



St Columba
Anglican School

2022

ANNUAL REPORT

CELEBRATING

20

YEARS



THIS AREA IS
UNDER 24 HOUR
VIDEO
SURVEILLANCE

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About this Report

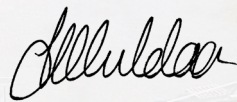
St Columba Anglican School, Port Macquarie, is registered by the NSW Education Standards Authority (NESA) as an independent school.

This 2022 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.

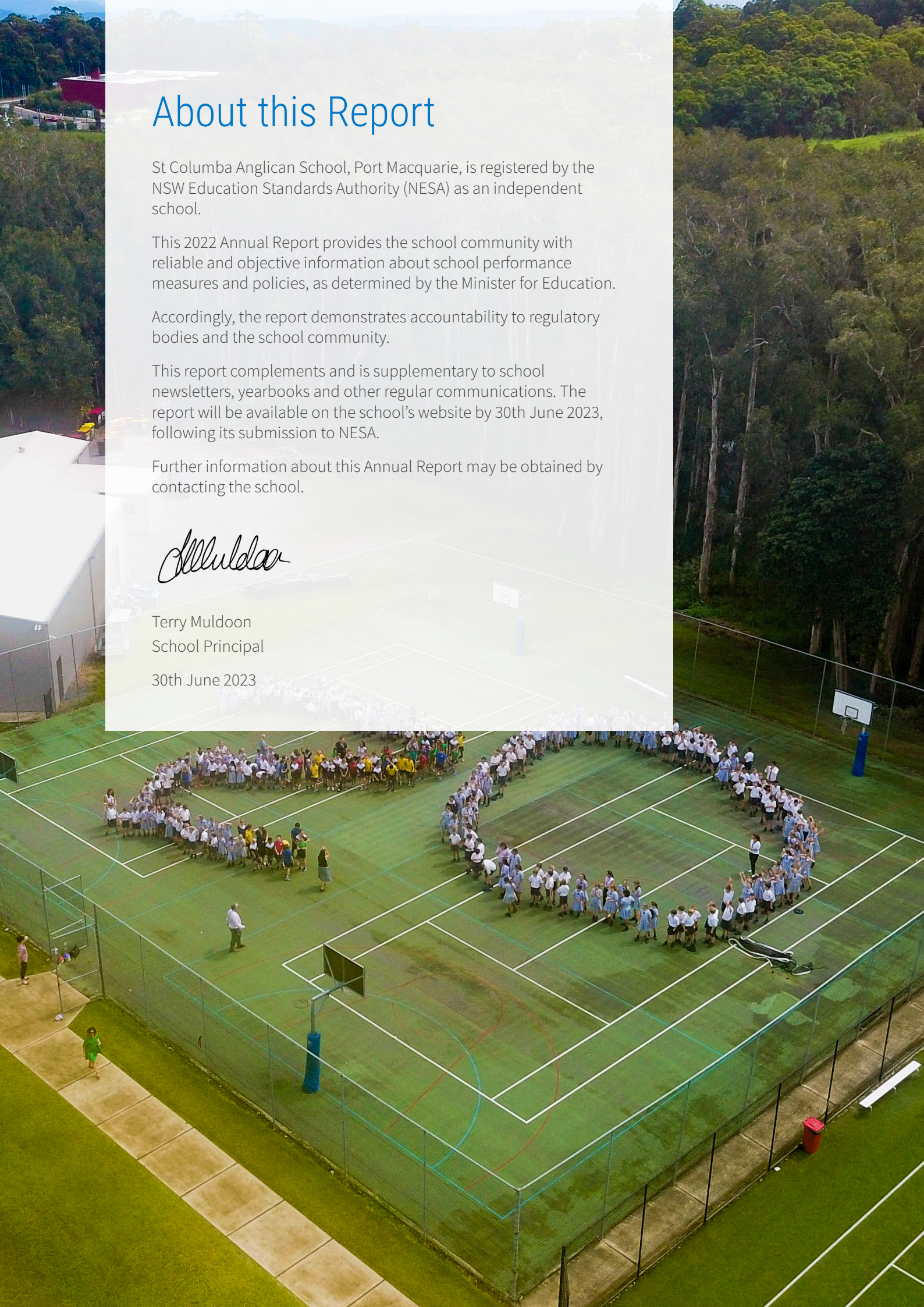
This report complements and is supplementary to school newsletters, yearbooks and other regular communications. The report will be available on the school's website by 30th June 2023, following its submission to NESA.

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



Terry Muldoon
School Principal

30th June 2023





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.

Our Vision

Our vision is to be an educational leader by providing a challenging, holistic and values-based environment for our students, staff and community.

We achieve this through academic excellence, service to others, environmental stewardship, teamwork and leadership. In addition, we value and support the spiritual, cultural, academic and sporting growth of all our community members.

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 and learning process.
- to encourage students to participate in a well balanced program 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.

Chair Of Council's Report



Mrs Heather Norton
Chair, SCAS Council

In this annual report I wish to report a snapshot of the following achievements during the past year for which the School Council gives thanks.

- Year 12, 2022 are to be commended after years of interruptions and the mature way they have tackled the HSC. In fact, the 2022 results placed St Columba Anglican School in the top 110 schools in NSW. Many students were recognised for their work in areas such as Design and Technology and Visual and Performing Arts. Results in Software Design and Development, Music 2, Construction and Entertainment Industries, were outstanding.
- The school's finances have been streamlined to ensure we can provide affordable education well into the future. This is in view of the falling funding from Government sources and the introduction of the Direct Measure of Income (DMI) metric. This replaces the SES measure.
- In a deliberate program of fiscal responsibility, the school is amid a moratorium on large scale projects. This is due to the current economic/health climate.
- Completion of infrastructure on the campus such as essential updating of facilities, gardens, and other built environments. Maintenance and renewal are vital to a successful learning environment.
- A continued program of cooperation with CSU – The Bridge program. Students from Years 10 and 11 can access courses which will provide a pathway to tertiary education. The School Council plans to extend this partnership in the future.
- The School Council were pleased to support the continuation of SCAS's 21st Century Dispositions and has adopted this framework to review their meetings. This has proved effective. Staff continue to lead the national professional discourse in this area of learning.
- In partnership with Melbourne University, SCAS is among a select group of Australian schools working in the New Metrics Accreditation research program. This program will provide a new form of final year accreditation based on suitability to university courses.
- As a school in the Grafton Anglican Diocese, the Chairs of Council have formed a strong network. This has provided greater reflection on our individual Governance practices.
- The School Council congratulates Principal Terry Muldoon on his wise direction. His distributive leadership has empowered the Executive team to guide the school throughout the year but his fine example is a credit to his passion and commitment. Principal, Terry Muldoon has announced he will retire at the conclusion of 2023.
- The School Council remains resolute in their quest for spiritual, cultural, sporting, and academic excellence through the provision of facilities and support for all aspects of the school operation.

In our twenty first year of operation, we thank God for the many blessings He has bestowed on us.

Principal's Report



Mr Terry Muldoon
Principal

The aim of St Columba Anglican School is to be the most outstanding school in 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 standards of education and behaviour.

School Vision: At St Columba, we will transform the lives of our students by offering the educational opportunities that will allow them to have lives of purpose, service and engagement.

School Mission: St Columba Anglican School is founded on faith. The Christian ethos is present in its caring philosophy and its concern to produce educated leadership. The School is a community school in the sense that its doors are open to all, so long as they are sympathetic to and support the School's Christian foundation.

Our Strategic Imperatives: Excellence, Effectiveness, Enterprise.

School Goal: Creation and activation of strategies and plans that will realise the School's vision and mission.

1. Governance

- The School is governed by a School Council appointed under the aegis of the Anglican Diocese of Grafton.
- All members of the School Council are required to meet the professional development requirements that are inherent in their position; The School Council uses its sub-committee system to inform the Council in areas such as Finance, Capital Works and Risk.
- St Columba is one of five independent schools in the Diocese who meet under the banner of the Diocesan Schools Network.
- Tenure of membership of the School Council is limited by the common constitution that governs all schools in the Anglican Diocese of Grafton.
- The Constitution sets the membership requirements in relation to the proportion of members who must be Anglican.
- All new members of School Council must be approved by the Bishop of the Anglican Diocese of Grafton.

2. Teaching and Learning

a. General

The tenets followed by the school are:

- All students will be given the opportunity to develop functional and appropriate literacy and numeracy skills to support their education and career aspirations.
- Teaching at St Columba will seek to differentiate instruction to support the needs of individual students.
- The teaching framework being undertaken at St Columba is based on the concept of Deep Learning.
- The school accepts that the majority of its graduates will aspire to further education at university level. To facilitate this, there is a strong focus on bridging the gap between Secondary and Tertiary educational modes of delivery and study.
- Teaching focuses on developing the 21st century skills that have been identified as providing the basis for life and career development.

- Educational data will be used to assess the School’s effectiveness in engaging students and transmitting learning.

b. Teaching and Learning Model

- St Columba has adopted and continues to develop its teaching and learning based on the concept of Deep Learning. This model recognises the 6Cs of 21st century education as essential qualities that students will need to be successful in their further learning and careers. These 6Cs are overlaid with a focus on developing the construct of Curiosity.
- Based on Deep Learning principles a range of staff professional development opportunities has been provided and the manner and mode of assessment has been subject to a review.
- St Columba is working with a range of leading schools across Australia, under the aegis of the University of Melbourne, to develop an effective and efficient assessment and reporting system that more effectively tells the story of a student’s development of knowledge and skills, and dispositions. It is planned that an accreditation may, in future, replace or augment the current ATAR university entrance system.
- In 2021 St Columba joined with Charles Sturt University, Port Macquarie to launch a university preparation course (The Bridge Program) that recognises that our students are on a lifelong learning journey and need specific skills in post-Secondary learning environments. This course was open to Year 10 and Stage 6 students. After its successful introduction an improved version of the Bridge Program continues to operate in 2022.
- St Columba has teamed with Charles Sturt University to allow Stage 6 students, who have completed the Bridge Program Introduction to Tertiary Studies to complete undergraduate courses prior to graduation.

c. Educational Leadership

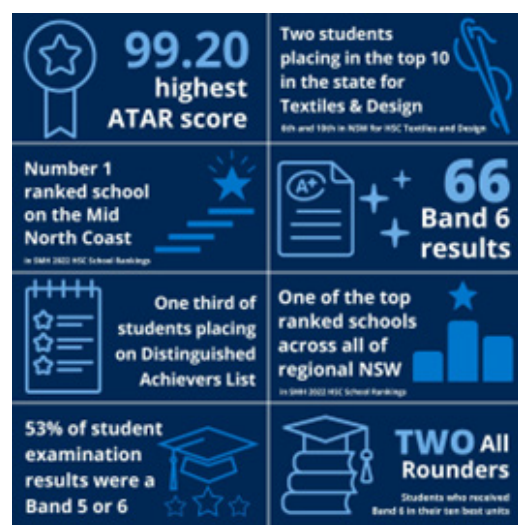
Educational Leadership at St Columba focuses on:

- Modelling to students and staff continual lifelong learning
- Providing clear authority for leaders to adapt and develop the curriculum to suit 21st century learners;

- Delegating the ongoing planning, development and improvement of teaching and learning to the Educational Directors → Humanities, Wellbeing, STEAM, Performing Arts, Professional Learning, Teaching and Learning, Literacy and Numeracy;
- Ensuring that all staff are aware of their responsibilities in terms of changing and developing curricula;
- Developing teaching practices that are engaging and attractive to students through a diversity of learning activities and assessments;
- Literacy and numeracy remain a key focus at all levels, with particular emphasis on development in the early stages of education;
- Planning is in train for the School to undertake a process of hands-on teacher training, in conjunction with Charles Sturt University.

d. External Assessment

- NAPLAN: The School continues to use the full depth of data provided as a result of NAPLAN testing to analyse, assess and improve teaching in the foundational areas.
- St Columba has achieved the highest NAPLAN results in its region for the past five years.
- The focus is to ensure that our teaching and learning continues to “value add”.
- Higher School Certificate: St Columba remains one of the highest performing regional schools in NSW, once again placing high in the Top 150 (101) high achievers list for 2022.



