St Columba
Anglican School



Annual Report
2023

Contents

About this Report 3
A Message from Key School Bodies 4
Vision Statement 4
From the Chair of Council 5
From the Principal 6
Student Representative Council Report 8
Contextual Information 9
Student Outcomes in Standardised National Literacy and Numeracy Testing 10
Record of School Achievement 15
Higher School Certificate Results 16
Higher School Certificate 17
Comparative HSC Performance Over Time 19
Senior Secondary Outcomes 21
Professional Learning and Teacher Standards 21
Teacher Accreditation 2021 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 2023 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 2024, 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

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.



From the Chair of Council

Mrs Heather Norton

Year 12, 2023 are to be commended after for their fine HSC results, which placed St Columba Anglican School among the top 120 schools in NSW. Many students were recognised for their work in areas such as Design and Technology and Visual and Performing Arts. This was enhanced by strong representation in community service, sport, leadership and spiritual aspects of the school. Pathways such as this give unparalleled individual growth for young people and are central to our ethos at SCAS.

In a year where the details of the Direct Measure of Income (DMI) metric for school funding have come to light, we continue to enjoy strong enrolment growth and interest. Yet it is prudent to note that the future funding landscape challenges the School Council. It is clear that we will not receive the same level of support from State and Federal Governments in the near future.

The school's finances have been streamlined to ensure we can provide affordable education well into the future. The school is amid a moratorium on large-scale new infrastructure projects, which was planned for three years but has continued. However, this has not precluded the refurbishment of several areas of our school to meet ongoing needs.

A continued program of cooperation with CSU for The Bridge program where 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 and during 2023 we have made some promising gains.

During 2023, we farewelled Mr Terry Muldoon, our faithful Principal. Terry commenced in 2008 and was integral in the growth of the school. His bold and innovative vision propelled our school to the forefront of education in Australia. We welcomed Mr Allan Guihot as the third Principal of St Columba Anglican School. Allan's unsurpassed knowledge of our community has given him a unique leadership lens, and the Council congratulates him on his appointment. We also welcomed Mrs Emma Bylsma as our Deputy Principal. Together, Allan and Emma bring a fresh approach to leadership at SCAS.

As a school in the Grafton Anglican Diocese, the Chairs of Council have formed a strong network. This has provided a greater reflection on our individual Governance practices. Our School Council is a skills-based Council based on a common Constitution across the five Anglican Diocesan Schools. Council members are appointed on a three-year basis with a maximum term of 9 years. This year, we farewelled three long standing members. Dr Alison Stanfield, Mrs Chen Gaul and Dr Stephen Begbie have been steadfast and wise members of the School Council over many years. We welcome Dr Jenny McArthur and Mrs Pinado Waba to the School Council in the latter months of 2023.

The School Council remains resolute in its quest for spiritual, cultural, sporting, and academic excellence through the provision of facilities and support for all aspects of the school's operation. We thank our SCAS community of staff, students, and parents for their continual support and belief in the power of education.



From the Principal

Mr Allan Guihot

St Columba Anglican School strives to be a leading educational institution, delivering excellence in education whilst challenging students to develop their unique potential through participation in intellectual, spiritual, cultural, aesthetic, and physical pursuits.

Our Deep Learning pedagogical framework gives shape to our learning and facilitates the development of Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking - our 6C's. The development of these dispositions in our students is seen as crucial for them to be able to engage productively in a world where change is normal and disruption to be expected.

In 2023 the School re-signed with Melbourne University's New Metrics for Success programme. Selected students and staff are currently engaged in a trial of matching student competencies to University entry requirements.

Ongoing assessment trials have seen us able to produce "fan" reports on student Deep Learning competencies which have been validated by the Melbourne University trial. Ultimately the petals of a full flower will each represent a competency and this flower report will sit alongside HSC and ATAR results. With Melbourne University validation we are hoping these reports will complement and eventually replace ATAR entry for students.

As noted in this report our 2023 Higher School Certificate results have again shown the worth of the Teaching and Learning programmes in the School and reflect the care and dedication of the teaching staff.

Who are we?

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 Mission: Our aim 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. Our 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.

Values: Our School 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.

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

Our Strategic Imperatives:

Excellence: Beginning with an attitude that it is, in fact, possible for us to be great.

