86	92	91	90	95
English Extension 1 1 Unit	School	86	71	100	100	100
	State	88	93	93	95	71
English Extension 2 1 Unit	School	100	78	100	100	100
	State	78	77	82	79	71
Entertainment Industry Examination 2 Unit	School	67	100	87	89	100
	State	48	56	57	71	71
Geography 2 Unit	School	N/A	87	92	100	78
	State	N/A	69	66	70	89
History Extension 1 Unit	School	67	100	86	100	100
	State	64	78	78	81	71

TEST		2013	2014	2015	2016	2017
		Bands 6-4				
Hospitality Examination (Kitchen Operations and Cookery)	School	N/A	N/A	N/A	N/A	85
	State	N/A	N/A	N/A	N/A	70
Information Processes and Technology	School	N/A	N/A	91	N/A	78
	State	N/A	N/A	66	N/A	81
Japanese Continuers	School	N/A	N/A	N/A	N/A	50
	State	N/A	N/A	N/A	N/A	71
Legal Studies 2 Unit	School	100	80	100	100	91
	State	70	76	68	71	79
Mathematics Extension 1 2 Unit	School	100	40	67	63	71
	State	84	84	84	79	79
Mathematics Extension 2 2 Unit	School	100	17	67	67	75
	State	87	86	86	79	79
Mathematics General 2 2 Unit	School	57	59	63	73	59
	State	42	51	50	52	52
Mathematics 2 Unit	School	28	79	85	75	71
	State	76	81	81	76	79
Modern History 2 Unit	School	100	82	81	100	86
	State	76	75	72	72	76
Music 1 2 Unit	School	100	100	100	100	100
	State	89	60	88	89	72
Personal Development, Health & Physical Education	School	76	36	77	85	79
	State	59	63	62	62	94
Physics 2 Unit	School	75	75	74	100	80
	State	66	63	63	66	89
Society and Culture 2 Unit	N/A	N/A	N/A	100	100	100
	N/A	N/A	N/A	81	79	90
Visual Arts 2 Unit	School	100	100	89	100	100
	State	88	85	88	87	62

Senior Secondary Outcomes

Category	%
Percentage of Year 12 attaining a Year 12 Certificate	100
Percentage of Year 12 undertaking at least one subject of vocational or trade training - entertainment industry	37

Professional Learning and Teacher Standards

The following professional development activities were undertaken by staff throughout 2017:

Professional Learning Activity	No. of Staff Participating
Fortnightly Professional Learning Teams	All Secondary staff
Staff Meetings	Weekly Tuesday afternoon meetings
Staff Development Days January 2017	All staff (3-5 days)
Staff Orientation	All new staff for 2017
Faculty and Primary Stage Specific Learning	All teaching staff Faculty and Stage meetings
Leadership - Middle Leaders and Flagship	18
First Aid Training (Skillslink)	31
Asthma First Aid Training	All teaching staff
Emergency Control Organisation Training	All teaching staff
Classroom Management Training	12 staff
Elevate AISNSW	4 staff
Accreditation at Highly Accomplished or Lead Teacher Training	7 staff
Diploma of Business and Business Administration	6 staff
Diploma in Leadership and Management	5 staff
Faculty or Pedagogy Specific PD	1,137 hours (approx 12 hours per teacher)
Understanding Autism & Aspergers Disorder (Online Course)	30 staff
HSC Marking	3 staff

The professional development (PD) identified above does not include training provided to staff within regular school meetings (e.g. Faculty or Stage meetings), or professional development undertaken by staff of their own accord (e.g. those studying for Masters or higher degrees, Moocs, online courses).

The average expenditure per staff member on professional learning during 2017 was \$1,770. This does not include salary for staff attending professional development or the cost of replacing staff on leave for PD.

Teaching Qualifications

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	94
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	NIL
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	NIL

All members of staff are supervised by Heads of Faculty and/or Heads of School, with Co-ordinators appointed to stages in the Primary School.

Teacher Accreditation 2017

Level of Accreditation	Number of Teachers
Pre 2004 (Not required to be Accredited in 2017)	43
Conditional	4
Provisional	9
Proficient	38



Workforce Composition

Category	Number
Teaching Staff	94
Full Time Equivalent Teaching Staff	82
Non-Teaching Staff	45
Full Time Equivalent Non-Teaching Staff	38
Indigenous Staff Members	1

Student Attendance and Management of Non-Attendance

Attendance

To maximise opportunities for learning, students must attend school regularly and be punctual for all lessons. Students are required to be at school at least 5 minutes before the start of classes and will not be allowed to leave school before the formal close of lessons unless consent is given by parents/caregivers, and/or the Head of School. Students with significant records of absence may be required to submit medical certificates each time they are absent.

Requests for extended absences of 10 school days or more, or early term departure, must be addressed in writing to the Principal so that an 'Extended Leave Travel' certificate may be provided. To reduce the number of interruptions to the programme, parents/caregivers are encouraged to arrange medical appointments and other student engagements outside of school hours wherever possible.

