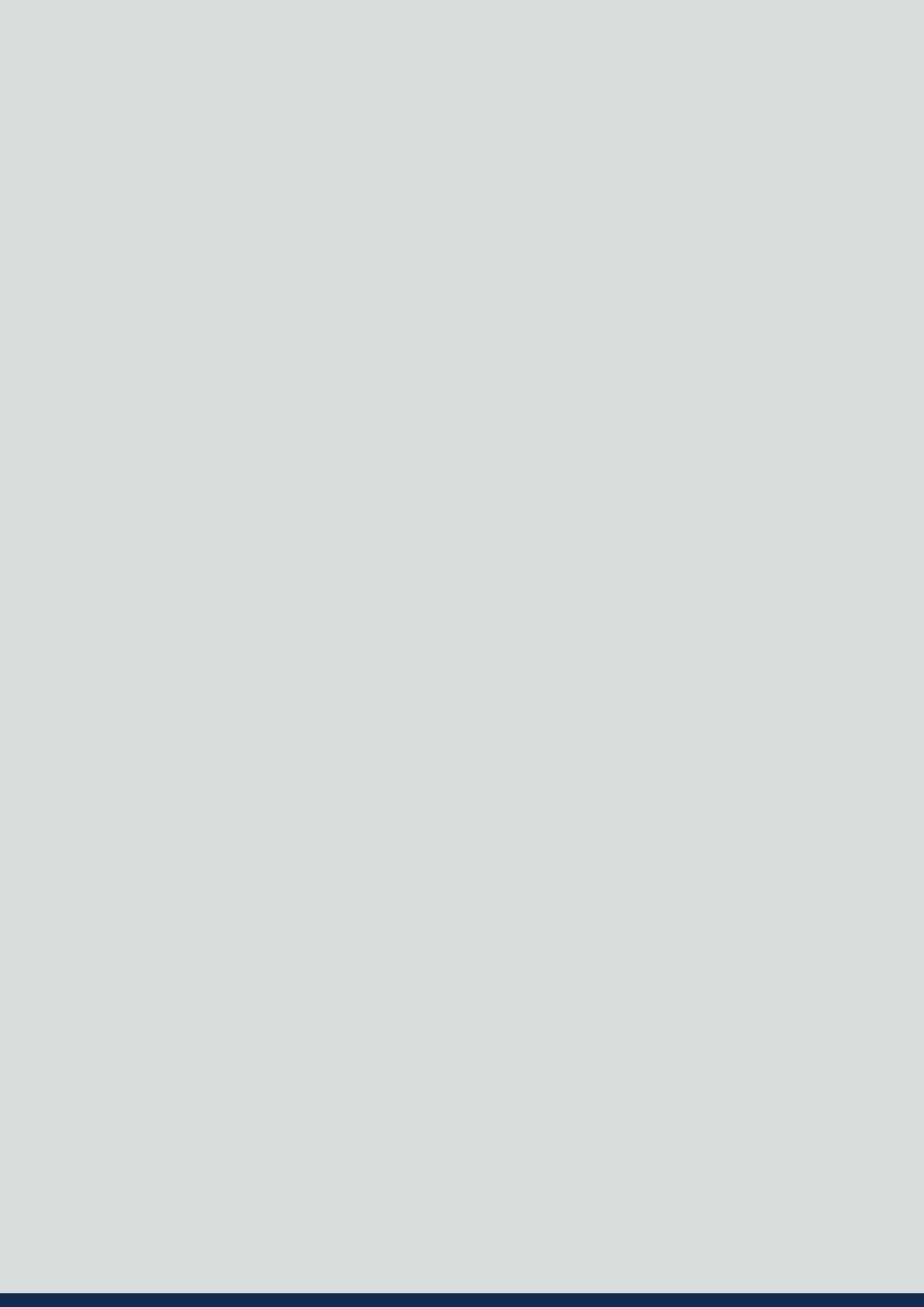




St Columba  
Anglican School

# Annual Report 2024





# Contents

About this Report	4
A Message from Key School Bodies	5
Vision Statement	5
From the Chair of Council	6
From the Principal	7
Student Representative Council Report	9
Contextual Information	10
Student Outcomes in Standardised National Literacy and Numeracy Testing	11
Record of School Achievement	16
Higher School Certificate Results	16
Comparative HSC Performance Over Time	19
Senior Secondary Outcomes	21
Professional Learning and Teacher Standards	22
Teacher Accreditation 2024	22
Workforce Composition	22
Student Attendance and Management of Non-Attendance	23
Retention of Year 10 to Year 12	25
Post School Destinations	26
Enrolment Policy and Characteristics of the Student Body	27
School Policies	31
Student Welfare Policies	31
School Determined Priority Areas for Improvement Targets	34
Facilities and Resources	35
Initiatives Promoting Respect and Responsibility	36
Parent, Student and Teacher Satisfaction	37
Summary of Financial Information	38
Concluding Statement	39

## About this Report

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

This 2024 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 2025, following its submission to NESA.

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



Allan Guihot  
School Principal

30th June 2024

# A Message from Key School Bodies

## Vision Statement

### Our Vision

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

### Our Values

St Columba Anglican School's values are the heart of an organisation driving school culture, expectations, behaviours, and decision making. The SCAS values, grounded in the Christian understanding of Faith, Hope, Truth and Love lay the foundation for our purpose and priorities for the future.

St Columba Anglican School 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.



# From the Chair of Council

Mrs Heather Norton

**2024** was a year of consolidation in many areas of governance and school operation.

We commenced the year with a firm view of the roadmap ahead through the completion of a Strategic Plan. As part of this process, we reignited our original values of Faith, Hope, Truth and Love. These values underpin our firm belief in Christ's message as in the Gospels and His love for each of us.

As part of this process, we committed to the investigation of the introduction of the International Baccalaureate Diploma into our senior years program. This course of study would operate concurrently with the HSC. This is an extensive process and is subject to approval from the International Baccalaureate Organisation. If successful, the School Council will then decide whether to adopt this program.

The School's finances are a major area of focus for the School Council. We continue to be concerned about the level of Federal Government funding per student. In real terms it continues to decrease and there appears to be no consideration for regional schools where access to opportunities is compromised. To understand the enormity of the challenge the School Council has examined a 5-year forecast which provides direction on fee policy and budget structure. The School Council will continue to advocate for greater parity in funding and seek opportunities to educate our community on the facts which are often obscured from public discourse.

As part of a considered approach to fiscal responsibility, the school has maintained a moratorium on new large-scale projects. However, recognising the need for essential improvements, the Administration Block has undergone a much-needed refurbishment. The redesigned layout now features enhanced office spaces and a new reception area with improved sight lines, allowing staff to better monitor incoming visitors. Additional interview rooms have been thoughtfully incorporated, and the upgraded conference room is a welcome enhancement for Council members and other stakeholders.

The School Council is exceedingly proud of all SCAS activities, however, Year 12, 2024 and their teachers are to be commended on the outstanding HSC results. SCAS was placed as the 105th school in NSW and was the most successful regional school in NSW. Many students were recognised for their work in areas such as Design and Technology, Textiles and Design and Drama.

Yet it is to be remembered that HSC results are a product of a wider education program. A solid start in our Primary School, development of sound learning habits in early Secondary years and SCAS's commitment to Deep Learning practices result in the fine achievements of our young people. They are also supported by our brilliant Administration team and the Grounds and Maintenance staff who continue to ensure our students learn in an environment conducive to learning. Put simply, we thank all staff for their commitment to education at SCAS.