Effectiveness: Getting the actions and foundations right.

Enterprise: Seeking out opportunities and translating these into actions.

We believe in Excellence in:

- Teaching and learning.
- Pastoral care and community development.
- Indigenous and Environment education.
- Student personal development and informed self-confidence.
- Co-Curricular activities.
- Developing leadership capacity among staff and students.
- Campus and facility development.

We believe in Effectiveness in:

- Planning,
- Organisational operations,
- Financial operations,
- Communication,
- Recruitment,
- Professional Development,
- Staff management.

We believe in Enterprise in:

- Accepting that ”Good is the enemy of great.''
- Past success does not guarantee future success.
- Developing an agile and flexible organisational outlook.
- Learning from the best and adapting it to our culture.
- Being aware of opportunities for positive partnerships and opportunities.

Our express goal is to be a great school.

We know that means we will:

- create and perpetuate an intentional culture that speaks of a coherent philosophy of learning for students,
- capitalise on the best ideas about what works in schools,
- make a substantial commitment to professional development for staff,
- adopt a big vision,
- define the school beyond its borders into the local community, the region, and the world,
- embrace stewardship of the school and its resources,
- track student outcomes over time to make data-rich decisions,
- educate the Council and parents thoroughly about how schools work, and about what student and parent needs a school can and cannot meet,
- market the school with messages that tells a compelling story,
- know our priorities when making difficult decisions, ranking first "what's best for the school," then "what's best for the student," then "what's best for all other interests.

“Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.”

Executive Staffing Appointments in 2023:

- **Appointment of the New Principal:** Mr Allan Guihot officially took over from Mr Terry Muldoon on July 1st.
- **Deputy Principal:** After an extensive search and from a large field of candidates, Mrs Emma Byslma was appointed as Deputy Principal from July 1st.
- **New Head of Secondary School appointed:** Mr Paul Rikmanis was appointed as Head of Secondary School and he is a welcome appointment to the staff and students of the School.

2023 was a year of transitions to a new Leadership team with new aspirations. The tenure of former Principal Mr Terry Muldoon was marked by extraordinary growth in student numbers and in the facilities and resources of the School. His legacy is manifest in every aspect of the School. St Columba stands well placed to continue to offer a quality educational experience to the students in its care.

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 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 exploring character traits of great leaders, and engaging in activities developing leadership skills with a 6Cs focus.

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 2023, there were 1196 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 2023 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