Absence

In accordance with NSW State law, absence from school for any period of time during the day requires a letter of explanation from a parent or guardian.

Absence for an entire day/s

Parents/caregivers are requested to notify the school by 9:00am if their child will not be attending that day and prior notification has not been given. They can do so via:

- the Parent Lounge at www.scas.nsw.edu.au, or
- by email to absence@scas.nsw.edu.au

If the school has not been notified of the absence through the parent lounge or email, an SMS message will be forwarded to parents that day asking them to advise the school of their child's absence. If the Parent Lounge submission or email has been used to supply details, no further notes are needed on return to school. Absence notes are not to be written in the diary.

Absence within a day

Late arrival: Students must report to the Primary or Secondary Attendance Office immediately to register their arrival in the school database. Primary students must also have a late stamp placed in their student diary. After this is done they report directly to their current class and show their diary to their class teacher.

Early departure

Primary Students: If a student has an appointment during school hours they are required to have a note written in their diary, signed by a parent or guardian. This note must be shown to the student's class teacher immediately prior to their departure. When dismissed from class, Primary School students are required to report to the Front Office and be signed out by an adult before leaving the school.

Secondary Students: Early departures from school must be supported by a written note or email by a parent/caregiver. Forms are available for this purpose at the Front Office and the Secondary Office. Students must sign out once the note has been submitted.

Return after partial absence

If a student returns to the school that day, the procedure that applies is identical to that for late arrival by reporting to the relevant Attendance Office.

Non-Attendance Procedures

Maintaining accurate Attendance Rolls is a legal requirement of the school, a professional responsibility of teachers, and an active expression of our care of our students' welfare and education. In order to meet our legal and pastoral care responsibilities, St Columba Anglican School adheres to the following process.

Families of students absent without any contact from parents or guardians are forwarded a reminder SMS message by the school's administration. Year Patrons/teachers contact the family (within 48 hours of being alerted to three day absences) to ascertain the reasons for the absence, the proposed date of return and to enquire as to any assistance the school may offer.

If such absences are a regular event, the Year Patron/teacher requests an interview with the family and informs the relevant Head of School of the time and date of the interview.

If the Year Patron/teacher is unable to make contact with the family, the matter should be forwarded to the relevant Director of Pastoral Care and relevant Head of School. If contact cannot be made by the Head of School in a reasonable time by phone, the matter is addressed in an official letter and brought to the attention of the Principal, along with any background relevant to the matter. Should the Principal deem it necessary, reporting in regard to the absence may be made to the Department of Family and Community Services or the Department of Education.

Student Attendance

On average, 91.38% of students attended school on each school day in 2017. (92.76% Non-Indigenous and 90.01% Indigenous)

Academic Year 2017	Non-Indigenous Attendance Percentage	Indigenous Attendance Percentage
Kindergarten	91.47	90.36
Year 1	92.93	93.39
Year 2	93.93	96.37
Year 3	92.87	94.01
Year 4	93.30	86.52
Year 5	93.14	92.72
Year 6	93.26	95.16
Year 7	92.85	83.34
Year 8	92.48	79.95
Year 9	91.20	86.83
Year 10	90.81	89.66
Year 11	92.53	86.49
Year 12	95.19	95.43

Enrolment Policy and Characteristics of the Student Body

Policy Statement

St Columba Anglican School is a comprehensive co-educational K-12 school providing an education underpinned by Anglican values and operating within the policies of the NSW Education Standards Authority (NESA).

Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain their enrolment.

Parents also are expected to be supportive of the ethos of the school.

The School abides by:

- Disability Discrimination Act 1992 (Cth) www.comlaw.gov.au
- Disability Standards for Education 2005(Cth) www.comlaw.gov.au
- Privacy Act 1988 (Cth) www.privacy.gov.au
- Privacy and Personal Information Protection Act 1998 (Cth) www.privacy.gov.au
- Work Health and Safety Act 2011 (NSW) and the Work Health and Safety Regulations 2011 (NSW) www.legislation.nsw.gov.au

The school seeks to enrol young people who, in the opinion of the school's senior staff, will gain maximum benefit from the academic program St Columba offers; are willing to contribute to the life of the school by participating as fully as possible in the range of activities available; and whose families both understand and are supportive of the Christian aims of the school. It is crucial that a student's successful participation in the life of the school and the values fostered and expressed by the school across all areas of endeavour, closely match the values fostered and encouraged in their home. Parents should study the Prospectus carefully to understand what our school is, and to assess whether we can offer what they are seeking.

St Columba Anglican School offers a diverse educational program, which is strongly supported by a wide range of complementary co-curricular activities.

Enrolment Procedure

Application Forms

Families are required to forward an Application for Enrolment to the school for each child. An application fee is to accompany the application. (The application fee is not required for Scholarship Applications). Upon receipt of a completed Enrolment Application Form with relevant documentation, all applicants are placed on an Enrolment List with those wishing to enter the school in the same year and same year level. The Application for Enrolment Form is available electronically on the school website under "Enrolment" or by emailing the Enrolments Office on enrolments@scas.nsw.edu.au to request a hard copy or emailed copy.