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 and valued support for each Chair. St Columba Anglican School is dedicated to reflecting our Anglican heritage in all areas of school life and we have continued our student visits to the Grafton Cathedral each year.

Our School Council is a skills-based group of Directors, and we have strengthened the scope of expertise through the appointment of Mr Mark Vandoros. Mark's experience is in managing large-scale projects and he has been an integral member of our Capital Projects committee for several years. Each meeting we consider succession planning for the future to ensure the sustainability and the breadth of experience we require. Council members are appointed for a maximum of nine years, which consists of a possible three periods of three years, as outlined in our Constitution. The Bishop of Grafton appoints Council members.

In addition, the AISNSW continues to provide governance guidance for member schools. Council members are required to complete a program of professional learning through this organisation. This is quite unique in Australia and is a worldwide best practice. How fortunate we are to be in NSW!

SCAS Council is indebted to many staff, however, I particularly thank Mrs Ann Reardon who provides exemplary executive assistance to each of us. Her keen eye, commitment to excellence and her knowledge of sound governance procedures keep us motivated and focused.



# From the Principal

Mr Allan Guihot

St Columba Anglican School (SCAS) experienced a productive and dynamic year in 2024, highlighted by continued enrolment growth, strategic academic planning, a strengthened focus on staff and student wellbeing, and a reinvigorated co-curricular and leadership program. A variety of initiatives across teaching, governance, and community engagement contributed to SCAS's ongoing development as a thriving educational institution.

One of the most notable achievements during the year was the maintenance of strong student enrolment numbers. SCAS concluded the year with over 1,200 students, above the 2024 forecast and expected to reach approximately 1,220 in 2025. While there was a slight decline in enrolments early in the year, attributed to families relocating from Port Macquarie, enrolments remained robust overall, with Primary School in particular approaching full capacity. Waitlists were established in multiple year levels, confirming the school's high demand status. The enrolment mix was enhanced by cultural enrichment through the addition of several exchange students throughout the year.

Academic programs were a strong focus in 2024, with the school continuing to invest in innovative teaching and learning pathways. SCAS initiated formal discussions with the International Baccalaureate Organisation about introducing the IB Diploma Programme for Years 11 and 12. This proposal aligns with the school's long-term vision to provide alternative, globally recognised academic pathways and is supported by the necessary lead-in period of approximately two years. Alongside this, SCAS continued to advance its "Deep Learning" initiatives. These are linked to key redesigns in curriculum structure, assessment, and engagement, as part of ongoing efforts to align with New Metrics for Success and NESAs Registration frameworks.

Our Higher School Certificate results were again noteworthy in 2024, proving the efficacy of the school's approach to teaching and learning. This year's results reflect exceptional achievement, with 38 students contributing to an impressive 94 entries on the Distinguished Achievers list. The breadth of this success is particularly noteworthy, with over 80% of subjects achieving one or more Band 6 results. St Columba's partnership with the University of Melbourne in credentialing Deep Learning competencies continues to yield impressive results. This pioneering cohort, the first to experience our Deep Learning culture, has demonstrated remarkable growth in essential skills: communication, collaboration, character, citizenship, and critical and creative thinking.

Further enhancing academic outcomes and accountability, SCAS partnered with the Melbourne-based firm Analytics for Schools to deploy live dashboards that present a broad range of student data in real time. This includes standardised testing, attendance, wellbeing measures, and internal assessment results. In future, these dashboards will be accessible to students, teachers and parents, broadening transparency and encouraging student agency in learning.

The school placed substantial emphasis on leadership development and staff wellbeing. A major component of this work was the continuation of growth coaching, led by the Directors team and external consultants. The program was not only utilised by senior leadership but also explored for wider rollout across the school staff. Leaders used this coaching to assess areas of impact in their work, with emphasis placed on supporting the academic vision and adapting to challenges in business administration and operations. This professional discourse cultivated a more reflective and performance-oriented leadership culture.

The importance of staff wellbeing was reinforced through participation in external conferences, including the AHISA meeting at Hunter Valley Grammar School. Emphasis was placed on adopting wellbeing models that cater to individual ("me"), team-based ("we"), and organisational ("us") dynamics. These frameworks are being used to promote a more systemic and long-term approach to wellbeing rather than relying solely on isolated events or initiatives.

Recruitment and staffing saw movement across the year, with the hiring of new teaching and support staff, including new trainees identified through the AIS Teaching Schools Hub. The school also progressed plans to employ a second psychologist to meet growing student needs, following a competitive recruitment process that attracted several qualified candidates. In September, a second School psychologist was appointed.

A strong co-curricular and cultural calendar was another highlight of the year. SCAS had the privilege of hosting the Australian Youth Orchestra (AYO) in February. Through a week-long residency, AYO musicians collaborated with students in sectional rehearsals, culminating in a joint concert at the Glasshouse Theatre. Feedback from this event

was overwhelmingly positive, and it was regarded as a valuable development opportunity for students with musical interests. Additionally, student leaders had the rare opportunity to engage with political leaders during a Youth Leaders Forum hosted at SCAS. State and federal parliamentary representatives were present to explore youth issues in a meaningful, student-led environment.

On the sports field students from the school appeared to grow legs. Some outstanding sporting successes locally and regionally proved the benefit of an integrated sports programme and the dedication of teaching staff in giving students opportunity to shine in their chosen sports. My thanks to our staff for the early mornings, late afternoons and weekend travel.

Strategically, SCAS remained focused on future planning at both the institutional and system levels. The draft strategic plan was presented to both staff and students, accompanied by digital surveys for feedback. While formal responses were limited, indicators suggested high levels of satisfaction with the direction articulated by the leadership team. Further initiatives were taken to explore the use of school land for outdoor learning, based on student-driven ideas including shade structures and activity zones on the Front Oval and Queens Lake land.

At the diocesan level, SCAS engaged in broader governance conversations including financial regulations, changes to diocesan levies, and policy shifts in early childhood funding. Additionally, the school participated in the AIS and Independent Schools Australia discussions regarding industrial relations reforms, the Cooperative Agreement negotiations, and updates to teaching and support and administrative staff pay structures.

In conclusion, SCAS navigated 2024 with a balanced mix of aspiration and pragmatism. From expanding academic pathways and fostering a culture of evidence-based improvement to investing in staff wellbeing and strengthening community ties, the school's initiatives not only responded to present needs but also laid a solid foundation for future development. With key targets set for 2025, including the planned introduction of new educational programs and facility developments, SCAS remains well-positioned as a leading learning institution in regional New South Wales.



# Student Representative Committee 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 7 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.

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 Primary School, the Student Leadership Committee (SLC) is a thriving student leadership body consisting of Year 6 students who go through a thorough application and review process. School Captains and Vice Captains are appointed at the conclusion of the preceding school year, House Captains are elected by their House peers, and committee membership is open to all Year 6 students. Members of the SLC may hold a particular role such as Chair, Secretary or Media, assisting in the smooth running of weekly meetings and assemblies. School, Vice, and House Captains participate in the annual Diocesan Leadership Day at Grafton Cathedral, further developing their skills and understanding of effective and compassionate leadership.

The SLC is integral in driving wellbeing, service and charity events, including House Charity Days and Wellness Week. Assisting their younger peers in Reading Buddies and leading lunchtime activities exemplify the role service plays in leadership for the members of the SLC.