- The School participates in a number of educational competitions with ongoing success.
- Improvement plans are developed each year using close examination of HSC RAP data to improve general and examination performance. This system has shown improvement each year in areas that have been identified as needing improvement.

e. Professional Development

Our professional development:

- Focuses on high quality, in-house learning so as to limit time away from the classroom and homes for teachers. This is an ongoing issue for regional schools;
- In 2020 and 2021 our Professional Development has introduced a focus on middle leadership and management skills;
- Allows our educational leaders to learn from the best so that our school can be the best
- Provides registered, mandated PD experiences that assist staff in maintaining their professional accreditation;
- Aligns with the school's educational focus, adding to staff skills in the areas of literacy, numeracy and Deep Learning;
- Contains regular timetabled Professional Learning Teams time that allow staff to meet with peers with the aim of ongoing improvement to their professional practice.
- Will offer access to our professional development to the trainee teachers under the auspices of the Bridge Teaching School.

4. Pastoral Care/Wellbeing

- The Pastoral Care of students, families and staff is the delegated responsibility of the Director of Wellbeing and the School Chaplain.
- Pastoral Care has a practical K-12 focus.
- The School is participating in the further development of the Compass Pastoral care system, developed in partnership with the AIS NSW.
- Each Stage in Primary School and Year Group in Secondary School has a Coordinator or Patron who has specific responsibility for the pastoral care of that group.

- The School employs a psychologist with wide experience in education to work with staff and teachers in the Wellbeing areas.
- The School contracts a number of professionals to enhance the support of students with specific educational needs.
- Students are encouraged to be involved in a range of community activities, supporting groups such as St Thomas' Soup Kitchen and Liberty Domestic and Family Violence Specialist Services.
- Significant events are included in the School calendar to enhance Pastoral Care/Wellbeing, including camps, careers-based events, and Columba Day celebrations.

5. Co-curricular Activities and Sport

- St Columba offers its students a rich diversity of co-curricular activities.
- The Iona Sports Club is now one of the strongest competitors in local Football (Soccer) and Netball competitions.
- A diverse Performing Arts co-curricular program is offered to students and ranges from activities that are open to all students and those for which audition is required.
- In 2022, SCAS Peak Academy, a high-performance performing arts group, was formed to assist those students with aspirations to enhance their performance skills and industry knowledge.
- External qualifications in Dance (RAD) are available to our students.
- Growth sports in the school include Volleyball, Futsal and Touch Football.
- The School participates in a number of competitions - Da Vinci Decathlon, University of Newcastle Science and Engineering Challenge, Tournament of the Minds, Hunter Region Independent Schools competitions, HICES Debating and Public Speaking competitions.
- The School competes as a senior member of the Hunter Region Independent Schools group. This group provides high performing students with access to CIS, All-Schools, State and National competitions.

- The Iona Talented Achievers Program (ITAP) provides one-on-one and small group opportunities for aspirational and successful sports persons and performers to develop their skills, balance their sport, performance and academic responsibilities, manage fitness levels and injuries and develop resilience.



6. Staffing

- St Columba continues to attract high quality teaching and support staff, creating a staffing mixture of experience, skill, and professional enthusiasm.
- St Columba will welcome its third principal in June 2023. The current principal will retire after sixteen years in the position.
- A system of appraisals from the Principal to the classroom teacher has been introduced to ensure that quality teaching and learning and management and leadership performance is maintained.
- There is a three-year appointment for Middle Leadership and Management positions. Incumbents and aspirant staff are encouraged to apply for these positions at the end of each three-year period.
- The School Executive meets regularly to identify areas of need and determine the School's response;
- Support Staff are managed by Director of Community Engagement.
- The Director of Professional Learning assures the school that its staff are well-supported in their ongoing professional learning.

7. Financial Management

- In 2022 St Columba reinstated the position of Business Manager to oversee all non-academic activities of the school and report to the School Council Finance Sub-committee.
- The Business Manager leads the team in the School's annual external financial audit.
- Financial KPIs and debt levels are set annually;
- The School's financial focus is on maintaining the excellent facilities offered by the School, while lowering the overall debt accumulated as part of the School's ongoing growth and development.

8. Campus

Campus developments have included:

- Improved digital operations and cyber security;
- Planned Improvements to the drainage of the School's front oval;
- Planned increase in the development of outdoor covered sport facilities;
- Developing a works program to ensure existing facilities are well-maintained;
- The possible creation of a second Early Learning Centre to meet local demand.
- Refurbishment of bathroom amenities.

9. Columba Cottage Early Learning Centre

- The Cottage is a business unit of St Columba.
- It is licensed to serve 127 FTE babies and children.
- The Cottage manages the Before and After School Care programs for the School and Vacation Care.



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 Retreat is held for all Year 10 students in Term 4.

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 8 to 12 are eligible to join the Rotary sponsored group Interact, which meets weekly. Interact members actively develop skills in public speaking, event organisation, developing effective teams and communication. They are active in fundraising events, volunteering in the local community and participate in Rotary organised events such as Model United Nations Assembly.

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, all Year 5 students are 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
- Innovation
- Evaluating
- Supervising others
- Motivation
- Time management
- Public Speaking.



Contextual Information

St Columba Anglican School is a Christian school with an Anglican foundation that 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.

In 2022, there were 1166 students enrolled at St Columba Anglican School from Kindergarten to Year Twelve of whom 645 were in the Secondary School. Overall, enrolments reflect approximately equal numbers of boys and girls. Approximately 4% of our student population are Indigenous. In the early years of education there is a strong focus on the critical areas of literacy and numeracy and students with special needs are supported in these areas. Large numbers of our students choose to participate in co curricular activities in the areas of Performing Arts, Sport, Academic and STEAM, both in school and in the local community.

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.

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Test Results Years 3, 5, 7 and 9

The NAPLAN results for 2022 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. These results reflect the school's reputation for academic excellence and value adding.

Further information is available from the Australian Curriculum, Assessment and Reporting Authority (ACARA) website www.acara.edu.au



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	492.6	471.2	466.1	485.6	468.2
NSW	444.7	432.7	429.4	444.3	406.9
Australia	437.8	422.1	417.7	433.2	399.8

Year 5

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	546.2	513.0	527.9	523.5	512.2
NSW	513.2	492.0	512.9	506.1	495.6
Australia	509.7	484.3	504.5	498.8	488.3

Year 7

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	605.4	568.7	588.9	571.9	605.4
NSW	545.6	537.1	555.1	538.9	554.1
Australia	542.6	529.8	547.2	533.2	546.3

Year 9

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Columba	618.4	598.9	607.2	604.8	607.1
NSW	580.5	565.0	582.0	576.9	589.1
Australia	577.6	559.9	576.7	573.3	584.4

Comparison of St Columba Anglican School NAPLAN Results for 2022 with NSW and Statistically Similar Schools Group

St Columba’s results have remained strong with the majority of each year group in the upper 3 bands in Literacy and Numeracy for 2022. These results compare positively compared to statistically similar schools and also in comparison to the state. The results for our Year 3, Year 5, Year 7 and Year 9 cohorts were strong across all aspects of these tests.

The key shows the comparison in results:

- St Columba Anglican School in green
- Statistically Similar Schools Group (SSSG) black
- State in red