Enrolment Application Fee: On application, families will be required to pay a non-refundable Enrolment Application fee of \$135. The student's name will then be registered on the Enrolment List. (The application fee is not required for Scholarship Applications).

Acknowledgement of receipt of application

The school acknowledges receipt of the Application Form. Families are advised that the school will contact them in the 12-18 months prior to enrolment to arrange for enrolment interview should a position become available.

Note: Receipt of an Enrolment Application form by the school does not mean that a place will be offered.

Enrolment Appointment

Application forms are processed and the family will be contacted to arrange a mutually convenient appointment time with the Principal or delegated executive member of staff during the 12 to 18 months prior to commencement.

Enrolment appointments are held to ensure parents and caregivers agree to support the

ethos and philosophy of the school and make every effort to ensure their child will always act in a way that upholds the school's Code of Conduct and good reputation within the broader community. Should their child behave in a manner that contravenes the Code of Conduct or which brings dishonour to them and the school, their enrolment may be placed in jeopardy. The school may suspend or terminate enrolment at its discretion for failure to comply with the school's policies or other serious breaches of the school's rules and regulations.

Each enrolment appointment will also explain the school's co-curricular, outdoor education and sports programs as well as the school's Uniform Code. The child's interests and educational/medical needs are also discussed.

Offer of a Place

At the conclusion of the appointment, the Principal, Head of School or delegated staff member may indicate that a place is available at the school if they judge that the family is supportive of the ethos, codes and programs offered by the school.

A Letter of Offer and Acceptance of Offer contract is provided to the family for acceptance and signatures. Once completed, the family returns all paperwork required along with the Enrolment Acceptance fee which is required to retain a place for the child at the school.

Places are offered on the following criteria, in strict order of priority:

1. Demonstrated understanding of, and support for, the goals of the School in interview with the Principal or representative.
2. Children of employees of St Columba Anglican School or its associated business units
3. Siblings of enrolled students and children of past students.
 - a. The school reserves the right to offer preferred placement to siblings of students already attending the school; to children whose fathers or mothers have attended the school; to students whose family is supportive of the ethos, codes and programs offered by the school.
 - b. The school requires children of former

students and siblings of current students, to complete all the normal enrolment formalities. They complete the Enrolment Application and attend an appointment at the school with their parents.

- c. Children of former students and siblings of current students for whom an application for admission is received prior to their third birthday (for Kindergarten) or three years prior to commencement (for Years 1-12) will be considered before any other applicant is offered a place in that particular year. If these aforementioned students are not enrolled before their third birthday, they will not automatically be granted an interview unless a vacancy is available in the year in which placement is being sought.
- d. Please note that families who have accounts in arrears will not be considered for additional enrolments unless the payment has been fully cleared in the year to which they apply.
4. Children of clergy from Anglican and other Christian ministries.
5. Current Columba Cottage Early Learning Centre (CCELC) students. If these aforementioned students are not enrolled before their fourth birthday, they may not automatically be granted an interview unless a vacancy is available in Kindergarten the year in which placement is being sought.
6. Returning students who were offered priority at the time of departure.

Acceptance of Enrolment by Family

The Acceptance of Offer contract is completed by the family and all paperwork required to be returned to the school along with the Enrolment Acceptance fee to retain a place for the child at the school.

Enrolment Acceptance Fee: When a place is offered and accepted, all families will be required to pay a non-transferable nor non-refundable Enrolment Acceptance Fee of \$770 (for each of the first two students in each family). This sum is payable as a single payment on acceptance of a place and prior to the student entering the school. Note: Any variation to this payment procedure will require the approval of the Principal or his/her delegate.

Orientation

During Term IV, students and their parents or caregivers are invited to attend orientation sessions to prepare them for commencement the following year.

Declining an Offer of Place

If any student, including siblings or children of ex-students, undertakes the enrolment process - returns Application Forms, attends the interview and declines an offered place, the application will be cancelled. In these cases a fresh application and application fee is required should you wish to apply for another intake year group. Any priority for a child with ex-student or sibling status is lost with the second application.

Changing details for your child

All correspondence regarding the enrolment of a student should be addressed to the Enrolments Officer via email enrolments@scas.nsw.edu.au

If you wish to change the intake year your child is listed for, please send written or emailed details including your child's full name, address, and New Year Level and calendar year you wish to change to. In order to have the correct address details for prospective students all changes of address must be communicated to the Enrolments Office in writing or via email, clearly stating student's full name, and previous address details as well as new address details.

Fees Statements upon commencement

Fee invoices are issued prior to the commencement of each term and are payable within the first 10 days of term. All fees and charges are reviewed annually.