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 2024, there were 1210 students enrolled at St Columba Anglican School from Kindergarten to Year Twelve of whom 676 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 2024 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](http://www.acara.edu.au)

# Naplan

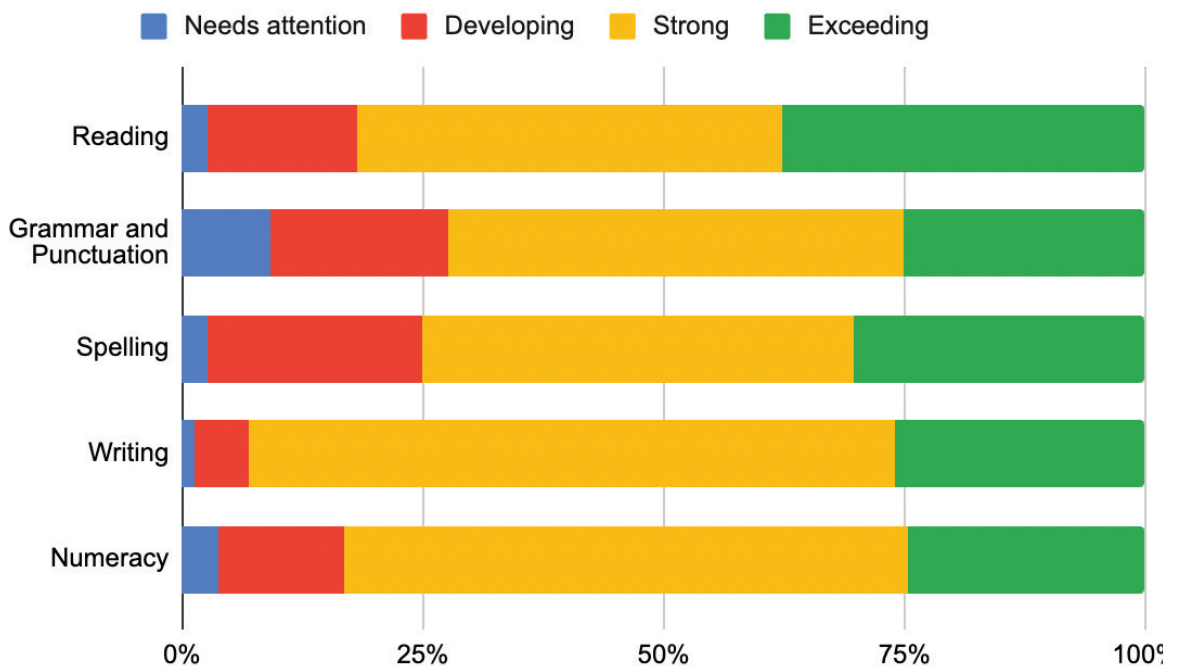
## Year 3

	School Average	State Average	National Average
Reading	449	410.5	404.1
Grammar and Punctuation	462	418.8	408.8
Spelling	443	416.8	401.4
Writing	471	426.7	415.9
Numeracy	444	415.9	407.3

### Year 3 Naplan Analysis

Nationally, the percentage of Year 3 students in the Exceeding proficiency level was 12.9% on average, ranging from 8.3% in writing to 20.1% in reading, while the percentage of students in the Needs Additional Support proficiency level was 10.8% on average, ranging from 5.6% in writing to 16.1% in grammar and punctuation. The table below shows the percentage of SCAS Year 3 students in each proficiency level across the testing domains:

### 2024 NAPLAN Year 3



# Naplan

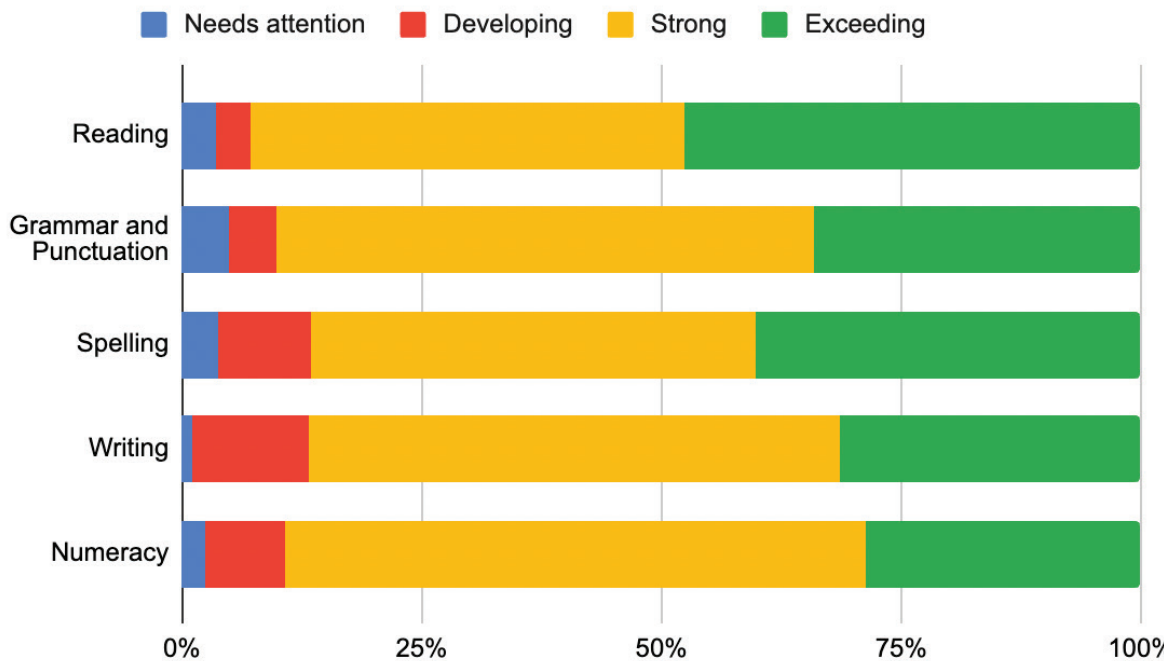
## Year 5

	School Average	State Average	National Average
Reading	549	496.4	492.1
Grammar and Punctuation	557	506.5	498.4
Spelling	532	495.6	486.5
Writing	537	493.2	484.8
Numeracy	538	496.7	489.1

## Year 5 Naplan Analysis

Nationally, the percentage of Year 5 students in the Exceeding proficiency level was 16% on average, ranging from 11.4% in writing to 21.5% in reading, while the percentage of students in the Needs additional support proficiency level is 9.2% on average, ranging from 8.6% in reading to 10.4% in grammar and punctuation. The table below shows the percentage of SCAS Year 5 students in each proficiency level across the testing domains:

### 2024 NAPLAN Year 5



# Naplan

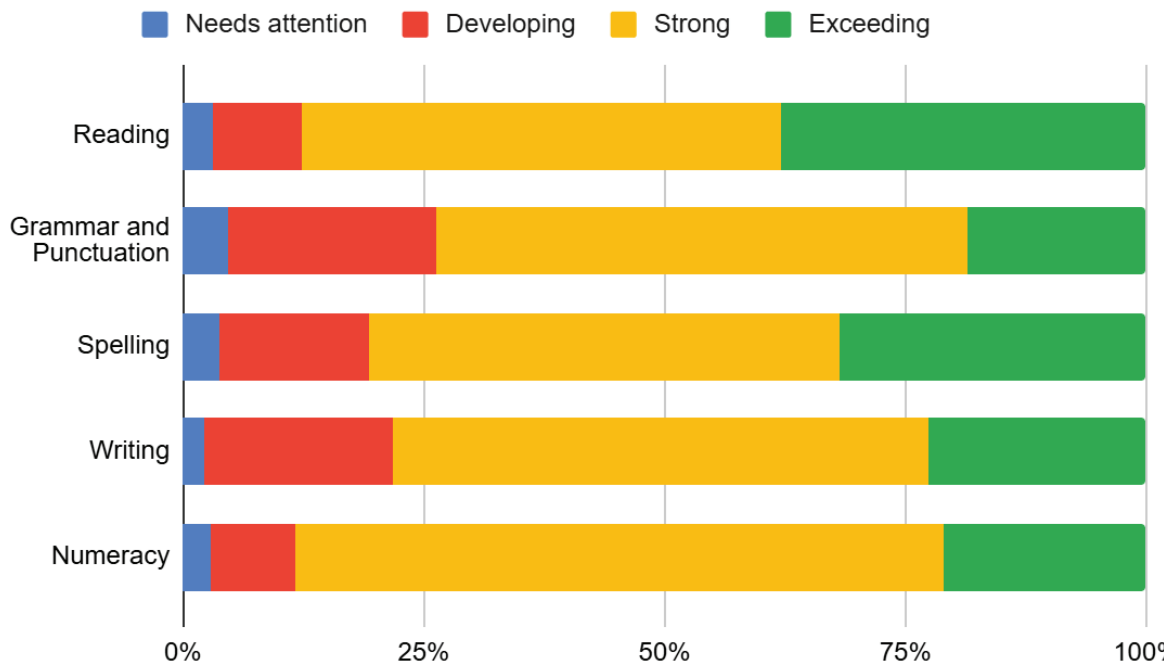
## Year 7

	School Average	State Average	National Average
Reading	579	540.6	535.0
Grammar and Punctuation	566	545.9	533.7
Spelling	566	549.5	540.0
Writing	571	547.9	540.2
Numeracy	580	550.0	539.8

## Year 7 Naplan Analysis

Nationally, the percentage of Year 7 students in the Exceeding proficiency level is 18.1% on average, ranging from 13.5% in numeracy to 23.1% in spelling, while the percentage of students in the Needs additional support proficiency level is 10.2% on average, ranging from 7.9% in spelling to 13.2% in grammar and punctuation. The table below shows the percentage of SCAS Year 7 students in each proficiency level across the testing domains:

## 2024 Year 7 NAPLAN



# Naplan

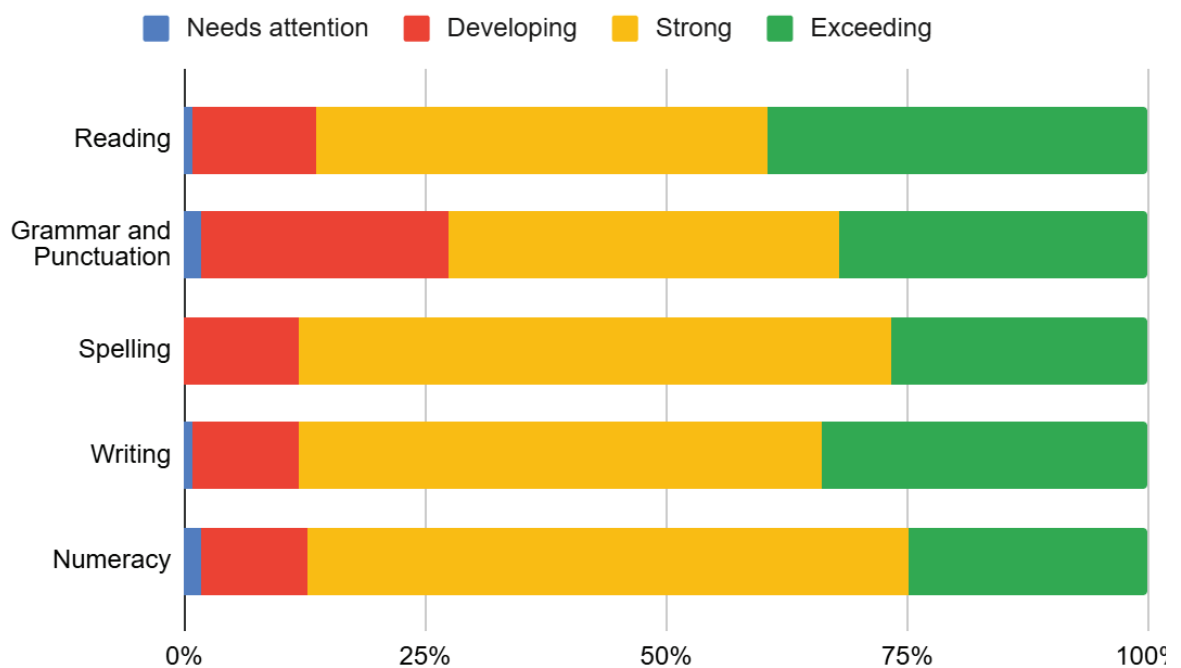
## Year 9

	School Average	State Average	National Average
Reading	614	569.1	565.0
Grammar and Punctuation	603	560.2	555.3
Spelling	598	573.4	566.9
Writing	624	580.5	573.9
Numeracy	623	572.9	565.3

## Year 9 Naplan Analysis

Nationally, the percentage of Year 9 students in the Exceeding proficiency level is 15.8% on average, ranging from 8.9% in numeracy to 21.1% in writing, while the percentage of students in the Needs additional support proficiency level is 10.9% on average, ranging from 6.9% in spelling to 14.6% in grammar and punctuation. The table below shows the percentage of SCAS Year 9 students in each proficiency level across the testing domains:

## 2024 Year 9 NAPLAN



# 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 2024 achieved excellent results in their HSC. There were 94 entries in the Distinguished Achievers list from 39 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 Anglican School rank 105th in the top 150 schools in the state (Sydney Morning Herald 2024, HSC School Rankings).

Our subject-specific results demonstrate outstanding achievement across multiple disciplines.

- Seven subjects, Drama, Dance, English Extension 1, English Extension 2, Mathematics Extension 2, Society and Culture and Visual Arts, achieved the remarkable distinction of having 100% of students achieve in the top two bands.
- Drama and Physics showed particular strength with 63% and 44% of students, respectively, achieving Band 6 results.

Further academic excellence was evident across multiple subjects, with:

- English Advanced students achieving an outstanding 98% in the top two bands.
- Design and Technology and Entertainment Industry students demonstrated similar distinction with 93% reaching this level.
- Extension History (88%), Mathematics Extension 1 (80%) and Construction (80%) students also achieved impressive results in the top two bands.