NAPLAN: Overall Literacy

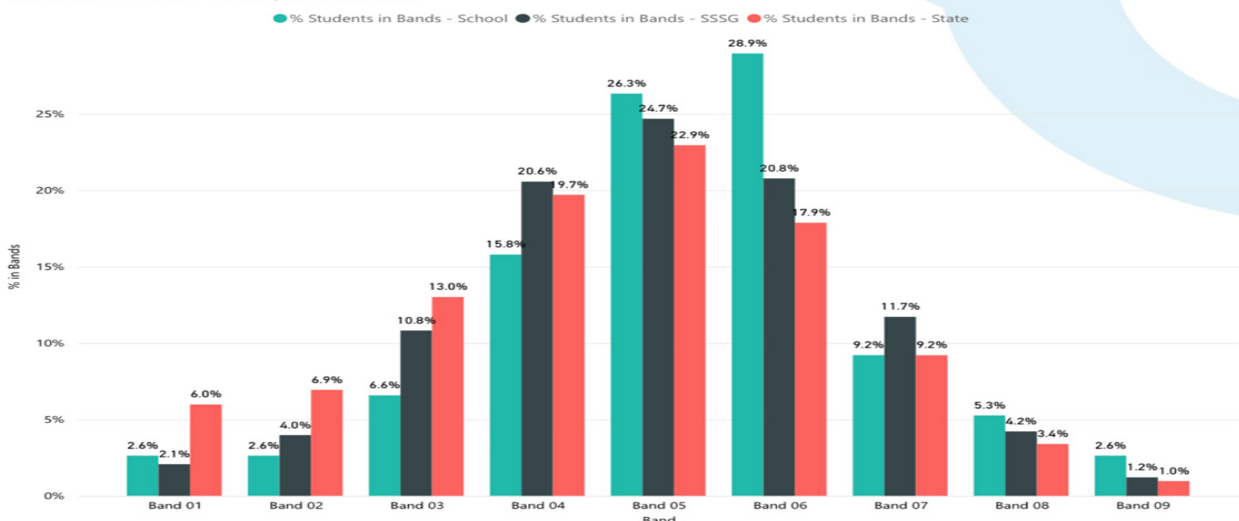
Year 3 Reading

% Students in Bands - School, SSSG and State



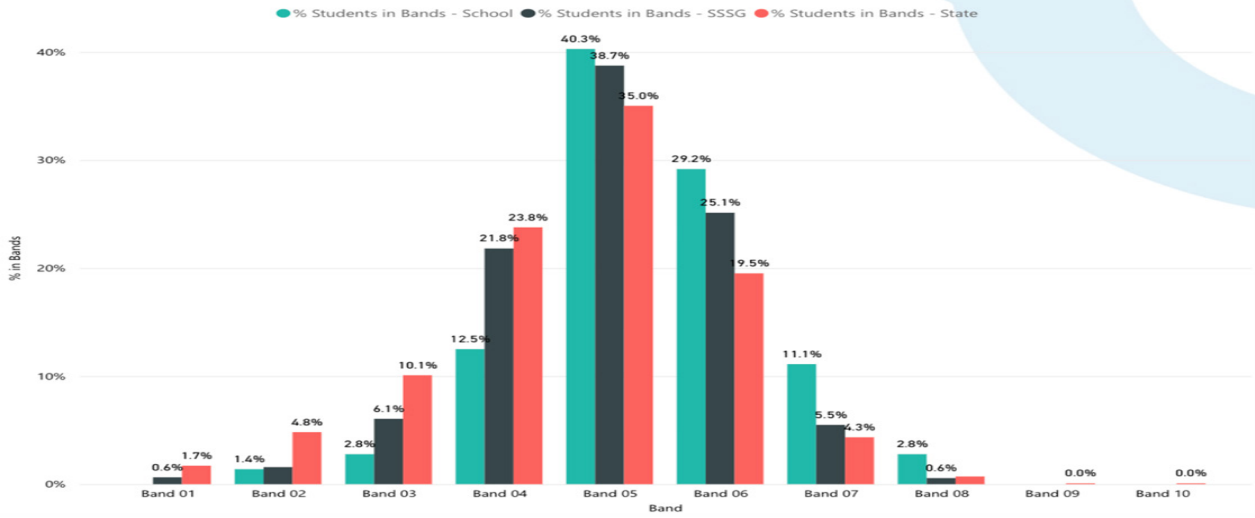
Year 3 Spelling

% Students in Bands - School, SSSG and State



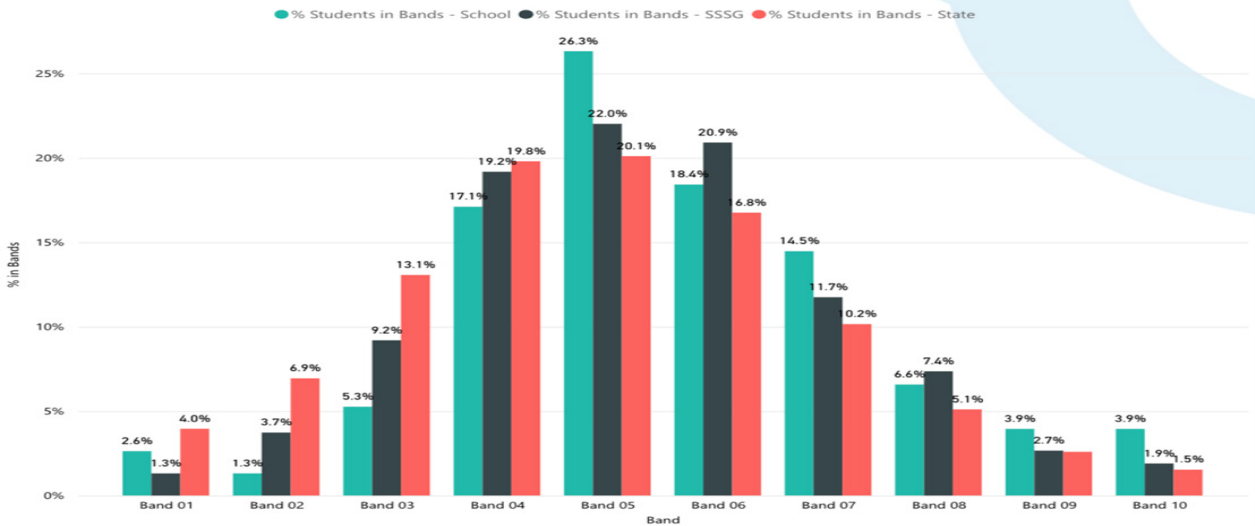
Year 3 Writing

% Students in Bands - School, SSSG and State



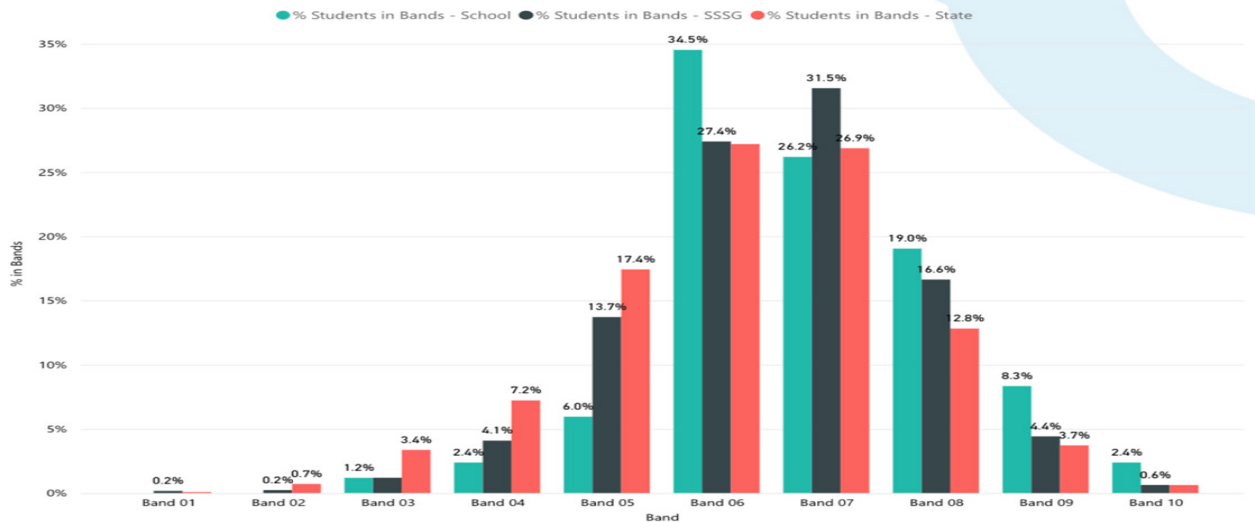
Year 3 Grammar and Punctuation

% Students in Bands - School, SSSG and State



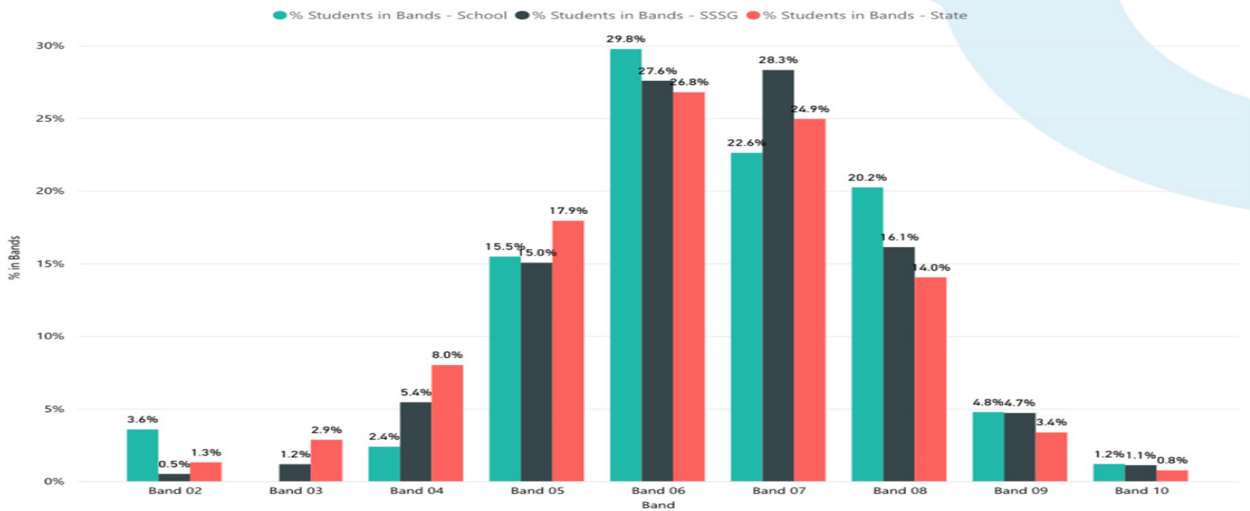
Year 5 Reading

% Students in Bands - School, SSSG and State



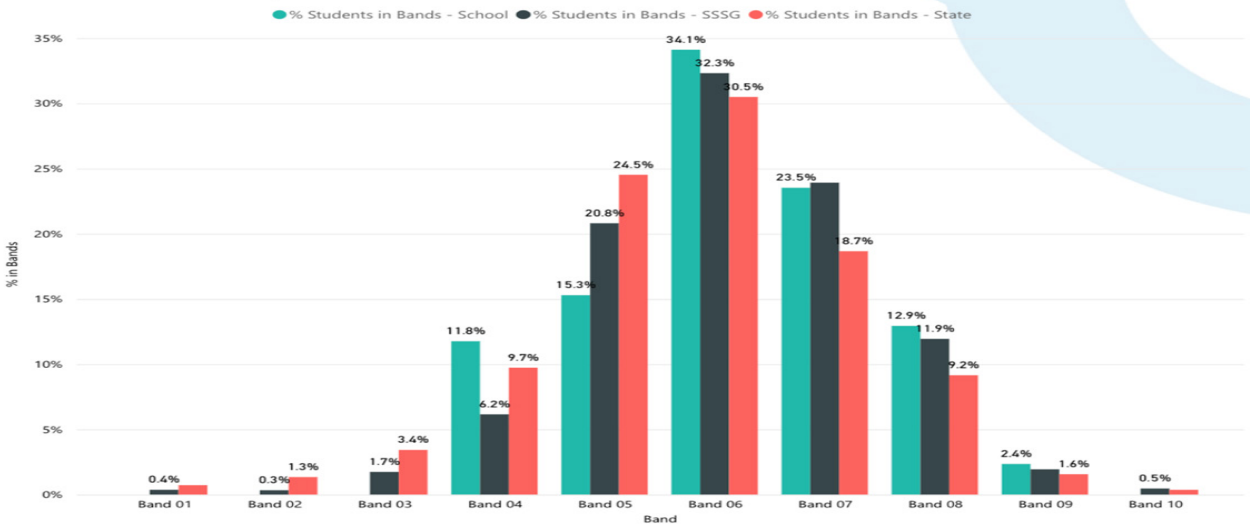
Year 5 Spelling

% Students in Bands - School, SSSG and State



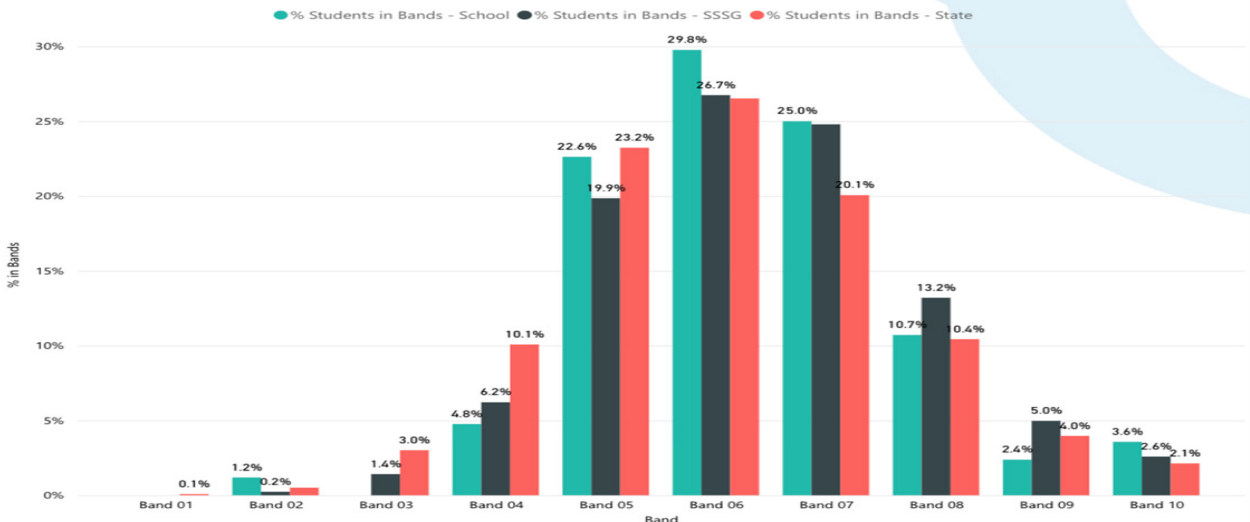
Year 5 Writing

% Students in Bands - School, SSSG and State



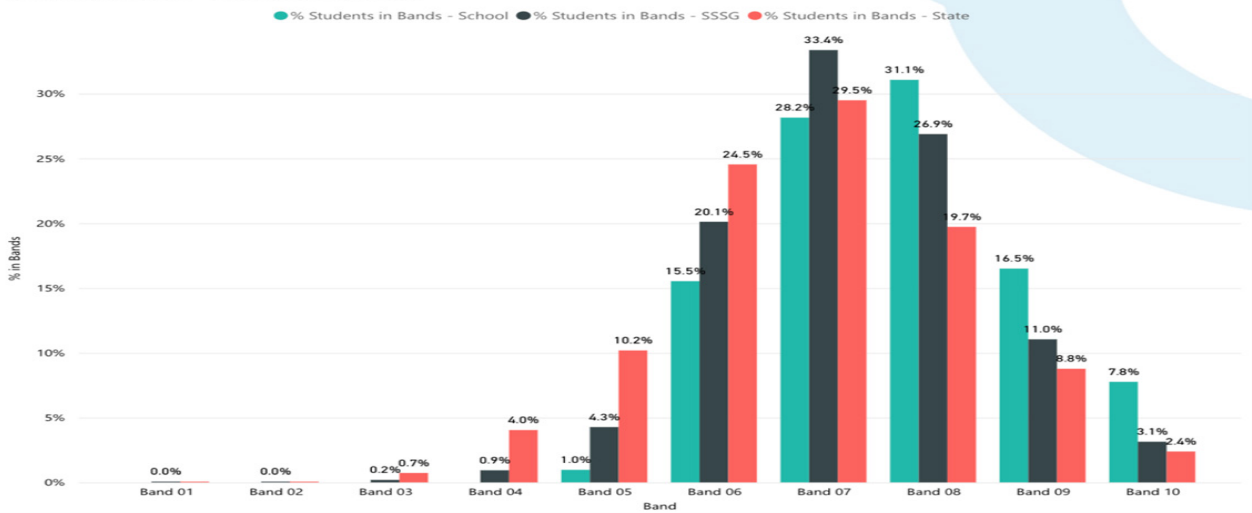
Year 5 Grammar and Punctuation