Leave and Withdrawal of Student Policy

Leave

Students who plan to be absent from school for two weeks or more must give notice to the Principal in writing. Students will be charged full tuition fees during their absence if they wish to maintain their placement in the school. Current

students partaking in an overseas exchange study program must give one term's notice to the Principal in writing. Students will be exempt from paying tuition and course levy fees whilst completing their approved overseas study program.

Enrolled students may be granted leave, at the discretion of the Principal, for a maximum of two years. Half fees are payable to hold a place. Full fees are payable for any leave less than 12 months. Students will not be charged the Course Levy during the time that they are absent.

Withdrawal of a student from St Columba Anglican School

The school requires at least one full school term's notice of withdrawal for an enrolled student. Fees in lieu of notice may be applicable if sufficient notice is not received. Forms are available from the school Front Office or via email to enrolments@scas.nsw.edu.au

Overseas Students

St Columba Anglican School is not registered as an education provider for students holding student visas.

Students whose families have residency are welcome to apply. Any student whose first language is not English must submit an English Proficiency assessment with their application form or before they undertake the normal enrolment process. Overseas students undertaking 6 or 12 month student exchange programs such as Rotary Exchange are welcome to apply and each application will be examined at the discretion of the Principal, subject to their visa.

Policy/Procedure Changes

All organisations, from time to time, initiate policy changes reflecting the needs of the organisations and their clientele at the particular time. At St Columba Anglican School, policy changes are implemented by the School Executive, in consultation with the School Council. At any time, parents are invited to phone our Enrolments Office to ask if the policy has changed. The school reserves the right to alter its enrolment policy to suit prevailing circumstances.

Frequently asked questions regarding the Enrolment Process at St Columba Anglican School

Do I have to accept my child's place?

Yes, if you wish your child to commence in the year that you have been offered.

No, you may choose to have your child's name remain on the wait-list for their grade of entry year for a period of 12 months only.

When do I need to confirm my child's place?

To hold/accept the place once offered, a non-refundable acceptance fee is payable within 28 days of the offer being made. The non-refundable acceptance fee is currently \$770.

Student Population Profile

St Columba Anglican School ended 2017 with 1110 students, of whom 533 were in the Primary School and 577 in the Secondary School.

As it is a comprehensive school, St Columba Anglican School students come from a wide range of backgrounds, including a small percentage of language backgrounds other than English and a number of students with special needs.

St Columba is a comprehensive, co-educational school that presented its eleventh Year 12 in 2017. The school commenced with 76 students in Kindergarten to Year 7 in January 2002 and as at the August 2017 Census the school had 1110 students enrolled from Kindergarten to Year 12. This growth is shown in the table below.

Overview of Enrolments 2002 to 2017

Year/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals	
2002	23		26			26		15							90
2003	29	16	13	23	28	21	21	42	25						218
2004	32	39	22	26	30	39	28	41	43	23					323
2005	50	30	41	26	26	34	45	45	44	37	23				401
2006	41	53	41	46	33	31	46	54	42	42	38	21		488	
2007	56	50	56	46	55	38	34	48	56	47	44	31	18	579	
2008	56	55	51	65	52	62	41	59	51	58	48	34	25	657	
2009	53	60	57	51	66	56	70	52	49	52	46	33	35	680	
2010	67	55	63	64	53	72	62	78	55	43	49	40	29	730	
2011	52	66	63	65	76	53	75	66	78	46	44	44	40	768	
2012	76	58	60	64	68	78	59	104	75	75	58	40	45	860	
2013	65	81	63	67	67	75	80	85	103	81	76	52	40	935	
2014	65	67	84	68	72	79	76	97	85	98	80	82	53	1006	
2015	64	66	69	85	73	81	89	95	97	85	99	70	79	1052	
2016	64	66	66	67	87	75	87	108	96	94	82	90	65	1047	
2017	63	70	71	71	78	92	88	101	116	103	94	76	87	1110	