These fantastic results reflect the high quality of the academic program at St Columba Anglican School 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*/E4-E3	Bands 3-1/ E2-E1	School	State
Ancient History	12	School: 92% Statewide: 65%	School: 8% Statewide: 35%	80.27	72.929
Biology	24	School: 92% Statewide: 70%	School: 8% Statewide: 30%	80.69	73.89
Business Studies	27	School: 93% Statewide: 64%	School: 7% Statewide: 36%	79.26	73.45
Chemistry	21	School: 90% Statewide: 67%	School: 10% Statewide: 33%	80.87	74.33
Community and Family Studies	11	School: 100% Statewide: 72%	School: 0% Statewide: 28%	81.29	74.48
Construction Examination	10	School: 100% Statewide: 80%	School: 0% Statewide: 20%	84.60	77.68
Dance	5	School: 100% Statewide: 90%	School: 0% Statewide: 10%	87.40	82.0
Design and Technology	15	School: 100% Statewide: 77%	School: 0% Statewide: 23%	84.41	77.25
Drama	16	School: 100% Statewide: 92%	School: 0% Statewide: 8%	90.21	81.85
Earth and Environmental Science	6	School: 100% Statewide: 64%	School: 0% Statewide: 36%	80.97	72.90
Economics	12	School: 67% Statewide: 78%	School: 33% Statewide: 22%	73.83	77.35
Engineering Studies	8	School: 88% Statewide: 68%	School: 13% Statewide: 32%	76.70	74.25
English Standard	64	School: 91% Statewide: 67%	School: 9% Statewide: 33%	73.38	71.40
English Advanced	40	School: 100% Statewide: 97%	School: 0% Statewide: 3%	83.20	82.03
English Extension 1	6	School: 100% Statewide: 96%	School: 0% Statewide: 4%	42.0	42.42
English Extension 2	4	School: 100% Statewide: 87%	School: 0% Statewide: 13%	43.83	40.70
Entertainment Industry	14	School: 93% Statewide: 77%	School: 7% Statewide: 23%	87.19	77.39
French Continuers	5	School: 100% Statewide: 91%	School: 0% Statewide: 9%	78.68	81.66
Geography	5	School: 100% Statewide: 73%	School: 0% Statewide: 27%	78.16	74.96
History Extension	8	School: 88% Statewide: 86%	School: 13% Statewide: 14%	38.11	40.16

# Higher School Certificate

Subject	Number of students	Performance band achievement by %		Examination Mean School vs State	
		Bands 6-4*/E4-E3	Bands 3-1/ E2-E1	School	State
Hospitality	11	School: 91% Statewide: 86%	School: 9% Statewide: 14%	84.09	78.52
Industrial Technology	5	School: 80% Statewide: 55%	School: 20% Statewide: 45%	74.84	70.77
Legal Studies	18	School: 89% Statewide: 69%	School: 11% Statewide: 31%	78.44	75.55
Mathematics Standard	53	School: 85% Statewide: 59%	School: 15% Statewide: 41%	80.38	71.63
Mathematics Advanced	24	School: 96% Statewide: 77%	School: 4% Statewide: 23%	81.04	78.43
Mathematics Extension 1	10	School: 80% Statewide: 80%	School: 20% Statewide: 20%	85.66	79.94
Mathematics Extension 2	6	School: 100% Statewide: 86%	School: 0% Statewide: 14%	86.30	82.58
Modern History	18	School: 100% Statewide: 72%	School: 0% Statewide: 28%	79.24	75.02
Music 1	1	School: 100% Statewide: 90%	School: 0% Statewide: 10%	82.06	81.49
Music 2	4	School: 100% Statewide: 98%	School: 0% Statewide: 2%	86.80	86.13
Music Extension	1	School: 100% Statewide: 97%	School: 0% Statewide: 3%	36.70	45.32
Personal Development, Health and Physical Education	37	School: 73% Statewide: 67%	School: 27% Statewide: 33%	75.77	74.03
Physics	9	School: 100% Statewide: 65%	School: 0% Statewide: 35%	84.51	73.75
Science Extension	2	School: 100% Statewide: 82%	School: 0% Statewide: 18%	39.65	38.03
Society and Culture	9	School: 100% Statewide: 79%	School: 0% Statewide: 21%	87.49	77.01
Studies of Religion II	10	School: 80% Statewide: 81%	School: 20% Statewide: 19%	72.72	77.45
Textiles and Design	14	School: 100% Statewide: 85%	School: 0% Statewide: 15%	83.90	76.81
Visual Arts	13	School: 100% Statewide: 90%	School: 0% Statewide: 10%	87.26	81.90

# Comparative HSC Performance Over Time

St Columba Anglican School continues to achieve excellent results in the HSC. Performance in the majority of subjects over time has been growing, with almost all subjects above the state average. The trend in results in the higher bands has shown a consistent improvement, with over 57% of all examination results in the top two performance bands in the HSC.

Subject		2020	2021	2022	2023	2024
		Bands 6-4 / E4-E3	Bands 6-4 / E4-E3	Bands 6-4 / E4-E3	Bands 6-4 / E4-E3	Bands 6-4 / E4-E3
Ancient History	School	100%	80%	88%	88%	92%
	State	63%	61%	64%	61%	65%
Biology	School	100%	91%	71%	71%	92%
	State	63%	67%	53%	64%	70%
Business Studies	School	80%	88%	75%	68%	93%
	State	62%	66%	66%	64%	64%
Chemistry	School	95%	90%	73%	73%	90%
	State	70%	65%	64%	66%	67%
Community and Family Studies	School	92%	83%	93%	100%	100%
	State	70%	70%	75%	72%	72%
Construction Examination	School	N/A	100%	100%	100%	100%
	State	N/A	51%	76%	77%	80%
Dance	School	100%	100%	100%	100%	100%
	State	70%	85%	93%	92%	90%
Design and Technology	School	100%	100%	100%	93%	100%
	State	83%	83%	82%	78%	77%
Drama	School	100%	100%	100%	100%	100%
	State	90%	83%	88%	88%	92%
Earth and Environmental Science	School	N/A	N/A	N/A	67%	100%
	State	N/A	N/A	N/A	61%	64%
Economics	School	100%	100%	N/A	70%	67%
	State	78%	78%	N/A	77%	78%
Engineering Studies	School	90%	78%	100%	83%	88%
	State	68%	71%	62%	69%	68%
English (Standard)	School	80%	78%	71%	67%	91%
	State	58%	58%	56%	60%	67%
English (Advanced)	School	100%	98%	88%	100%	100%
	State	95%	94%	93%	95%	97%
English Extension 1	School	88%	100%	80%	75%	100%
	State	93%	94%	93%	94%	96%
English Extension 2	School	84%	100%	100%	100%	100%
	State	72%	84%	85%	86%	87%
Entertainment Industry	School	100%	100%	91%	100%	93%
	State	85%	75%	82%	78%	77%

## Comparative HSC Performance Over Time

Subject		2020	2021	2022	2023	2024
		Bands 6-4 / E4-E3	Bands 6-4 / E4-E3	Bands 6-4 / E4-E3	Bands 6-4 / E4-E3	Bands 6-4 / E4-E3
French Beginners	School	100%	100%	100%	67%	N/A
	State	70%	76%	64%	70%	N/A
French Continuers	School	33%	67%	N/A	33%	100%
	State	84%	88	N/A	93	91%
Geography	School	100%	100%	N/A	100%	100%
	State	71%	74%	N/A	78%	73%
History Extension	School	75%	67%	50%	33%	88%
	State	77%	77%	84%	85%	86%
Hospitality	School	N/A	100%	100%	100%	91%
	State	N/A	59%	80%	78%	86%
Industrial Technology	School	N/A	N/A	100%	46%	80%
	State	N/A	N/A	51%	55%	55%
Legal Studies	School	91%	100%	90%	81%	89%
	State	68%	69%	66%	69%	69%
Mathematics Standard	School	61%	76%	92%	68%	85%
	State	50%	49%	54%	58%	59%
Mathematics Advanced	School	62%	94%	83%	91%	96%
	State	81%	79%	77%	75%	77%
Mathematics Extension 1	School	42%	78%	75%	70%	80%
	State	75%	74%	74%	72%	80%
Mathematics Extension 2	School	75%	63%	67%	83%	100%
	State	84%	86%	86%	86%	86%
Modern History	School	93%	100%	100%	50%	100%
	State	66%	64%	68%	64%	72%
Music 1	School	100%	100%	100%	100%	100%
	State	91%	89%	90%	90%	90%
Music 2	School	100%	100%	N/A	N/A	100%
	State	100%	100%	N/A	N/A	98%
Music Extension	School	100%	N/A	N/A	N/A	100%
	State	97%	N/A	N/A	N/A	97%
Personal Development, Health and Physical Education	School	81%	88%	53%	88%	73%
	State	76%	60%	50%	64%	67%
Physics	School	92%	89%	73%	92%	100%
	State	67%	71%	68%	66%	65%
Science Extension	School	N/A	50%	N/A	50%	100%
	State	N/A	72%	N/A	78%	82%