% Students in Bands - School, SSSG and State



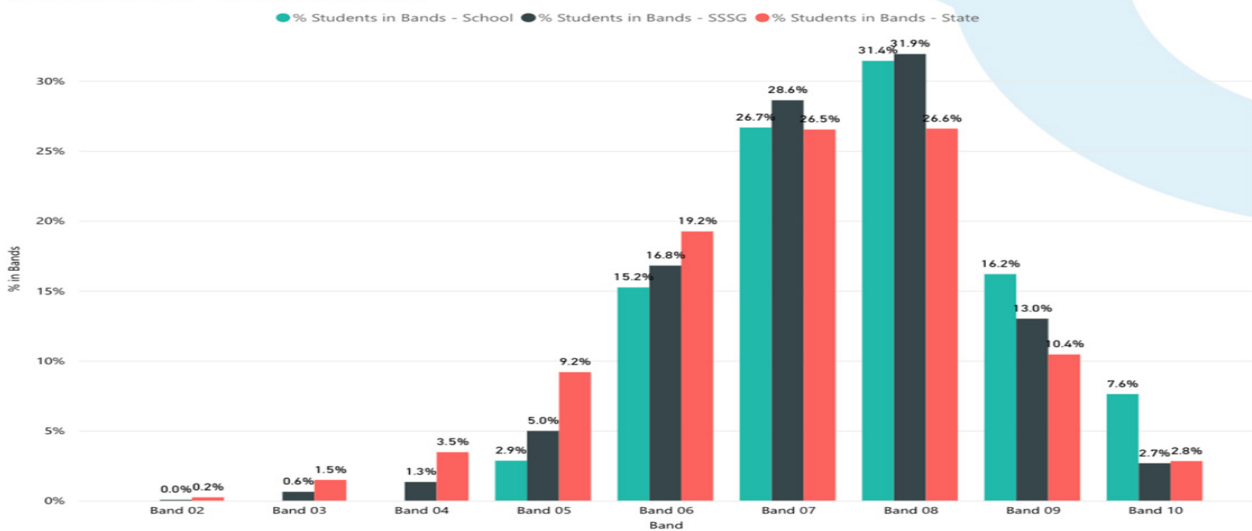
Year 7 Reading

% Students in Bands - School, SSSG and State



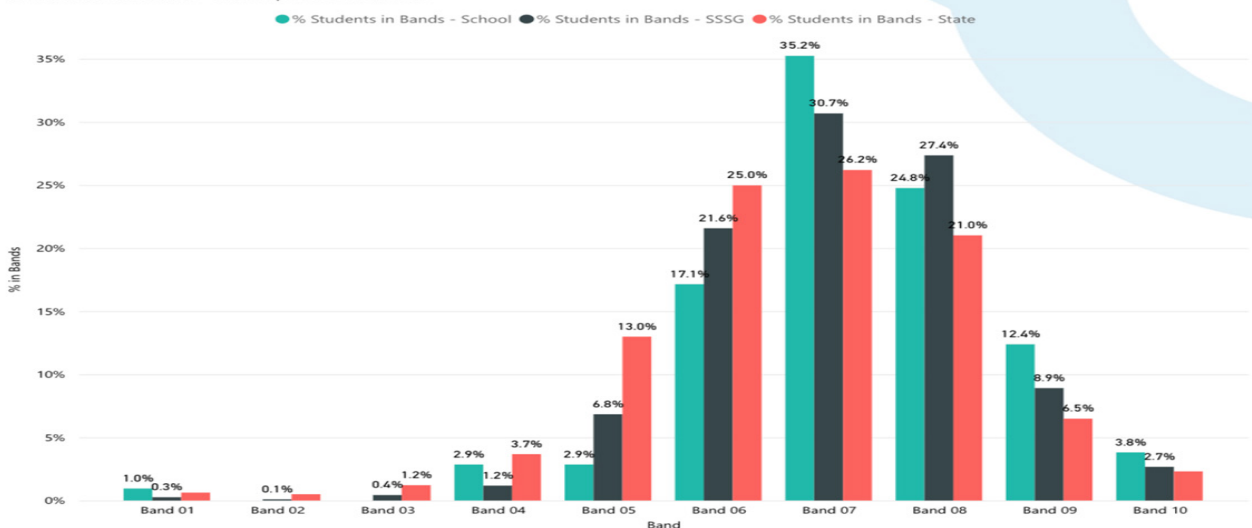
Year 7 Spelling

% Students in Bands - School, SSSG and State



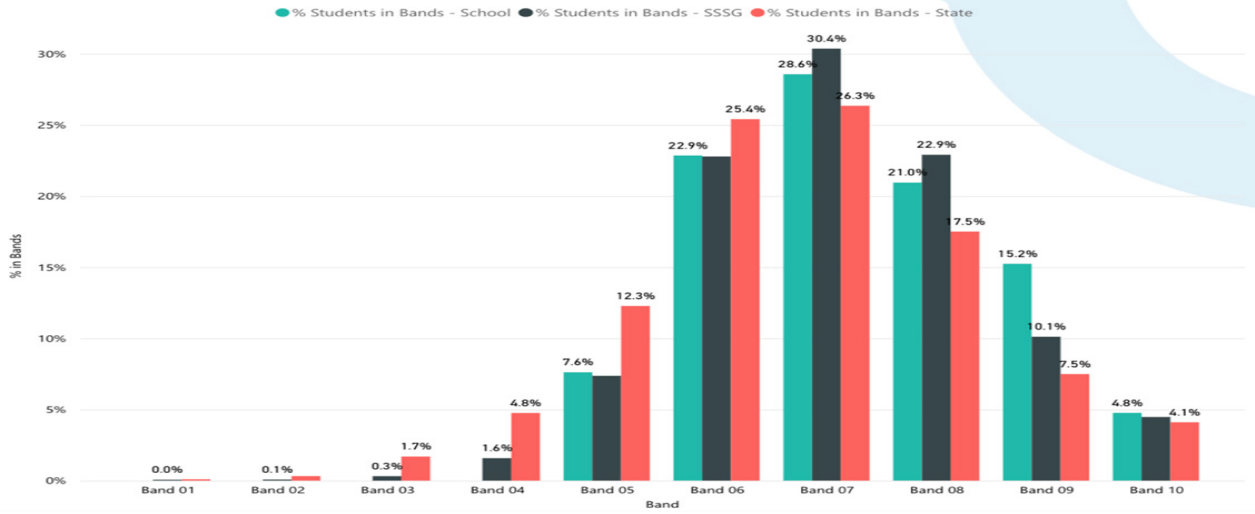
Year 7 Writing

% Students in Bands - School, SSSG and State



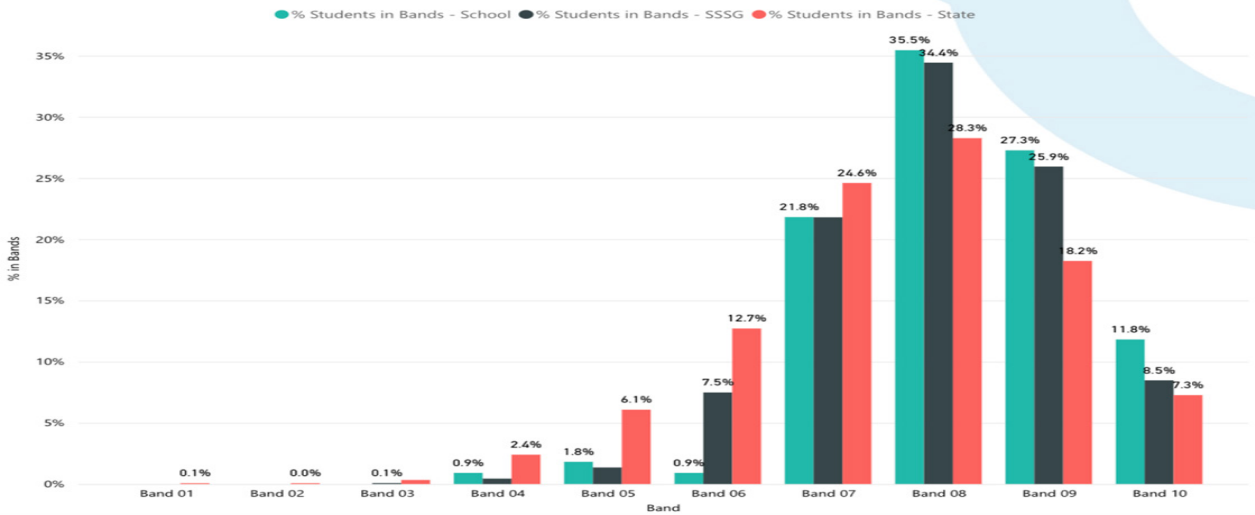
Year 7 Grammar and Punctuation

% Students in Bands - School, SSSG and State



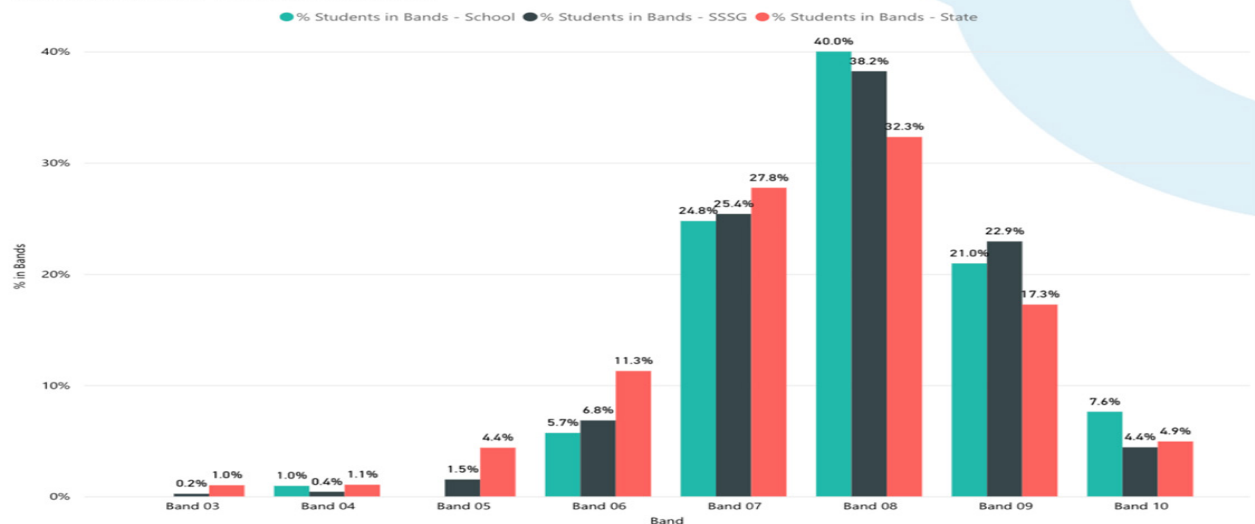
Year 9 Reading

% Students in Bands - School, SSSG and State



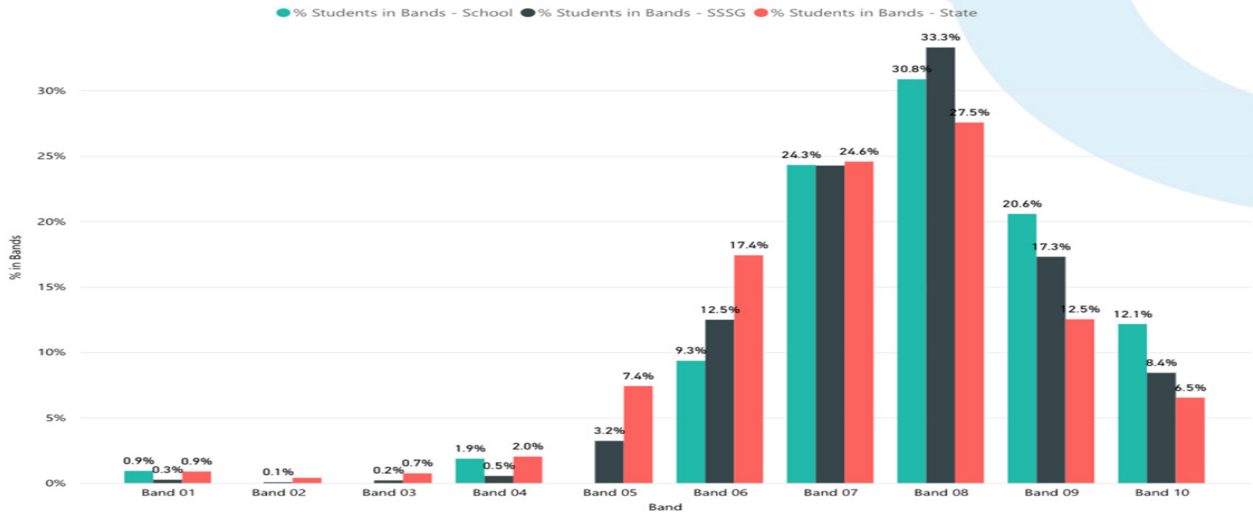
Year 9 Spelling

% Students in Bands - School, SSSG and State



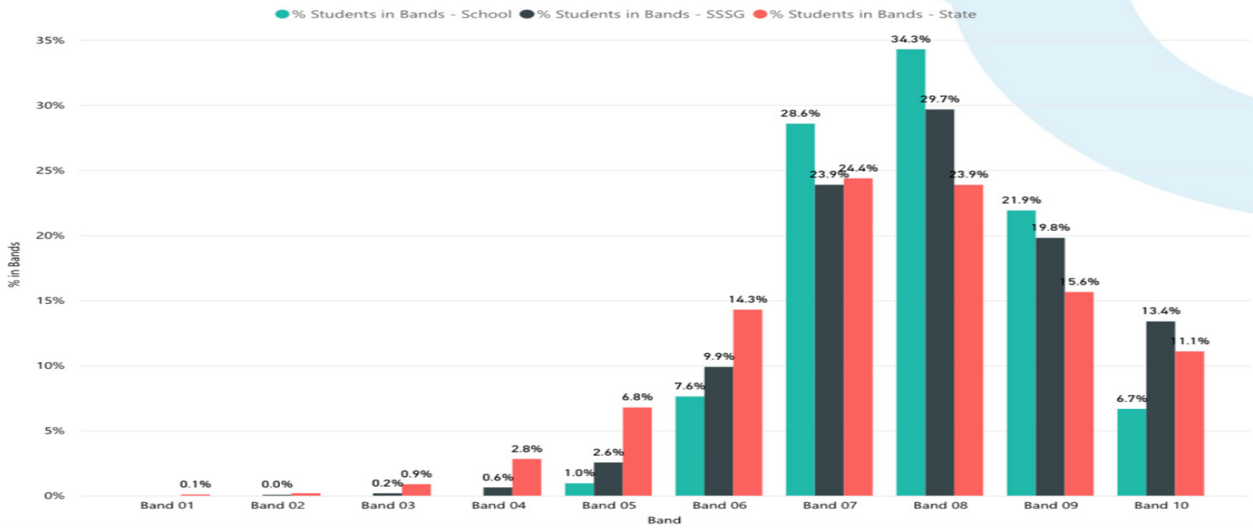
Year 9 Writing

% Students in Bands - School, SSSG and State



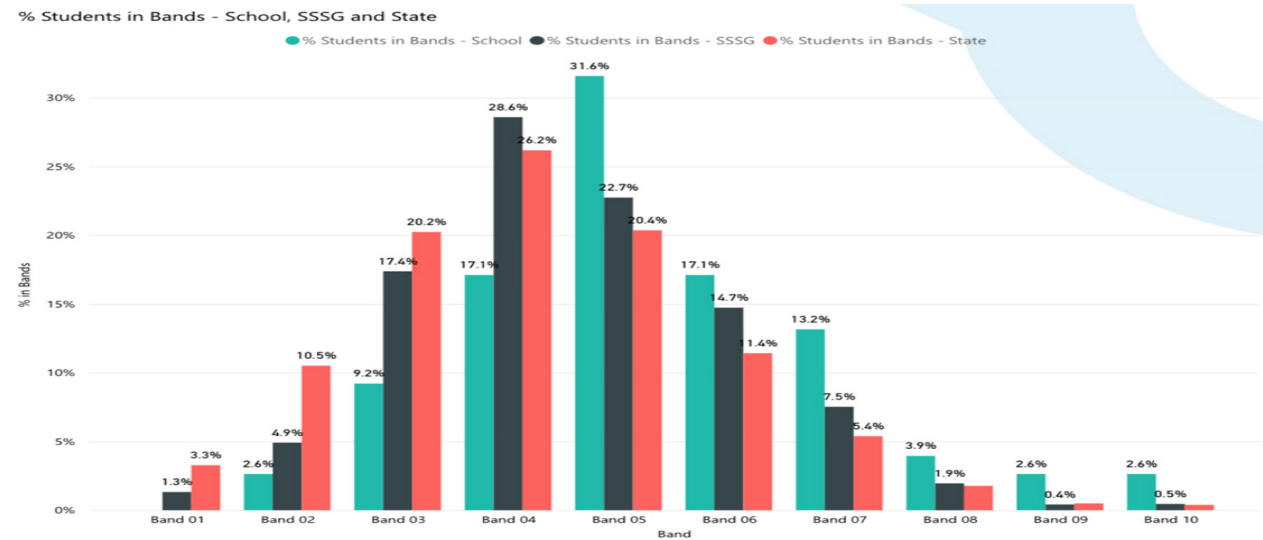
Year 9 Grammar and Punctuation