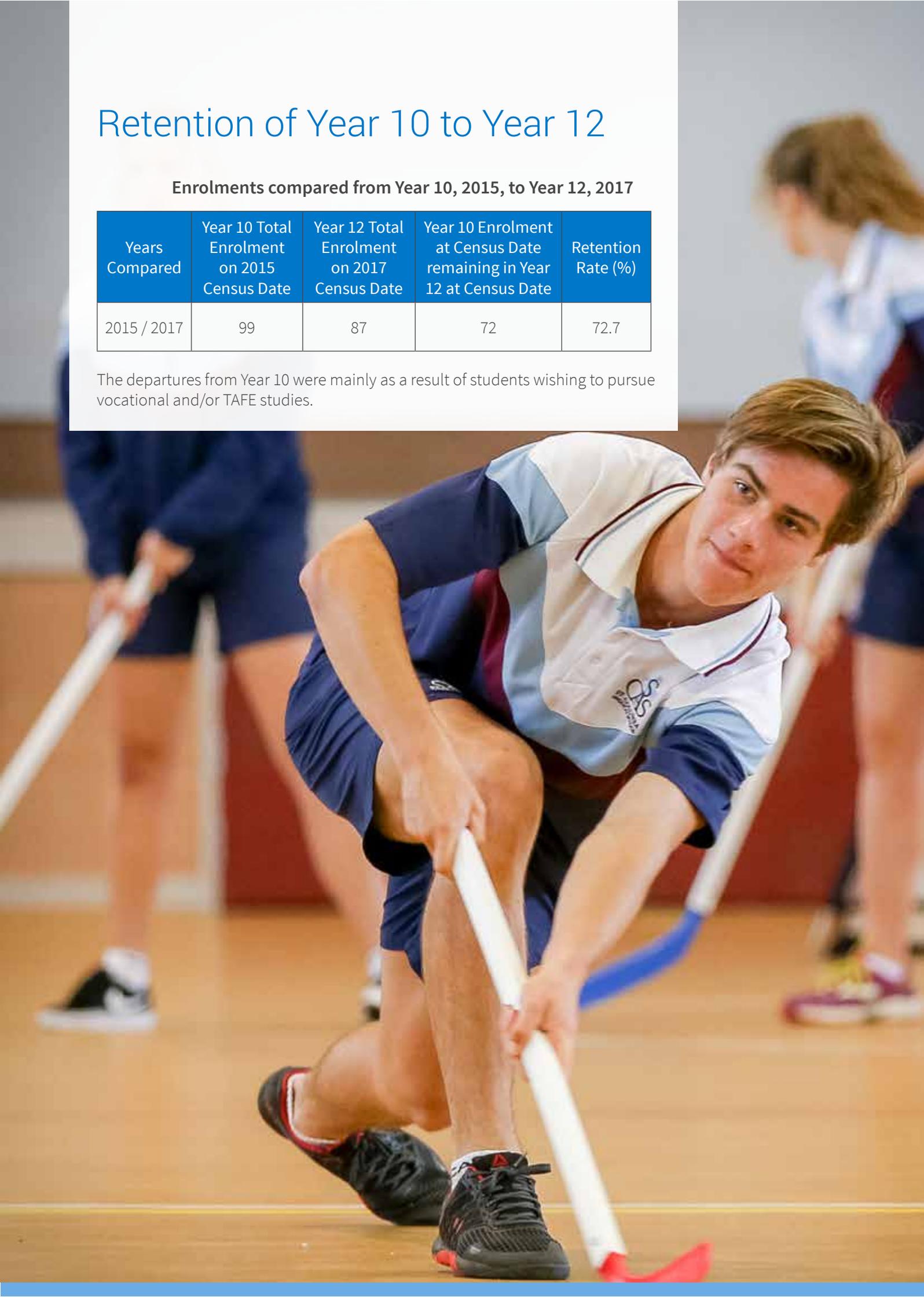
The school's growth parameters include the three streams in Primary School four streams in Secondary School.

Retention of Year 10 to Year 12

Enrolments compared from Year 10, 2015, to Year 12, 2017

Years Compared	Year 10 Total Enrolment on 2015 Census Date	Year 12 Total Enrolment on 2017 Census Date	Year 10 Enrolment at Census Date remaining in Year 12 at Census Date	Retention Rate (%)
2015 / 2017	99	87	72	72.7

The departures from Year 10 were mainly as a result of students wishing to pursue vocational and/or TAFE studies.



Post School Destinations

Many of The Class of 2017 will continue on their journey of lifelong learning with further studies.

The Class of 2017 demonstrated that through hard work and persistent effort, students can achieve outstanding results. A good number of the graduating class have deferred their studies in 2018. Several students have opted to take a GAP year here or abroad.

Areas of Further Study	Number
Sciences	11
Commerce/Business	7
Criminal Justice	6
Design/Architecture/Construction	6
Education	5
Sport Science	5
Law	4
Creative and Performing Arts	4
Engineering	4
Medical Science	4
Medicine	3
Computing	3
Psychology	3
Nursing	2
Social Work	2
Theology	1

Destination Universities	Number
Charles Sturt University	14
University of Newcastle	10
University of Wollongong	10
University of NSW	9
Macquarie University	5
University of Technology, Sydney	5
University of Sydney	4
Western Sydney University	2
Southern Cross University	1
University of New England	1
James Cook University	1
Australian Catholic University	1

School Policies

Student Welfare Policies

The school aims to create and maintain a learning community with a family atmosphere in which each student is valued as an individual and as a member of the school. St Columba Anglican School aims to provide a safe learning environment in which the talents of each individual are identified and nurtured for the benefit of each student's development and the enrichment of all. The school is committed to the delivery of high quality teaching and learning programmes based on National Education Standards Authority (NESA) syllabuses.

Therefore, the school's policies and programmes are formulated to:

- Promote student safety and wellbeing.
- Encourage connectedness across the SCAS community.
- Acknowledge the value of each individual.
- Accommodate differences.
- Follow processes that incorporate procedural fairness.
- Realise and extend the abilities, gifts and talents of each individual.