# Comparative HSC Performance Over Time

Subject		2020	2021	2022	2023	2024
		Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4
Society and Culture	School	100%	100%	86%	92%	100%
	State	80%	80%	75%	80%	79%
Software Design and Development	School	86%	100%	100%	33%	N/A
	State	65%	66%	70%	65%	N/A
Studies of Religion II	School	83%	100%	N/A	N/A	80%
	State	74%	72%	N/A	N/A	81%
Textiles and Design	School	100%	100%	100%	100%	100%
	State	86%	81%	79%	79%	85%
Visual Arts	School	100%	100%	100%	86%	100%
	State	90%	91%	92%	91%	90%

# 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.	33



# Professional Learning and Teacher Standards

The following professional development activities were undertaken by staff throughout 2024:

Selected Professional Learning Activity	No. of Staff Participating
Professional Learning Teams	One hour per fortnight for all teaching staff.
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 (6 days).
New Staff Orientation + Mentoring	All new staff for 2024. Weekly orientation sessions during Term 1.
First Aid Training Update	58 staff, including teaching and support.
Office of the Children's Guardian - Child Protection Training	All staff.
Open Parachute Mental Health Program	All Secondary staff.
Data Analysis Workshops	NAPLAN, RAP and All Well Data Analysis - Primary and Stage 6 teaching staff.
HSC Marking	Six Secondary staff across a range of disciplines.
Birpai Cultural Immersion Tour	Five staff members visited significant cultural sites across the Hastings Valley with Uncle Bill.
External Targeted Professional Learning	Over 2100 hours of professional learning for teaching staff provided through external providers such as AISNSW and other various professional associations.

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).

## Teacher Accreditation 2024

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	1
Highly Accomplished	1
Proficient	110

## Workforce Composition

Category	Number
Teaching Staff	113
Full Time Equivalent Teaching Staff	106.10
Non-Teaching Staff	63
Full Time Equivalent Non-Teaching Staff	48.99
Indigenous Staff Members	3
Effective 31.12.2024	

# 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](mailto: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](mailto: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/children.

**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/children.

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](mailto:absence@scas.nsw.edu.au), or 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 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 Communities and Justice or the Department of Education.

## Student Attendance

On average, 88.9% of students attended school on each school day in 2024.

Academic Year 2024	Attendance Percentage
Kindergarten	90.2
Year 1	89.2
Year 2	88.9
Year 3	88.1
Year 4	87.8
Year 5	87.4
Year 6	89.4
Year 7	89.0
Year 8	90.2
Year 9	88.5
Year 10	87.7
Year 11	90.4
Year 12	88.5



## Retention of Year 10 to Year 12

Enrolments compared from Year 10 2022 to Year 12 2024

Years Compared	Year 10 Total Enrolment on 2022 Census Date	Year 12 Total Enrolment on 2024 Census Date	Year 10 Enrolment at Census Date remaining in Year 12 at Census Date	Retention Rate (%)
2022/2024	122	106	101	83%

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 2024 will continue on their journey of lifelong learning with further studies.

The Class of 2024 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 2025. Several students have opted to take a GAP year here or abroad.

Areas of Further Study	Number
Actuarial	1
Architecture, Surveying, Building and Design	1
Arts	5
Commerce and Business	12
Computer Science	1
Education	8
Engineering	8
Fashion	2
Law	3
Media/Communications	6
Medical Science	3
Medicine	5
Music	1
Nursing	2
Occupational Therapy/Physiotherapy	3
Paramedicine	1
Psychology	4
Science	4
Social Work	1
Sports Science	6
Vet Science	1

Destination Universities	Number
Charles Sturt University	13
Griffith University	2
Macquarie University	4
Western Sydney University	1
University of NSW	10
University of Newcastle	19
University of Sydney	10
University of Wollongong	5
University of Technology, Sydney	11

Other	Number
Apprenticeship	2
Gap Year	14
Work	4

# Enrolment Policy and Characteristics of the Student Body

## Policy Statement

St Columba Anglican School (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/guardians also are expected to be supportive of the ethos of the School.

The School abides by certain regulations, including but not limited to:

- Disability Discrimination Act 1992 (Cth) [www.comlaw.gov.au](http://www.comlaw.gov.au)
- Disability Standards for Education 2005 (Cth) [www.comlaw.gov.au](http://www.comlaw.gov.au)
- Privacy Act 1988 (Cth) [www.privacy.gov.au](http://www.privacy.gov.au)
- Privacy and Personal Information Protection Act 1998 (Cth) [www.privacy.gov.au](http://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](http://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/guardians should study the Prospectus carefully to understand what our School is, and to assess whether we can offer what they are seeking.

At the 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.

The 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. 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 at [enrolments@scas.nsw.edu.au](mailto:enrolments@scas.nsw.edu.au) to request a hard copy or emailed copy.

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 for their relevant year level..

### 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 12-18 months prior to enrolment (for future years) to arrange for an 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

Upon an Application being processed, 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 -18 months prior to commencement.

Enrolment appointments are held to ensure parents/guardians 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. The School is at liberty to suspend and/or terminate the enrolment of any student should they behave in a manner that the School, at its sole discretion, considers contravenes the Code of Conduct or brings dishonour to the student or the School, fails to comply with any of the School's policies or commits any other serious breach 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 enrolment appointment, the Principal, or delegated Executive member may indicate that a place is available at the School if they consider 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 Executive member of staff.
2. Children of employees of the 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 Application and attend an appointment at the School with their parents/guardians.
  - c. Children of former students and siblings of current students for whom an Application 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.

Please note that as a co-educational school, we strive to provide equal places in each year group for boys and girls. Our enrolments procedures and processes ensure we maintain this balance.

## Acceptance of Enrolment by Family

The Acceptance of Offer 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 student. 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 delegated Executive member of staff.

## Orientation

During Term 4, students and their parents/guardians 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 attends the interview and declines an offered place or fails to return the Acceptance of Offer or pay the Enrolment Acceptance fee by the due date, 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 to [enrolments@scas.nsw.edu.au](mailto: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.

## Overseas Students

The 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 at any time.

The Enrolment Policy is available on the SCAS website [www.scas.nsw.edu.au](http://www.scas.nsw.edu.au)

Policies are amended from time to time as required. In 2024 this policy remains current.

## Student Population Profile

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 eighteenth Year 12 in 2024. The school commenced with 76 students in Kindergarten to Year 7 in January 2002 and as at the August 2024 Census the school had 1210 students enrolled from Kindergarten to Year 12. This growth is shown in the *Overview of Enrolments 2002 to 2024* table.

### Overview of Enrolments 2002 to 2024

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	
2023	73	70	72	68	80	83	85	125	108	114	107	110	101	1196	
2024	64	75	73	78	76	84	84	136	124	108	112	90	106	1210	

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.