% Students in Bands - School, SSSG and State

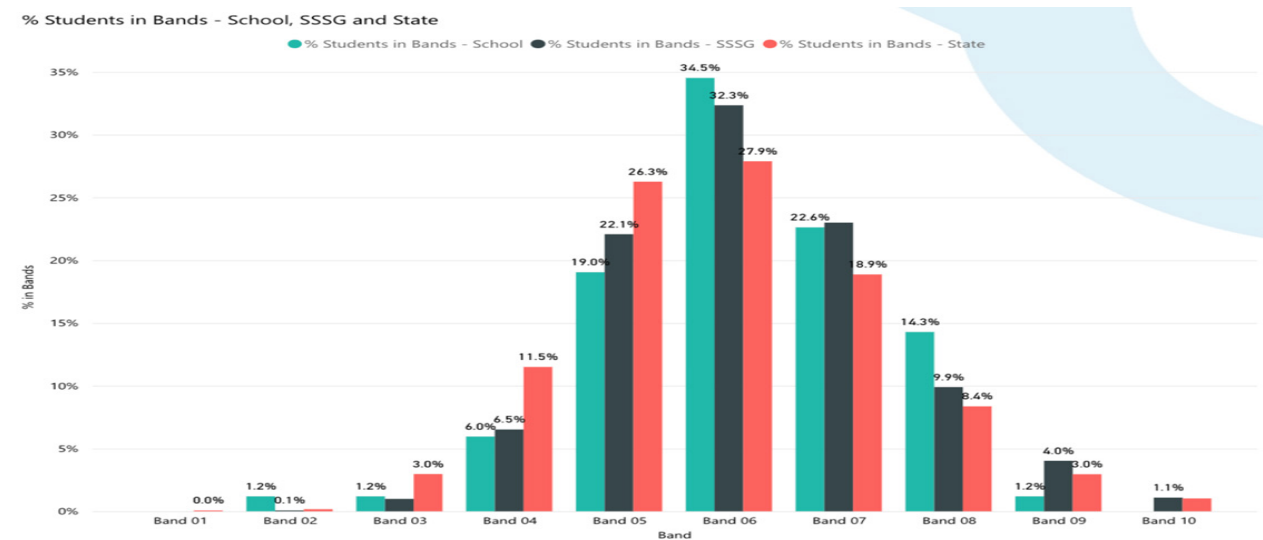


NAPLAN: Overall Numeracy

Year 3 Numeracy

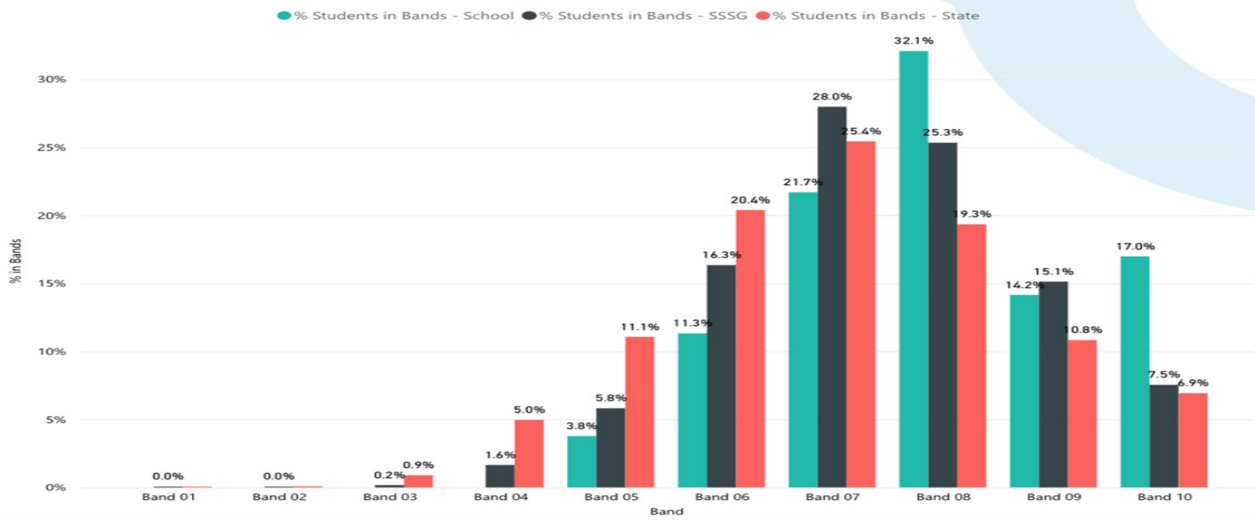


Year 5 Numeracy



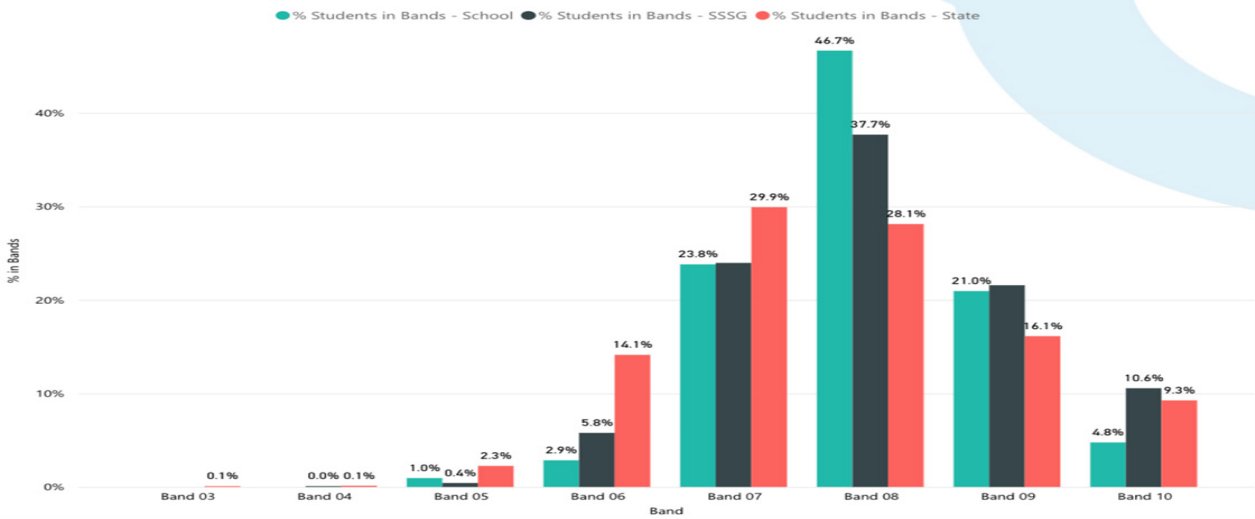
Year 7 Numeracy

% Students in Bands - School, SSSG and State



Year 9 Numeracy

% Students in Bands - School, SSSG and State



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 lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school. NSW Education Standards Authority (NESA) issue the formal RoSA credential to students who satisfy the eligibility requirements when they leave 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 <https://educationstandards.nsw.edu.au>



Higher School Certificate Results

The class of 2022 achieved excellent results in their HSC. There were 66 entries in the Distinguished Achievers list from 27 students. Of these 3 students appeared in the HSC All round achievers list with Band 6 results in 10 or more units. These results saw St Columba rank 101st in the top 150 schools in the state (Sydney Morning Herald 2022, HSC School Rankings)

Some subject results of note include: 100% of Music 1 and Hospitality students achieved results in the top two Bands; 90% of Drama and Visual Arts students achieving in the top two Bands; 75% of Textiles and

Design students achieving in the top two Bands with two students placed in the top 10 in the state, 6th and 10th; 75% of Extension 1 Mathematics students achieving in the top two Bands; two thirds of our Advanced English and Advanced Mathematics students achieved in the top two Bands. These fantastic results reflect the high quality of the academic program at St Columba and build on the history of strong academic results.