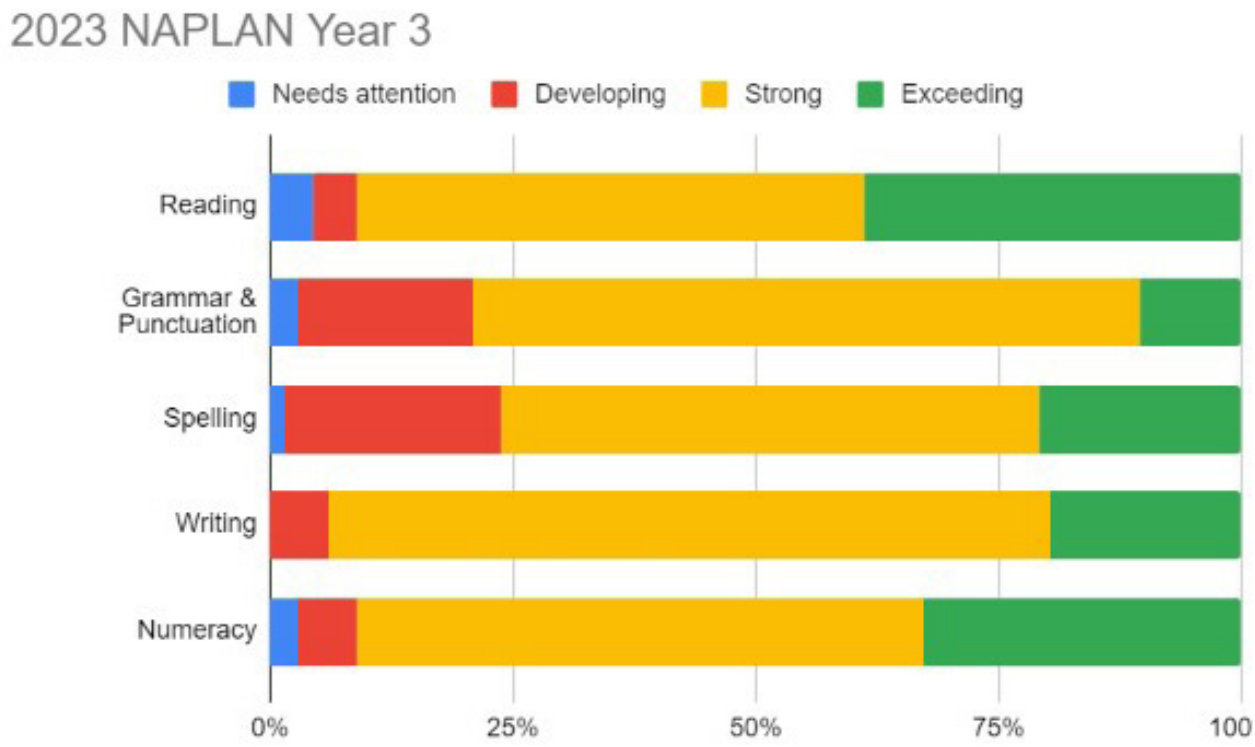
Naplan

Year 3

	School Average	State Average	National Average
Reading	454.14	411.1	404.6
Grammar and Punctuation	450.02	421.4	410.8
Spelling	434.29	416.2	403.7
Writing	459.88	426.3	416.3
Numeracy	459.81	415.9	407.3

Year 3 Naplan Analysis

Nationally, the percentage of Year 3 students in the Exceeding proficiency level is 13.0% on average, ranging from 8.6% in grammar and punctuation to 18.3% in reading, while the percentage of students in the Needs additional support proficiency level is 9.9% on average, ranging from 6.1% in writing to 13.3% in grammar and punctuation. Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.3% to 23.3%, while the percentage in Needs additional support ranges from 3.9% to 40.3%. Below show the percentage of SCAS Year 3 students in each proficiency level across the testing domains:



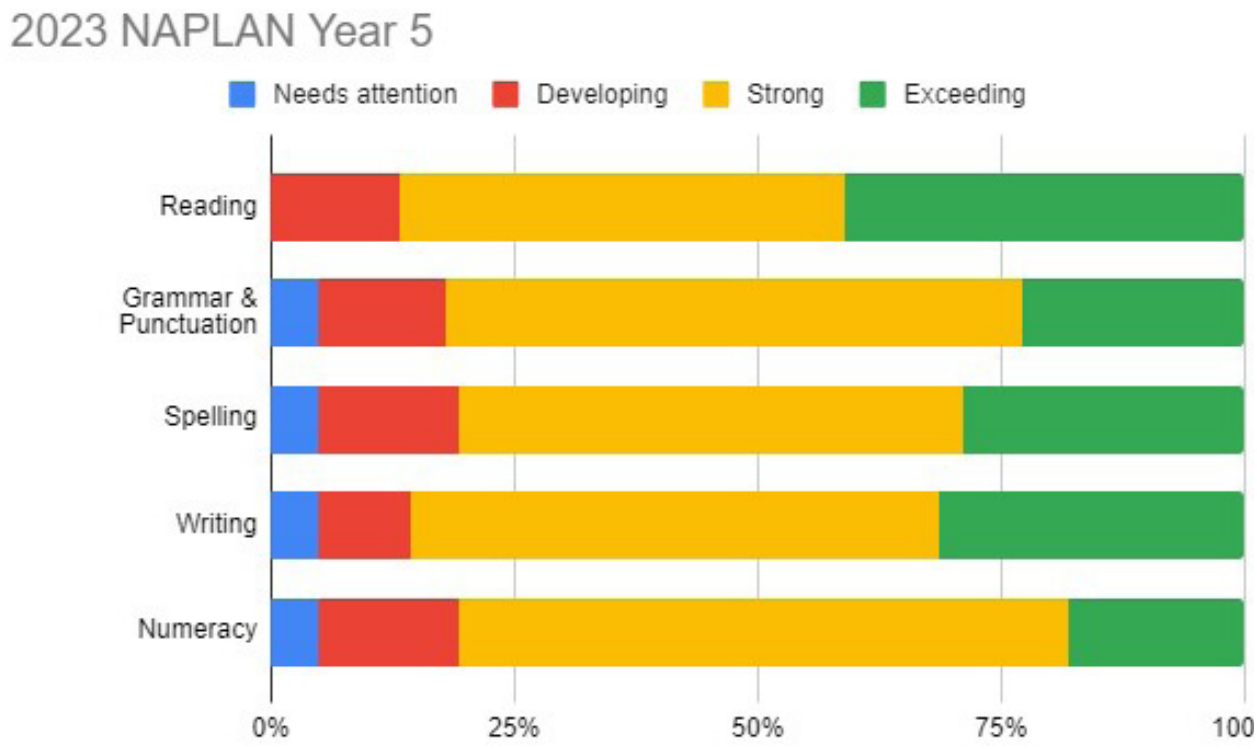
Naplan

Year 5

	School Average	State Average	National Average
Reading	533.49	500.5	495.9
Grammar and Punctuation	528.9	503.3	496.7
Spelling	515.61	497.6	488.7
Writing	528.2	491.0	482.9
Numeracy	515.96	496.8	487.6

Year 5 Naplan Analysis

Nationally, the percentage of Year 5 students in the Exceeding proficiency level is 15.7% on average, ranging from 11.5% in writing to 21.3% in reading, while the percentage of students in the Needs additional support proficiency level is 8.9% on average, ranging from 7.0% in reading to 10.1% in grammar and punctuation. Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 3.3% to 26.2%, while the percentage in Needs additional support ranges from 4.3% to 35.1%. Below show the percentage of SCAS Year 5 students in each proficiency level across the testing domains:



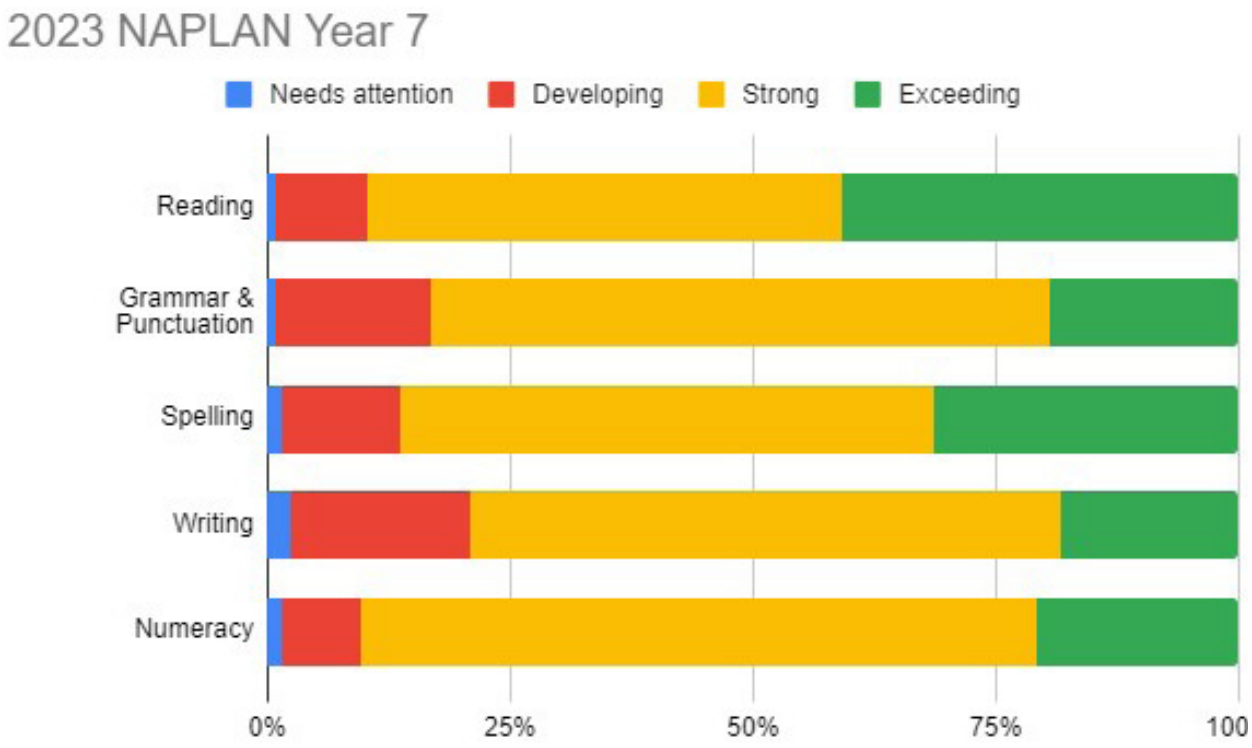
Naplan

Year 7

	School Average	State Average	National Average
Reading	582.64	542.2	536.3
Grammar and Punctuation	573.05	545.0	538.9
Spelling	563.27	548.9	539.4
Writing	566.68	541.4	533.7
Numeracy	580.85	547.7	538.4

Year 7 Naplan Analysis

Nationally, the percentage of Year 7 students in the Exceeding proficiency level is 16.4% on average, ranging from 12.6% in numeracy to 21.8% in spelling, while the percentage of students in the Needs additional support proficiency level is 9.5% on average, ranging from 7.5% in spelling to 10.9% in writing. Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 4.6% to 25.8%, while the percentage in Needs additional support ranges from 6.1% to 38.5%. Below show the percentage of SCAS Year 7 students in each proficiency level across the testing domains:



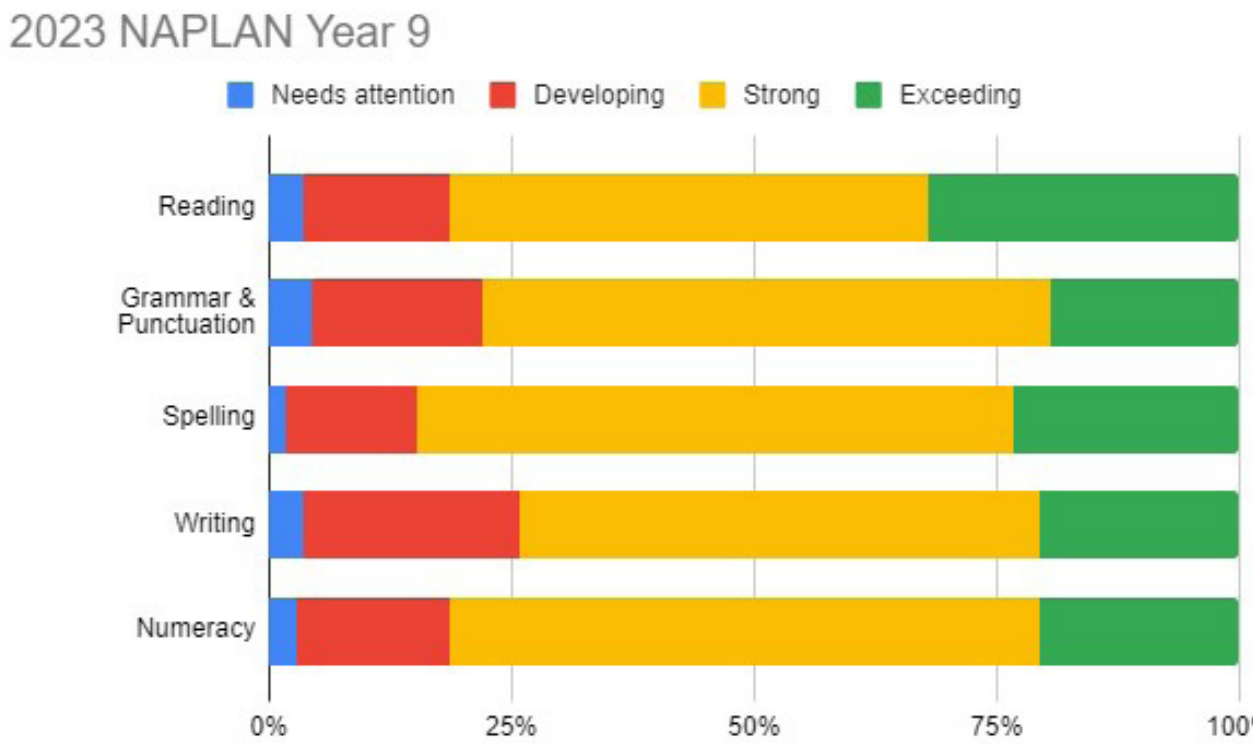
Naplan

Year 9

	School Average	State Average	National Average
Reading	601.24	566.6	564.4
Grammar and Punctuation	587.42	561.2	556.7
Spelling	591.90	572.9	567.7
Writing	597.05	570.2	566.6
Numeracy	606.77	575.4	567.7