In Primary School, the class teacher is the key pastoral carer for the children in their class, nurturing and monitoring the wellbeing of all students in their care. They are supported by the Wellbeing Leadership team, which includes stage coordinators, school psychologists, and the Head of Primary. Students partake in a daily wellbeing session dedicated to the development of each child's Social and Emotional Learning (SEL), as well as engaging in critical discussions and activities to ensure they develop the skills and understandings necessary to be safe and secure and embody this within the school community.

Engagement in weekly Worship and regular assemblies promotes a sense of belonging and responsibility to each other. These regular school experiences are enhanced by the school's camping program, which helps build resilience, perseverance, and self-esteem. Additionally, the school's Buddies program fosters meaningful connections between younger and older students, creating a supportive and inclusive school community. By pairing older students with younger peers, this program helps younger students feel welcomed, secure, and confident as they transition into a new school environment and as they progress through the school. Older buddies develop leadership, empathy, and communication skills as they take on the responsibility of mentoring and supporting their younger counterparts. Additionally, the program promotes cross-age friendships, strengthens the sense of belonging, and encourages positive social interactions, ultimately contributing to a caring and connected school culture.

On entry to the school, every student in Secondary School is linked to a member of staff, their "Wellbeing Teacher, who has oversight of their wellbeing. Wellbeing time operates from 11.30am to 12.00pm on Wednesdays and Thursdays from Kindergarten to Year 12. Information is available on ExplainSCAS resource site ([explain.scas.nsw.edu.au](http://explain.scas.nsw.edu.au))

In the Secondary School the Wellbeing Teacher 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.

Wellbeing 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.

Year Patrons are a further level of pastoral supervision and 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.

The Child Protection Policy is available on the SCAS website [www.scas.nsw.edu.au](http://www.scas.nsw.edu.au)

Policies are amended from time to time as required. In 2024 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, 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 Student Behaviour Expectations policy is available on the SCAS website [www.scas.nsw.edu.au](http://www.scas.nsw.edu.au)

Policies are amended from time to time as required. In 2024 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.

The Bullying Preventions and Intervention Policy is available on the SCAS website [www.scas.nsw.edu.au](http://www.scas.nsw.edu.au)

Policies are amended from time to time as required. In 2024, 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, 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, Dean of Students, Deputy 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.

The Grievance Policy for the Community and Public is available on the SCAS website [www.scas.nsw.edu.au](http://www.scas.nsw.edu.au)

Policies are amended from time to time as required. In 2024 this policy remains current.

# School Determined Priority Areas for Improvement Targets

The following priority targets were achieved during 2024:

Area	Targets for 2024	Achievements
<b>Staff Development</b>	New Metrics - University of Melbourne	A significant focus, working in partnership with Melbourne University New Metrics program. Secondary staff credentialling complex competencies using the Ruby Assessment Tool. Primary staff commenced using the Metric Reflection Tools.
	First Aid Training	Certified First Aid and CPR training was provided through an external provider for all new staff and those requiring updates.
	Gradual Release Model and Review of Forgetting Curve and need for Spiral Review	Focus for PLT's in Semester 1
	K-6 Familiarisation with New Creative Arts, HSIE, PDHPE and Science and Technology Syllabi	K-6 staff involved. Watched online modules led by AIS and worked in KLA Teams to unpack before working in grade teams to update all K-6 Scope and Sequences to ensure integration of new syllabus.
	Deep Learning Partnerships	Professional learning and focus on developing learning partnerships to drive authentic learning experiences and the development of complex competencies.
	Child Protection Training	The Office of the Children's Guardian conducted on-site professional learning, updating staff in the Child Safe Standards and reporting obligations and processes.
	Teaching Schools Hub	St Columba joined the AISNSW Teaching Schools Hub program and employed two teacher trainees who began their mentoring journey with experienced SCAS mentor teachers.
	Mental Health Training	Ten key wellbeing staff were trained in various programs aimed at improved the mental health and wellbeing of young people. These programs included a Youth Mental Health First Aid program and the BEAM program offered by the Black Dog Institute.
	Leadership Retreat	SCAS leaders participated in a weekend leadership retreat, led by an external provider, that aimed to build leadership capacity among executive and middle leaders.
	Leadership Development	Six middle leaders from undertook the XREF 360 Feedback Surveys to reflect on their practice and growth as leaders.

Area	Priorities for 2024	Achievements
<b>Facilities and Resources</b>	<b>School Campus</b>	
	McArthur Administration Building	The refurbishment of the McArthur Administration Building commenced in August 2024 with work scheduled for completion in January 2025. The upgraded facility will offer a more functional and professional environment for staff and visitors.
	SCAS Lake	An area between Rogers and Sid Hopkins, colloquially known as SCAS Lake due to its propensity to flood in heavy rain was renovated. Drainage was installed along with new seating areas and raised garden beds.
	Wellbeing Garden	An area beside the wellbeing hub was converted to raised garden beds. This beautifies and softens a fairly utilitarian area of the school and provides a comforting outdoor area for the wellbeing hub.
	Chair Circle	Circular chairs enclosing trees were installed on the front oval
	Soil Bays	Soil bays were constructed behind the facilities shed to enable more efficient handling of bulk soil and mulch.
	Prayer and Meditation Room	A store room beside the wellbeing hub was converted into a prayer and meditation room (PMR). Paint, carpet and air conditioning provides a peaceful and welcoming area to pray and reflect.
	Science Rooms	A former prep room in Barrett building was converted into a staff room for science, the old staff room was then converted into a store room/breakout room. The new staff room provides a more usable and collegiate space for staff to work.
	<b>Columba Cottage Early Learning Centre</b>	
Explorers Garden	The explorers garden at the front of the Centre was completely renovated to include new plantings, seating and a trail with rocks and logs to explore.	
Tree removal and garden rehab	A large number of tall palm trees were removed after being deemed a safety hazard from falling fronds. The gardens underneath and surrounding the Centre were then rehabilitated.	

# 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 Worship 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 program 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 Year 1 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.
- Positive feedback from community surveys.