Higher School Certificate

Subject	Number of students	Performance band achievement by %		Examination Mean School vs State	
		Bands 6-4*	Bands 3-1	School	State
Ancient History	8	School: 88 Statewide: 64	School: 12 Statewide: 36	76.83	71.98
Biology	35	School: 71 Statewide: 53	School: 29 Statewide: 47	74.94	70.03
Business Studies	16	School: 75 Statewide: 66	School: 25 Statewide: 34	76.25	73.95
Chemistry	22	School: 73 Statewide: 64	School: 27 Statewide: 36	79.14	72.51
Community and Family Studies	14	School: 93 Statewide: 75	School: 7 Statewide: 25	79.23	74.79
Construction Examination	4	School: 100 Statewide: 76	School: 0 Statewide: 24	86.6	76.63
Dance	5	School: 100 Statewide: 93	School: 0 Statewide: 7	84.32	82.12
Design and Technology	8	School: 100 Statewide: 82	School: 0 Statewide: 18	84.35	77.62
Drama	15	School: 100 Statewide: 88	School: 0 Statewide: 12	86.13	80.71
Engineering Studies	6	School: 100 Statewide: 62	School: 0 Statewide: 38	76.73	72.64
English (Advanced)	41	School: 88 Statewide: 93	School: 12 Statewide: 7	80.96	81.53
English (Standard)	41	School: 71 Statewide: 56	School: 29 Statewide: 44	73.47	69.88
English Extension 1	5	School: 80 Statewide: 93	School: 20 Statewide: 7	37.7	41.79
English Extension 2	1	School: 100 Statewide: 85	School: 0 Statewide: 15	45.4	39.89

Subject	Number of students	Performance band achievement by %		Examination Mean School vs State	
		Bands 6-4*	Bands 3-1	School	State
Entertainment Industry Examination	11	School: 91 Statewide: 82	School: 9 Statewide: 18	85.15	78.85
French Beginners	2	School: 100 Statewide: 64	School: 0 Statewide: 36	87.3	75.32
French Continuers	4	School: 0 Statewide: 85	School: 100 Statewide: 15	59.0	80.38
Hospitality	7	School: 100 Statewide: 80	School: 0 Statewide: 20	85.91	76.89
Industrial Technology	5	School: 100 Statewide: 51	School: 0 Statewide: 49	81.2	70.32
Legal Studies	21	School: 90 Statewide: 66	School: 10 Statewide: 34	76.75	73.78
Mathematics Advanced	23	School: 83 Statewide: 77	School: 17 Statewide: 23	80.89	78.31
Mathematics Standard 2	39	School: 92 Statewide: 54	School: 8 Statewide: 46	80.45	70.87
Mathematics Extension 1	12	School: 75 Statewide: 74	School: 25 Statewide: 26	77.85	77.45
Mathematics Extension 2	3	School: 67 Statewide: 86	School: 33 Statewide: 14	65.4	81.43
Modern History	9	School: 100 Statewide: 68	School: 0 Statewide: 32	77.38	73.67
History Extension	2	School: 50 Statewide: 84	School: 50 Statewide: 16	34.35	39.47
Music 1	5	School: 100 Statewide: 90	School: 0 Statewide: 10	87.16	81.88
Personal Development, Health and Physical Education	36	School: 53 Statewide: 50	School: 47 Statewide: 50	72.18	69.75
Physics	11	School: 73 Statewide: 68	School: 27 Statewide: 32	77.96	74.25
Society and Culture	7	School: 86 Statewide: 75	School: 14 Statewide: 25	77.0	76.13
Software Design and Development	4	School: 100 Statewide: 70	School: 0 Statewide: 30	73.2	74.45
Textiles and Design	8	School: 100 Statewide: 79	School: 0 Statewide: 21	86.4	78.05
Visual Arts	10	School: 10 Statewide: 92	School: 0 Statewide: 8	84.78	81.36

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 bands has shown a consistent improvement, with over 54% of all examination results in the top two performance bands in the HSC.

Subject		2018	2019	2020	2021	2022
		Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4
Ancient History	School	55	57	100	80	88
	State	63	66	63	61	64
Biology	School	83	91	100	91	71
	State	70	60	63	67	53
Business Studies	School	86	92	80	88	75
	State	64	62	62	66	66
Chemistry	School	100	59	95	90	73
	State	70	67	70	65	64
Community and Family Studies	School	91	100	92	83	93
	State	62	70	70	70	75
Construction Examination	School	N/A	100	N/A	100	100
	State	N/A	68	N/A	51	76
Dance	School	100	100	100	100	100
	State	84	70	87	85	93
Design and Technology	School	100	100	100	100	100
	State	84	82	83	83	82
Drama	School	94	90	100	100	100
	State	82	84	90	83	88
Engineering Studies	State	82	84	90	78	100
	State	70	70	68	71	62
English (Advanced)	School	100	98	100	98	88
	State	90	92	95	94	93
English (Standard)	School	77	36	80	78	71
	State	50	52	58	58	56
English Extension 1	School	100	100	88	100	80
	State	95	94	93	94	93
English Extension 2	School	100	100	84	100	100
	State	71	80	72	84	85
Entertainment Industry Examination	School	90	94	100	100	91
	State	74	78	85	75	82
French Beginners	School	N/A	N/A	100	100	100
	State	N/A	N/A	70	76	64
French Continuers	School	N/A	67	33	67	0
	State	N/A	80	84	88	85

Subject		2018	2019	2020	2021	2022
		Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4
History Extension	School	33	75	75	67	50
	State	79	77	77	77	84
Hospitality	School	N/A	90	N/A	100	100
	State	N/A	57	N/A	59	80
Industrial Technology	School	N/A	N/A	N/A	N/A	100
	State	N/A	N/A	N/A	N/A	51
Legal Studies	School	100	91	91	100	90
	State	72	66	68	69	66
Mathematics Extension 1	School	67	90	42	78	75
	State	80	81	75	74	74
Mathematics Extension 2	School	100	83	75	63	67
	State	85	86	84	86	86
Mathematics Advanced	School	58	56	62	94	83
	State	78	78	81	79	77
Mathematics Standard 2	School	62	83	61	76	92
	State	53	56	50	49	54
Modern History	School	78	78	93	100	100
	State	71	67	66	64	68
Music 1	School	100	100	100	100	100
	State	90	91	91	89	90
Personal Development, Health & Physical Education	School	96	70	81	88	53
	State	61	62	76	60	50
Physics	School	80	54	92	89	73
	State	65	65	67	71	68
Society and Culture	School	100	100	100	100	86
	State	78	79	80	80	75
Software Design and Development	School	91	N/A	86	100	100
	State	65	N/A	65	66	70
Textiles and Design	School	N/A	N/A	100	100	100
	State	N/A	N/A	86	81	79
Visual Arts	School	100	100	100	100	100
	State	92	92	90	91	92

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, Construction, Hospitality and Electrotechnology.	27

Professional Learning and Teacher Standards

The following professional development activities were undertaken by staff throughout 2022:

Selected Professional Learning Activity	No. of Staff Participating
Professional Learning Teams	One hour per fortnight for all teaching staff
Proficient Teacher Accreditation	Four teachers
Staff Meetings	Weekly Tuesday afternoon meetings for all staff
Stage, Year Team and Faculty Meetings	Fortnightly Primary Stage/Year teams + Secondary Faculties - minimum two per term.
Staff Development Days	All teaching staff (5 days)
New Staff Orientation + Mentoring	All new staff for 2022. Weekly orientation sessions during Term 1.
First Aid Training (Skills Link)	70 staff, including teaching and support
Identifying and Responding to Children and Young People at Risk - Online Module (AISNSW)	All staff
NSW Reportable Conduct and Allegations against Employees Online Module (AISNSW)	All staff
Child Safe Standards Training - Staff Meeting	All teaching staff
AIS Deep Learning - Ongoing Learning PLTs	All teaching staff
HSC Marking	12 staff
Waratah Project	St Columba joins the AIS Waratah Project: Improving Outcomes for Aboriginal and Torres Strait Islander Students.
New Metrics for Success	St Columba joins Melbourne University Research Partnership, looking to redefine student success.
Leadership Growth Coaching	Six Middle-leaders working with Leadership Coaching Mentor, Taryn Johnston. Developing leadership capacity.

The professional development (PD) identified above does not include training provided to staff during regular school meetings or professional development undertaken by staff of their own accord (e.g. Postgraduate studies, online courses).

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	107
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 2022

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient	104



Workforce Composition

Category	Number
Teaching Staff	107
Full Time Equivalent Teaching Staff	100.34
Non-Teaching Staff	56.0
Full Time Equivalent Non-Teaching Staff	48.50
Indigenous Staff Members	3.0

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 must be addressed in writing to the Principal. 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 written explanation from a parent or guardian, either via letter, email or notification via the Parent Lounge.

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 Portal, 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 Portal 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. After this process is completed they report directly to their current class.

Early departure

Primary Students: If a student has an appointment during school hours they are required to have a written note or an email to absence@scas.nsw.edu.au, signed by a parent or guardian and stating the required pick up time. When dismissed from class, Primary School students are required to report to the Front Reception and be signed out by a parent or caregiver before leaving the school. If a person other than a parent or caregiver is signing a student out, parents must provide full details of the person they are authorising to collect their child/ren.

Secondary Students: Early departures from school must be supported by a written note or email by a parent/caregiver. A leave pass slip will then be issued by the Secondary Office to show the student's teacher before being able to leave class. At the designated collection time, students should make their way to the Front Reception where they should be signed out by a parent or caregiver before leaving the school. If a person other than a parent or caregiver is signing a student out, parents must provide full details of the person they are authorising to collect their child/ren.

Students in Years 11 and 12 may sign out at the Secondary Office without a parent or caregiver, however written notification from a parent or caregiver via email to absence@scas.nsw.edu.au, the Parent Portal is required.

Return after partial day 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, 87.4% of students attended school on each school day in 2022.

Academic Year 2022	Attendance Percentage
Kindergarten	89.8
Year 1	82.7
Year 2	87.6
Year 3	89.6
Year 4	89.7
Year 5	83.6
Year 6	88.6
Year 7	88.5
Year 8	88.5
Year 9	86.8
Year 10	86.6
Year 11	89.7
Year 12	84.3

Note: Student attendance was down from the previous year due to COVID 19.



Retention of Year 10 to Year 12

Enrolments compared from Year 10 2020 to Year 12 2022

Years Compared	Year 10 Total Enrolment on 2020 Census Date	Year 12 Total Enrolment on 2022 Census Date	Year 10 Enrolment at Census Date remaining in Year 12 at Census Date	Retention Rate (%)
2020/2022	97	83	76	78%

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 2022 will continue on their journey of lifelong learning with further studies.

The Class of 2022 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 2022. Several students have opted to take a GAP year here or abroad.

Areas of Further Study	Number
Archaeology	2
Architecture, Surveying, Building and Design	3
Arts	3
Commerce and Business	4
Computing/IT/Software	1
Education	5
Engineering	5
Fashion	1
International Studies	1
Law	2
Media/Communications	1
Medical Science	6
Medicine	3
Nursing	2
Nutrition	2
Occupational Therapy/Optomety	6
Paramedicine	1
Policing	3
Psychology	2
Social Science	3
Sports Science	1

Destination Universities	Number
Charles Sturt University	8
Griffith University	2
Macquarie University	6
Western Sydney University	3
University of NSW	9
University of New England	1
University of Newcastle	10
University of Sydney	6
University of Wollongong	4
University of Technology, Sydney	6

Other	Number
Apprenticeship	5
Gap Year	5
Work	3

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.

At St Columba Anglican School children can start Kindergarten if they turn five prior to the start of the school year. Students who turn five after the school year commences but prior to 31 July are eligible for enrolment, but would be subject to

discussions with the Head of Primary as to the child's school readiness.

St Columba Anglican School offers a diverse educational program, which is strongly supported by a wide range of complementary co-curricular activities. Our Enrolment Policy is available on our school website.

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. 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 Admissions Coordinator at enrolments@scas.nsw.edu.au to request a hardcopy 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.