Year 9 Naplan Analysis

Nationally, the percentage of Year 9 students in the Exceeding proficiency level is 15.2% on average, ranging from 9.9% in numeracy to 18.0% in spelling, while the percentage of students in the Needs additional support proficiency level is 10.7% on average, ranging from 7.9% in spelling to 12.9% in grammar and punctuation. Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.8% to 22.5%, while the percentage in Needs additional support ranges from 6.9% to 39.9%. Below show the percentage of SCAS Year 9 students in each proficiency level across the testing domains:



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 not 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 2023 achieved excellent results in their HSC. There were 74 entries in the Distinguished Achievers list from 37 students. Of these, two 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 121st in the top 150 schools in the state (Sydney Morning Herald 2023, HSC School Rankings).

Some subject results of note include:

- 78% of Drama students achieved results in the top Band;
- 70% of Music students achieved results in the top Band; 67% of Dance students achieved results in the top Band;
- 57% of Entertainment Industry students achieved results in the top Band;
- 100% of English Extension 2 students achieving in the top two Bands;
- 86% of Textiles and Design students achieved results in the top two Bands with a student placing 7th in the state;
- 85% of Physics students achieving results in the top two Bands;
- 83% of Mathematics Extension 2 students achieving results in the top two Bands;
- 83% of Hospitality students achieving results in the top two Bands;
- 75% of English Extension 1 students achieving in the top two Bands;
- 75% of Geography students achieving in the top two Bands;
- 71% of Visual Arts students achieving results in the top two Bands;
- 70% of Mathematics Extension 1 students achieving results in the top two Bands;
- 62% of Society & Culture students achieving results in the top two Bands;
- 61% of Mathematics Advanced students achieving results in the top two Bands;
- 36% of Mathematics Standard students achieving results in the top two Bands with a student placing 1st in course for the state;

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*	Bands 3-1	School	State
Ancient History	8	School: 88 Statewide: 61	School: 12 Statewide: 39	77.33	71.44
Biology	31	School: 71 Statewide: 64	School: 29 Statewide: 36	77.34	73.30
Business Studies	28	School: 68 Statewide: 64	School: 32 Statewide: 36	75.59	73.77
Chemistry	22	School: 73 Statewide: 66	School: 27 Statewide: 34	77.96	74.13
Community and Family Studies	12	School: 100 Statewide: 72	School: 0 Statewide: 28	79.08	74.46
Construction Examination	8	School: 100 Statewide: 77	School: 0 Statewide: 23	83.98	76.91
Dance	3	School: 100 Statewide: 92	School: 0 Statewide: 8	86.27	82.3
Design and Technology	14	School: 93 Statewide: 78	School: 7 Statewide: 22	80.66	77.16
Drama	9	School: 100 Statewide: 88	School: 0 Statewide: 12	89.84	81.12
Earth and Environmental Science	6	School: 67 Statewide: 61	School: 33 Statewide: 39	74.67	71.78
Economics	10	School: 70 Statewide:77	School: 30 Statewide: 23	73.64	76.76
Engineering Studies	6	School: 83 Statewide: 69	School: 17 Statewide: 31	80.6	74.27
English Standard	54	School: 67 Statewide: 60	School: 33 Statewide: 40	71.3	70.12
English Advanced	47	School: 100 Statewide: 95	School: 0 Statewide: 5	80.15	81.73
English Extension 1	12	School: 75 Statewide: 94	School: 25 Statewide: 6	38.93	42.17
English Extension 2	6	School: 100 Statewide: 86	School: 0 Statewide: 14	42.20	40.07
Entertainment Industry	7	School: 100 Statewide: 78	School: 0 Statewide: 22	88.23	77.22
French Beginners	3	School: 67 Statewide: 70	School: 33 Statewide: 30	78.73	75.76
French Continuers	3	School: 33 Statewide: 93	School: 67 Statewide: 7	69.87	81.55
Geography	4	School: 100 Statewide: 78	School: 0 Statewide: 22	85.1	75.88