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

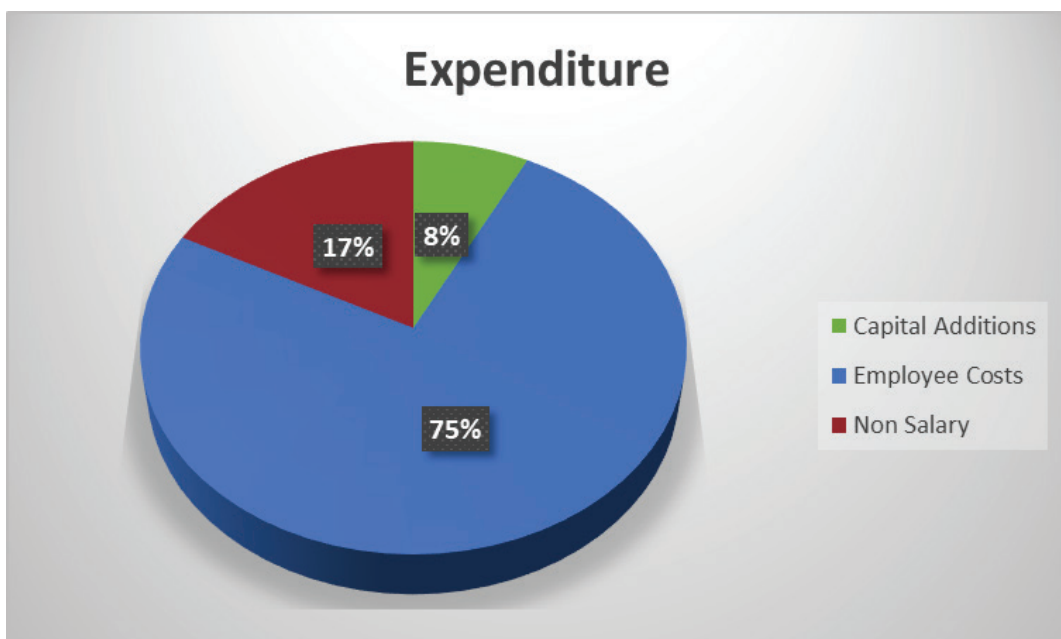
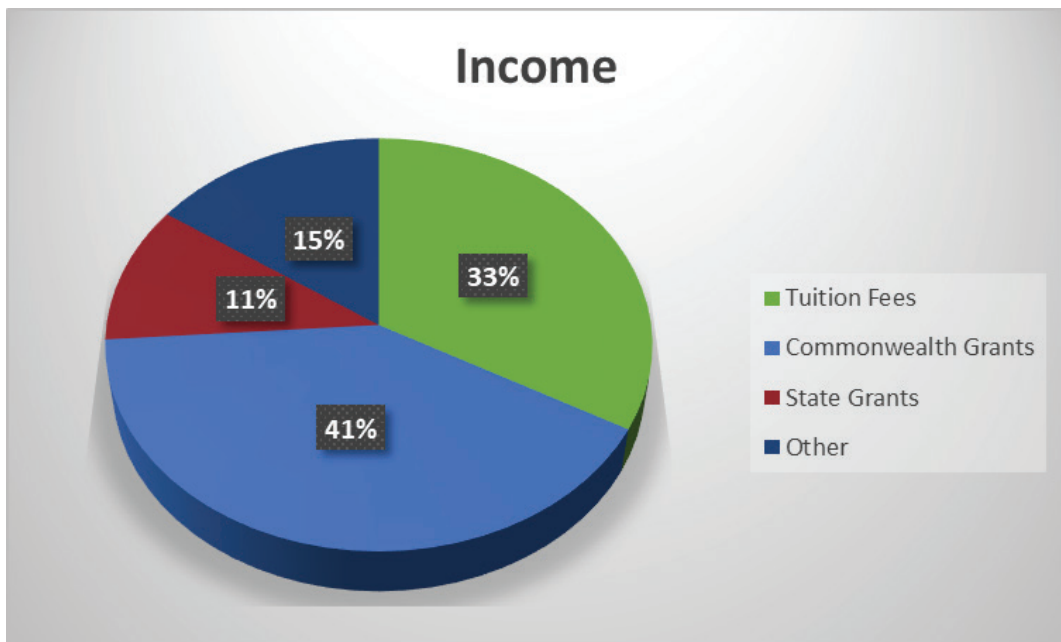
- Whole school surveys completed biannually by parents, staff and students to gather their feedback on all aspects of the school.
- An exit survey for Year 12 students.
- Annual Staff Engagement surveys.
- Information nights for parents.
- A feedback form on the school website to collect suggestions,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

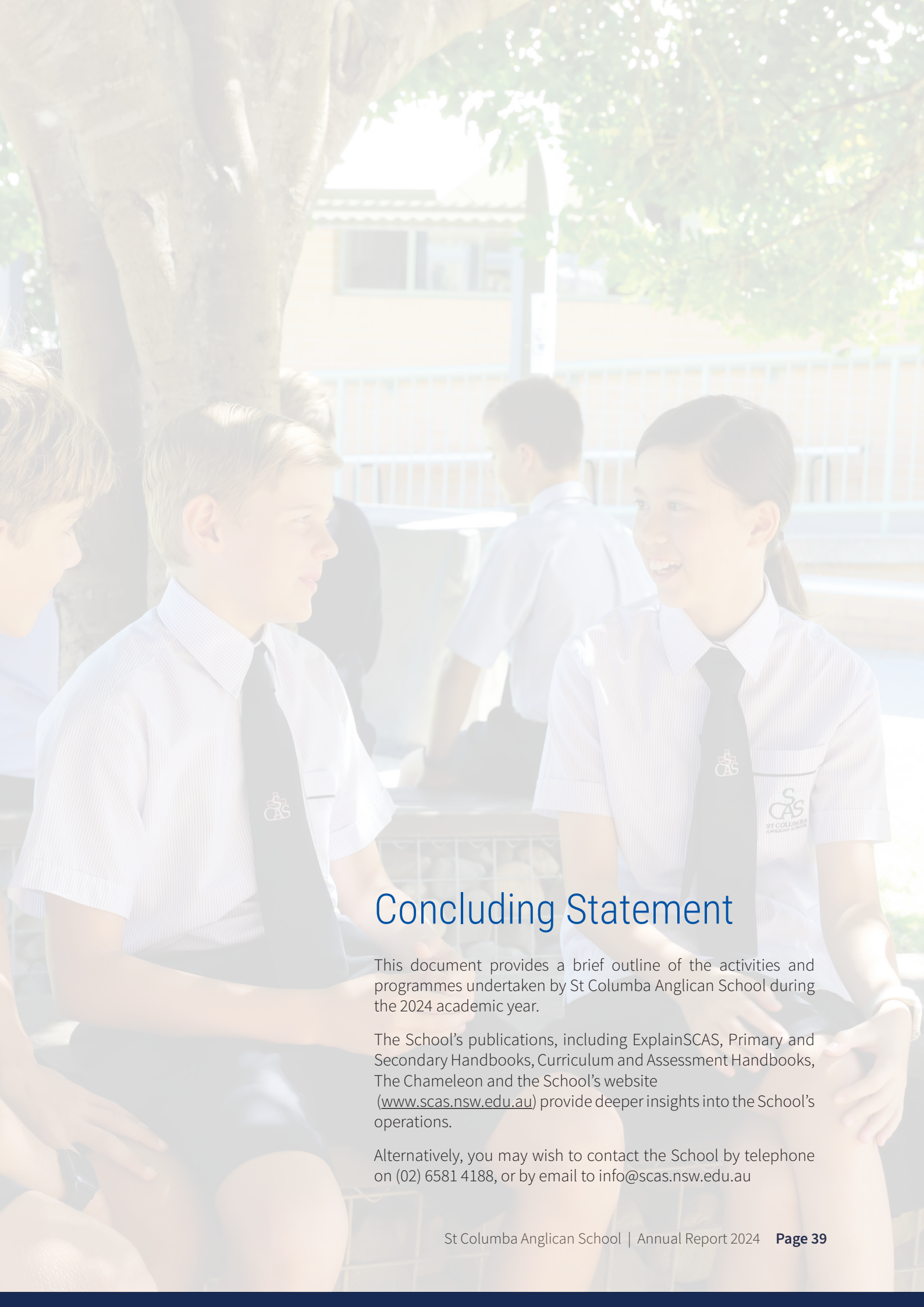
Feedback from these surveys indicates that the school community is overwhelmingly pleased with the education and pastoral offerings of the school.



# Summary of Financial Information

The following graphics outline St Columba Anglican School's income and expenditure for the 2024 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 2024 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](http://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](mailto:info@scas.nsw.edu.au)



**St Columba**  
Anglican School

**St Columba Anglican School**

3 Iona Avenue (off Major Innes Drive) Port Macquarie NSW 2444  
Tel: 02 6581 4188 | [info@scas.nsw.edu.au](mailto:info@scas.nsw.edu.au) | [www.scas.nsw.edu.au](http://www.scas.nsw.edu.au)