In this way each student is presented with a range of opportunities in which they can experience success in a safe and supportive environment that:

- Minimises risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.

The school provides student welfare policies and programmes that develop a sense of self-worth and foster connectedness and personal development. The Pastoral Care system is based in the classroom structure of the Primary School and for Secondary School in small, vertical groups based on the school's four Houses.

On entry to the school, every student in Secondary School is linked to a member of staff, their "House Tutor", who has oversight

of a pastoral care group of boys and girls. This small group meets with their mentor regularly throughout each week and so members of each "Tutor Group" get to know one another well.

The Tutor is the first point of contact for parents and a conduit for information between the individual, the family and the wider school body. Pastoral Care sessions are structured towards developing students' emotional intelligence and social responsibility, covering topics such as communication, digital citizenship, resilience, conflict resolution, empathy, compassion and global issues. Assemblies and Chapel services form integral aspects of the Pastoral Care Program.

Tutor groups form an important component of the School's "House" System. Houses are groups that perform pastoral, leadership and developmental functions and which foster participation in the wider school community. Senior students have opportunities for exercising leadership within this smaller group.

In 2008, Year Patrons were introduced as a further level of pastoral supervision. Year Patrons are assigned to each Year group 7 -12 and oversee the pastoral needs of the students in each year group. This role has enhanced the ability of the school to meet the pastoral needs of our students and give overall care to the Year Group. Year Patrons offer informal counselling to students and can refer students to a variety of mental health workers as needed.

Students of each school level are elected to specific school leadership responsibilities as members of the Student Leadership Council. Positive contact between seniors and juniors is encouraged by numerous means including carnivals, curriculum days, co-curricular activities, interest group activities, shared learning groups and peer support.

A summary is available on the school website www.scas.nsw.edu.au. Information is also available via:

- Orientation Handbooks for new students and parents.



- Primary and Secondary School diaries (In 2017 the Anti Bullying information in the Secondary School Diary was reformatted).
- Primary and Secondary School Handbooks are also available on the Parent Lounge.

Policies are amended from time to time as required. In 2017 this policy remains current.

Counselling

The school may recommend various types of intervention strategies for student wellbeing including referral to Health Practitioners and Counsellors, App aids and Government Service Agencies. Should this need arise, Counselling services are available on and off the school site on a needs basis.

Policies for student discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student, including suspension, expulsion or exclusion, follows processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to members of the school community through:

- The Staff Handbook (which incorporates more information regarding the principles of procedural fairness).
- The Primary and Secondary Student Diaries (In 2017 the Anti Bullying information in the Secondary School Diary was reformatted).
- The Orientation Handbook for new students and parents.
- Primary and Secondary School Handbooks are also available on the Parent Lounge.

As part of our ongoing process of review and improvement, the school's behaviour policy was reviewed by the Director of Wellbeing. A revised policy on student behaviour was implemented in 2009. This document is reviewed each year and changes are made as necessary.

Policies are amended from time to time as required. In 2017 this policy remains current.

Anti Bullying Initiative

St Columba Anglican School is committed to providing an environment that is safe, supportive and one that nurtures individual students to achieve his or her potential.

The school has the responsibility to foster an educational environment where every attempt is made to eliminate barriers to learning and where all students feel safe and valued. The School acknowledges that bullying does occur. Bullying behaviour is recognised as being anti-social and unacceptable and as such not only affects the victims of bullies and the perpetrators but also those who witness bullying. Left unchecked, bullying behaviours can have a profound long-term effect on the culture of a school.

St Columba aims to work with students, parents and teachers to prevent bullying, raise awareness and to encourage reporting. The policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the School. It is the responsibility of all members of the community to support and promote our Anti-Bullying Policy.

The school aims to create a safe, supportive and caring environment free from intimidation, where difference is respected. The school will not tolerate any behaviour that contradicts this philosophy. Each student is of equal importance at St Columba. Students who bully, in any of its forms, or harass others and do not respond to behaviour management strategies, which may include counselling, could ultimately be asked to leave the school.



Students who are being harassed are encouraged to tell a Teacher, Tutor, Year Patron, Head of

School or the Chaplain. An anonymous email address nobullying@scas.nsw.edu.au is available for students to use confidentially to report matters of concern.

In all cases the school staff will make every effort to maintain confidentiality, up to the point where it is necessary to inform the appropriate authorities if child protection issues come to light. The identities of student victims will not be divulged to the alleged bullies unless it is determined necessary for counselling or community conferencing purposes, which will be conducted in a safe and non-threatening manner.

In 2017 this policy was reviewed and updated. Information about this policy is available through:

- The Primary and Secondary Student Diaries (In 2017 the Anti Bullying information in the Secondary School Diary was reformatted).
- Orientation Handbooks for new students and parents.
- Primary and Secondary School Handbooks are also available on the Parent Lounge.
- Pastoral Care brochure available from the school Front Office and on the school website www.scas.nsw.edu.au

Policies are amended from time to time as required. In 2017 this policy remains current.