Higher School Certificate

Subject	Number of students	Performance band achievement by %		Examination Mean School vs State	
		Bands 6-4*	Bands 3-1	School	State
History Extension	3	School: 33 Statewide: 85	School: 67 Statewide: 15	32.4	39.79
Hospitality	6	School: 100 Statewide: 78	School: 0 Statewide: 22	84.13	76.3
Industrial Technology	13	School: 46 Statewide: 55	School: 54 Statewide: 45	69.82	70.87
Legal Studies	21	School: 81 Statewide: 69	School: 19 Statewide: 31	75.83	75.27
Mathematics Standard	66	School: 68 Statewide: 58	School: 32 Statewide: 42	74.51	71.76
Mathematics Advanced	23	School: 91 Statewide: 75	School: 9 Statewide: 25	79.86	78.04
Mathematics Extension 1	10	School: 70 Statewide: 72	School: 30 Statewide: 28	76.7	77.78
Mathematics Extension 2	6	School: 83 Statewide: 86	School: 17 Statewide: 14	77.93	82.2
Modern History	12	School: 50 Statewide: 64	School: 50 Statewide: 36	69.25	72.78
Music 1	10	School: 100 Statewide: 90	School: 0 Statewide: 10	91.02	82.09
Personal Development, Health and Physical Education	25	School: 88 Statewide: 64	School: 12 Statewide: 36	76.7	72.98
Physics	13	School: 92 Statewide: 66	School: 8 Statewide: 34	82.82	74.81
Science Extension	2	School: 50 Statewide: 78	School: 50 Statettwide: 22	33.6	37.36
Society and Culture	13	School: 92 Statewide: 80	School: 8 Statewide: 20	81.26	77.05
Software Design and Development	12	School: 33 Statewide: 65	School: 67 Statewide: 35	69.18	73.73
Textiles and Design	7	School: 100 Statewide: 79	School: 0 Statewide: 21	90.23	77.88
Visual Arts	7	School: 86 Statewide: 91	School: 14 Statewide: 9	78.69	81.49

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 state average. The trend in results in the higher bands has shown a consistent improvement, with over 48% of all examination results in the top two performance bands in the HSC.

Subject		2019	2020	2021	2022	2023
		Bands 6–4	Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4
Ancient History	School	57	100	80	88	88
	State	66	63	61	64	61
Biology	School	91	100	91	71	71
	State	60	63	67	53	64
Business Studies	School	92	80	88	75	68
	State	62	62	66	66	64
Chemistry	School	59	95	90	73	73
	State	67	70	65	64	66
Community and Family Studies	School	100	92	83	93	100
	State	70	70	70	75	72
Construction Examination	School	100	N/A	100	100	100
	State	68	N/A	51	76	77
Dance	School	100	100	100	100	100
	State	70	87	85	93	92
Design and Technology	School	100	100	100	100	93
	State	82	83	83	82	78
Drama	School	90	100	100	100	100
	State	84	90	83	88	88
Earth & Environmental Science	School	N/A	N/A	N/A	N/A	67
	State	N/A	N/A	N/A	N/A	61
Economics	School	80	100	100	N/A	70
	State	75	78	78	N/A	77
Engineering Studies	School	84	90	78	100	83
	State	70	68	71	62	69
English (Standard)	School	36	80	78	71	67
	State	52	58	58	56	60
English (Advanced)	School	98	100	98	88	100
	State	92	95	94	93	95
English Extension 1	School	100	88	100	80	75
	State	94	93	94	93	94
English Extension 2	School	100	84	100	100	100
	State	80	72	84	85	86
Entertainment Industry	School	94	100	100	91	100
	State	78	85	75	82	78