Acknowledgement of receipt of application

The School acknowledges receipt of the Application Form via email, including copy of the payment receipt. Families are advised that the School will contact them in the 12 months prior to enrolment (for future years) to arrange for an enrolment interview should a position become available. If an application is for an immediate start, then the School will make contact as soon as possible to arrange an enrolment interview, should there be an available position.

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 School Principal or delegated executive member of staff during the 12 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 (per child).

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 4, 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 Admissions Coordinator via email to enrolments@scas.nsw.edu.au

Parents wishing to change the intake year their child is listed for, must send written or emailed details including the child's full name, address, and new Year Level and Calendar Year they 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

Annual fee statements are issued via email in January each year, with 25% payable by Week 3 of each school term.

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 School 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 Reception 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 School 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.

This document was updated in 2022.



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 waitlist 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 21 days of the offer being made. The non-refundable acceptance fee is currently \$770.

Student Population Profile

St Columba Anglican School ended 2022 with 1166 students, of whom 521 were in the Primary School and 645 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 co-educational school that presented its sixteenth Year 12 in 2022. The school commenced with 76 students in Kindergarten to Year 7 in January 2002 and as at the August 2022 Census the school had 1166 students enrolled from Kindergarten to Year 12. This growth is shown in the table below.

Overview of Enrolments 2002 to 2022

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
2018	72	68	76	81	79	87	94	106	102	120	104	84	76	1149
2019	66	72	68	77	77	84	82	118	110	103	117	98	79	1151
2020	63	62	78	69	82	76	84	113	113	112	97	102	94	1145
2021	72	66	67	79	76	86	82	122	113	115	111	91	99	1179
2022	63	70	64	76	80	84	84	109	118	113	122	100	83	1166

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



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 wellbeing policies and programmes that develop a sense of self-worth and foster connectedness and personal development. The Wellbeing system is based on the classroom structure of the Primary School and for Secondary School is based on the school's six Houses and Year Patrons.

On entry to the school, every student in Secondary School is linked to a member of staff, their "Wellbeing Tutor", who has oversight of their wellbeing. Wellbeing time operates from 11.30am

to 12.00pm on Tuesdays and Thursdays from Kindergarten to Year 12. Information is available on ExplainSCAS resource site (explain.scas.nsw.edu.au)

In the Secondary School the Wellbeing Tutor is an additional point of contact for parents and a conduit for information between the individual, the family and the wider school body. Wellbeing 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 Wellbeing 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 in Years 7 to 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 Committee. 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.

Information is also available via the ExplainSCAS resource site (explain.scas.nsw.edu.au). Policies are amended and reviewed on a regular basis.

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, the School Psychologist will work with families as to the community services that are available to support the students.

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 expressly prohibited by staff and non-school persons, including parents/caregivers and volunteers and 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 ExplainSCAS resource site (explain.scas.nsw.edu.au) and the Staff Handbook (which incorporates more information regarding the principles of procedural fairness).

This document is reviewed each year and changes are made as necessary.

Policies are amended from time to time as required. In 2022 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, Wellbeing Tutor, Year Patron, Head of School or the Chaplain.

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.

Policies are amended from time to time as required. In 2022, this policy remains current. See ExplainSCAS (explain.scas.nsw.edu.au)



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, 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 teacher, Year Patron, Stage Coordinator, Director of Wellbeing and the Head of School informed of the complaint.
- Complaints or concerns regarding curriculum matters should be forwarded to the Director of Teaching and Learning 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.

There were no changes to these policies in 2022.



School Determined Priority Areas for Improvement Targets

The following priority targets were achieved during 2022:

Area	Targets for 2022	Achievements
Staff Development	Deep Learning and Curiosity	Keynote address with Professor Louise McWhinnie from University of Technology, Sydney. 2022 focus on curiosity and learning, rolled out through PLTs..
	All new staff qualified in Senior First Aid and updates for existing staff as required	Certified training provided through SkillsLink for staff requiring updates.
	Child Safe Standards	Compulsory 2 hour webinar with external provider. Speak Up Posters were designed and displayed around the School.
	Professional Learning Teams focussed on Deep Learning and the six core competencies (6C's)	Our Professional Learning Teams participated in a range of professional learning activities focussed on New Pedagogies for Deep Learning.
	Data Analysis	Provided a range of staff PD sessions focused on improving our skills in data analysis. RAP Data for Stage 6 teachers, NAPLAN data for all staff.
	NCCD Reporting and Data Collection	All staff updated on NCCD reporting requirements and expectations to ensure consistent processes across K-12. All staff completed the online PD course.
	K-6 Maths Syllabus Updates	All primary staff participated in syllabus update professional learning.
	K-6 English Syllabus Updates	All primary staff participated in syllabus update professional learning.
	Collaborative planning for Individual Learning Plans	Working alongside the Learning Support Team, staff participated in training and workshops to plan for the needs of funded students with disability and other learning needs.
	Gender Diversity	Secondary staff session with school psychologist discussing issues associated with gender diversity.
	Connecting to Country	ATSI professional learning with AISNSW.

Area	Priorities for 2022	Achievements
Facilities and Resources	Campus Grounds	Gardens were refreshed with new plantings to continue the lush rainforest theme that begins at the school entrance
	Primary Bathroom Amenities	Bathroom amenities in the Jones building were renovated to incorporate unisex facilities, a dedicated staff toilet and the expansion of the Learning Cubby.
	Rear Playing Field Lights	A project was completed to install led lighting on the rear playing field. This has enabled the fields to be used after sunset for training. School teams are able to play matches on Friday nights.
	Pedestrian Exit	A new pedestrian exit and crossing was installed to provide an alternate safe exit rather than pedestrians using the vehicle exit gates.
	Server room monitoring	Temperature sensors were installed in the server room to alert staff in the event of air conditioner failure.
	Multi Purpose Outdoor Courts	Planning has continued on the rebuild of the outdoor multi purpose courts.
	Year 4/5 Classrooms	Sink removal and flooring replacement carried out in the Pitt building providing more classroom space and a cleaner environment.
	LED Light Replacement	A program was undertaken to replace all existing fluorescent or incandescent lighting with led lighting. Approximately 1100 light fittings were changed over. Calculated savings at a nominal 30c/KWh are approx \$18,000 p/a.

Initiatives Promoting Respect and Responsibility

The School's mission statement is to encourage 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 Learning (SEL) 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.
- Students are invited to assume positions of responsibility through Student Leadership Committees and Wellbeing programs that span across Primary and Secondary Schools.
- Classroom behavioural expectations promote a culture of mutual respect, self-awareness, self-management and responsible decision making.
- Service opportunities provide a vehicle for students to respect, and take responsibility for, being part of a community and being a responsible global citizen.
- Our Camp and Duke of Edinburgh programs are designed to demand ever increasing levels of responsibility and autonomy through Kindergarten to Year 12 programs.



Parent, Student and Teacher Satisfaction

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

- Actively volunteers at community events
- 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 and feedback cycle.
- 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 and works closely with the Parents and Friends Association.
- Is dedicated to providing accurate and valid formal and informal feedback to parents.

SCAS provides:

- A safe campus for visiting community members.
- Input into local festivals and events.
- A clear set of goals and values to potential students.
- A wide range of NESA Endorsed Professional Learning for teaching staff.

SCAS' positive reputation in the community is reflected in:

- High retention rates.
- A high demand for student places.
- The popularity of its performance culture.
- Its 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:

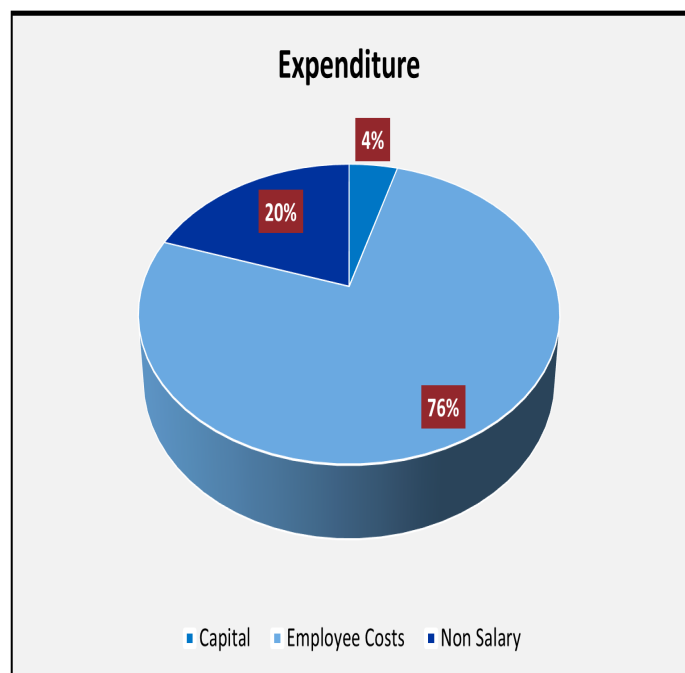
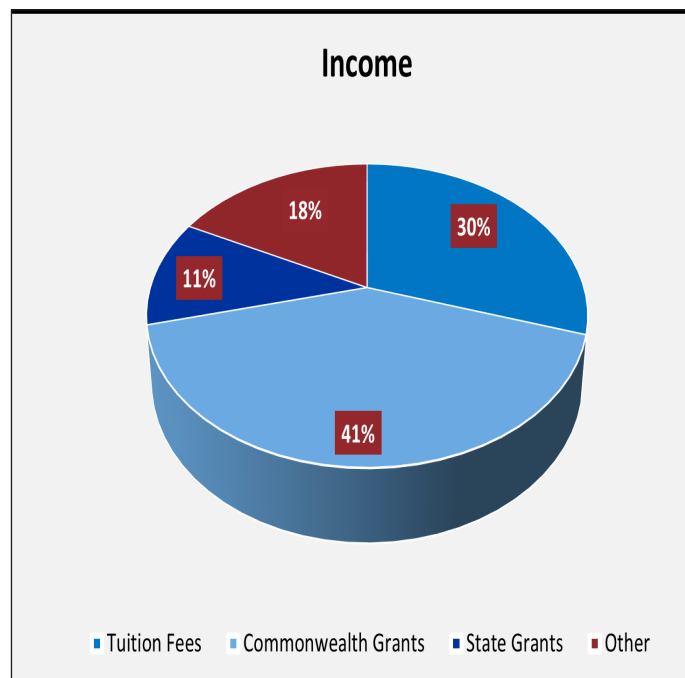
- Whole school surveys completed biannually by parents, staff and students to gather their feedback on all aspects of the school.
- An exit survey for Year 12 students.
- Annual Staff Engagement surveys.
- Information nights for parents on Deep Learning.
- A feedback form on the school website to collect 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 2022 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 2022 academic year.

The School's publications, including ExplainSCAS, 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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