Addressing Concerns, Requests and Complaints

St Columba Anglican School:

- Recognises it has the responsibility to address all concerns, requests and complaints in a timely manner.
- Will address enquiries, concerns and complaints in accordance with the principles of procedural fairness.
- Recognises that this process provides the school with the opportunity to improve the school's performance.

Principles

- All members of the school community have the right to be treated with respect and care.
- All community members have the right to raise concerns, make requests and enquiries in regard to any aspect of the school's life.

- All enquiries should follow appropriate lines of management and be carried out in a manner that is respectful to all parties.

Process

Concerns requests or enquiries will:

- receive acknowledgement in a timely manner, usually in writing or by email from the staff member approached.
- where appropriate, be followed up by meeting(s) with relevant staff, where minutes will be taken.

Foundations

- Approaches to the school should be made, where possible face-to-face or via email with the appropriate school officer.
- Persons approaching the school or its staff should ensure that it is clear at what level the approach is being made- concern, request, enquiry or complaint.
- To facilitate a timely response the approach to the school should include, in the first instance, any relevant documentation etc that would clarify the matter being raised.

Recommendations

- Complaints in regard to student to student behaviour should be addressed via the appropriate school officer, not through direct contact with other parents.
- General complaints in regard to student behaviour should be forwarded to the relevant Year Patron, Director of Wellbeing and the Head of School informed of the complaint.
- Complaints or concerns regarding curriculum matters should be forwarded to the relevant director of studies/curriculum in writing in the first instance and the Head of School informed of the complaint.
- Complaints in regard to staff should be addressed to the appropriate Head of School and the Principal informed of the complaint.
- Complaints in regard to a Head of School should be directed to the Principal.
- Complaints in regard to the Principal should be addressed, in writing to the Chair of School Council, via the Secretary of the School Council. Such communications should be

marked “Private and Confidential”.

- Any complaint in regard to a matter of professional misconduct that falls under the laws covering Child Protection should be made directly to the Principal.

Feedback

Parents and students are encouraged to communicate directly with the school in providing feedback or complaints as outlined above.

A link to a “Feedback Form” is also provided in our newsletter for students and/or parents to provide feedback or make a complaint.

In December 2016 this policy was reformatted for ease of accessibility, and is now available at the school Front Office and on the school website www.scas.nsw.edu.au

School Determined Improvement Targets

The following priority targets were achieved during 2017:

Area	Targets for 2017	Achievements
Staff Development	All new staff qualified in Senior First Aid and updates for existing staff as required	Certified training provided for staff requiring updates or initial training.
	All new staff and updates for existing staff as required for Child Protection Awareness and Chemical Safety in Schools	Certified training provided for staff requiring updates or initial training.
	Professional Learning Teams to work on Action Research projects	Teachers within Professional Learning Teams focussed on Feedback, Differentiation, Project Based Learning and the Numeracy Continuum. Each teacher worked on an action- research program they presented to colleagues at the end of the year. Increased NESA accredited training offered internally
	Key secondary faculty staff trained in Project Based Learning	Numerous staff across various secondary school faculties visited Parramatta Marist to participate in PBL training.
	NESA Approved PD Offering	NESA Accreditation maintained for all National Standards allowing SCAS to run a range of professional development courses.
	Numeracy Continuum K-6	Continued focus on implementing K-6 Numeracy continuum through primary specialist. K-6 staff in PLTs to improve Numeracy teaching and tracking.
	Google CS4HS Conference	Obtained Google CS4HS funding to run professional development for SCAS staff and teachers from local schools. Over 100 teachers took part in the workshops.
	ALS Elevate Program	Our SCAS Elevate team continued to work with ALS staff in the development of an innovative program for our high potential learners.
	ALS Middle Leaders Program	This two year program continued during 2017, with our Heads of Faculty and Year Patrons involved in developing a 'change project'.

Area	Targets for 2017	Achievements
Facilities and Resources	Iona Performing Arts Centre	This project was completed in 2017 providing additional classrooms, 320 seat theatre, dance studio, drama studio, vocal rehearsal studio and practice studios.
	School Front Foyer Entrance	The school entry to Reception and Administration was upgraded.
	Bus Shelter and Covered Walkway – Stage 1	Completion of covered walkway and bus shelter at the front of the school
	Bus Area	Expansion of footpath and changes to traffic arrangements for safe bus access and passage.
	Dawson Library refurbishment	A complete refurbishment of the Dawson Library was undertaken in 2017 to provide a more cohesive and vibrant environment for students and staff.
	Primary Outdoor Learning Centre	Plans were developed for this project during 2017. Construction to commence in 2018.
	Infrastructure upgrades and building improvements	<ul style="list-style-type: none"> ▪ Upgrade of cooling and ventilation systems in Trade Training Centre and Iona Sports Stadium. ▪ New goals installed on the rear oval. ▪ Upgrade of the whole school security and key system. ▪ Upgrade of school fire system. ▪ New LED high bay lighting installed in Iona Sports Stadium providing major energy cost savings. ▪ Two fixed electric BBQ's were installed on site.

Initiatives Promoting Respect and Responsibility

In accordance with the school's mission statement Encouraging intellectual, spiritual and cultural development of each student through excellence in teaching in a caring, Christian environment the school aims for all students to recognise that they are valued and integral members of the school community, with parents and staff providing the care and support that engenders self esteem, mutual respect and responsibility.

This is achieved by having comprehensive and challenging educational programmes that:

- Encourage an integrated attitude to faith and learning, with regular Christian Studies classes and Chapel Services with a pastoral focus as part of the school's curriculum.
- Explicitly teach social and emotional skills.
- Insist on good manners, high standards of dress and behaviour, and respect for others.
- Develop a partnership between school, parents and students that will enhance the teaching/ learning process.

- Encourage students to participate in a well-balanced programme of curricular and co-curricular activities that enable them to discover their individual strengths and talents.
- Develop confidence, self-esteem and respect for and tolerance of others, in the belief that social awareness is a critical aspect of the Christian faith.
- Promote mutual respect, acceptance and trust between teachers and students.

Feedback on many aspects of the school life, including student learning, student behaviour, teacher professional practice and relationships within the school was very positive and formed the basis of the values programme incorporated into the Pastoral Care – Tutor Group meetings since 2007.

A statement of the school's Vision and Values is available at the school Front Reception and on the school website.



Parent, Student and Teacher Satisfaction

SCAS actively seeks to be a part of its broader community and as such:

- Is responsive to the needs of the community in terms of formulating its curriculum offerings.
- Is focused on developing and promoting positive relationships with all members of the school community.
- Actively supports parental involvement in the learning process.
- Actively seeks the involvement of members of the community in volunteer activities.
- Offers the widest possible range of educational activities in academic, cultural and sporting areas.
- Provides clear and varied modes of communication between school and parents/guardians.
- Provides multiple forums for parental input.
- Is dedicated to providing accurate and valid formal and informal feedback to parents.

SCAS provides:

- A safe campus for visiting community members.
- Necessary training for staff and volunteers.
- Input into local festivals and events.
- A clear set of goals and values to potential students.

SCAS' positive reputation in the community is reflected in:

- High retention rates.
- A high demand for student places.
- The popularity of its performance culture.
- It's reputation for high academic achievement.
- The employability of its students in part-time and full time positions.
- The high demand of trainee teachers to undertake practicum experience at the school.

Parent, student and staff satisfaction is monitored with use being made of initiatives such as:

- Surveys completed in 2017 by parents, staff and students to gather their feedback on

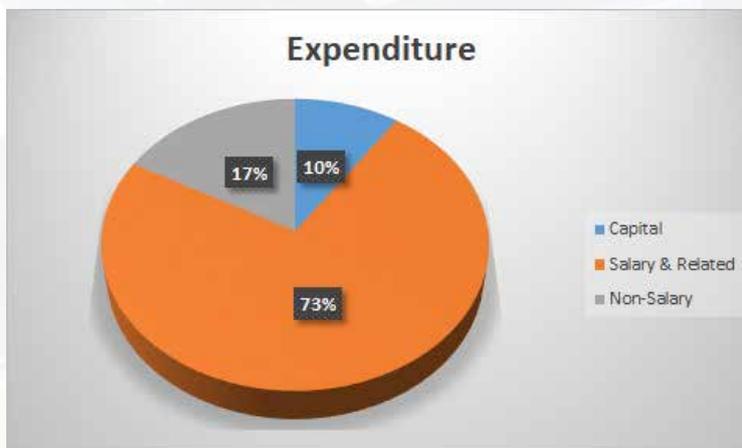
assessment and project-based learning.

- A new parent survey is conducted each year to gauge satisfaction with the orientation of new families.
- An exit survey for Year 12 students.
- Ethnographic research with high potential learners.
- Information nights for parents on project-based learning.
- A feedback form on the school website to collect suggestions, compliments and complaints from parents, staff and students.

Feedback from these surveys indicates that the school community is overwhelmingly pleased with the education and pastoral offerings of the school.

Summary of Financial Information

The following graphics outline St Columba Anglican School's income and expenditure for the 2017 academic year. The information is derived from St Columba's consolidated audited financial statements as provided to the Commonwealth Department of Education, Science and Training as part of its financial accountability requirements.





Concluding Statement

This document provides a brief outline of the activities and programmes undertaken by St Columba Anglican School during the 2017 academic year.

The school's publications including the Student Diary, Primary and Secondary Handbooks, Curriculum and Assessment Handbooks, The Chameleon and the school's website (www.scas.nsw.edu.au) provide deeper insights into the school's operations.

Alternatively, you may wish to contact the school by telephone on (02) 6581 4188, or by email to info@scas.nsw.edu.au



St Columba Anglican School

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