Comparative HSC Performance Over Time

Subject		2019	2020	2021	2022	2023
		Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4	Bands 6-4
French Beginners	School	N/A	100	100	100	67
	State	N/A	70	76	64	70
French Continuers	School	67	33	67	0	33
	State	80	84	88	85	93
Geography	School	78	100	100	N/A	100
	State	73	71	74	N/A	78
History Extension	School	75	75	67	50	33
	State	77	77	77	84	85
Hospitality	School	90	N/A	100	100	100
	State	57	N/A	59	80	78
Industrial Technology	School	N/A	N/A	N/A	100	46
	State	N/A	N/A	N/A	51	55
Legal Studies	School	91	91	100	90	81
	State	66	68	69	66	69
Mathematics Standard	School	83	61	73	92	68
	State	56	50	49	54	58
Mathematics Advanced	School	56	62	94	83	91
	State	78	81	79	77	75
Mathematics Extension 1	School	90	42	78	75	70
	State	81	75	74	74	72
Mathematics Extension 2	School	83	75	63	67	83
	State	86	84	86	86	86
Modern History	School	78	93	100	100	50
	State	67	66	64	68	64
Music 1	School	100	100	100	100	100
	State	91	91	89	90	90
Personal Development, Health and Physical Education	School	70	81	88	53	88
	State	62	76	60	50	64
Physics	School	54	92	89	73	92
	State	65	67	71	68	66
Science Extension	School	100	0	50	N/A	50
	State	68	74	72	N/A	78
Society and Culture	School	100	100	100	86	92
	State	79	80	80	75	80
Software Design and Development	School	N/A	86	100	100	33
	State	N/A	65	66	70	65
Textiles and Design	School	N/A	100	100	100	100
	State	N/A	86	81	79	79
Visual Arts	School	100	100	100	100	86
	State	92	90	91	92	91

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.	21

Professional Learning and Teacher Standards

The following professional development activities were undertaken by staff throughout 2023:

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 (7 days)
New Staff Orientation + Mentoring	All new staff for 2023. Weekly orientation sessions during Term 1.
First Aid Training (Skills Link)	54 staff, including teaching and support
Know B4 Cyber Security Training	Online PD Modules for all staff.
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	All teaching staff
AIS Deep Learning and Student Wellbeing	Two focus sessions with Dr Jean Clinton
Data Analysis Workshops	NAPLAN, RAP and All Well Data Analysis - Primary and Stage 6 teaching staff
HSC Marking	Eight staff

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 2023

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	1
Proficient	103

Workforce Composition

Category	Number
Teaching Staff	106
Full Time Equivalent Teaching Staff	93.5
Non-Teaching Staff	52
Full Time Equivalent Non-Teaching Staff	48.7
Indigenous Staff Members	2

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/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, 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, 89.8% of students attended school on each school day in 2023.

Academic Year 2023	Attendance Percentage
Kindergarten	91.5
Year 1	90.9
Year 2	89.2
Year 3	87.9
Year 4	88.6
Year 5	90.0
Year 6	87.5
Year 7	91.7
Year 8	90.8
Year 9	89.7
Year 10	87.8
Year 11	92.4
Year 12	90.1



Retention of Year 10 to Year 12

Enrolments compared from Year 10 2021 to Year 12 2023

Years Compared	Year 10 Total Enrolment on 2021 Census Date	Year 12 Total Enrolment on 2023 Census Date	Year 10 Enrolment at Census Date remaining in Year 12 at Census Date	Retention Rate (%)
2021/2023	111	101	94	85%

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 2023 will continue on their journey of lifelong learning with further studies.

The Class of 2023 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 2023. Several students have opted to take a GAP year here or abroad.

Areas of Further Study	Number
Architecture, Surveying, Building and Design	1
Arts	6
Commerce and Business	6
Construction Management	3
Education	2
Engineering	10
Law	1
Media/Communications	5
Medical Science	3
Medicine	1
Music	1
Nursing	3
Occupational Therapy/ Physiotherapy	3
Paramedicine	1
Performance/Drama	3
Psychology	4
Science	6
Social Work	2
Sports Science	2
Vet Science	1

Destination Universities	Number
Charles Sturt University	6
La Trobe University	1
Macquarie University	5
Western Sydney University	1
University of Canberra	1
University of NSW	17
University of New England	1
University of Newcastle	13
University of Notre Dame	1
University of Sydney	5
University of Wollongong	8
University of Technology, Sydney	3

Other	Number
Apprenticeship	3
Gap Year	12
Work	2

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/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
- 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 hard copy or emailed copy.

Enrolment Application Fee: On application, families will be required to pay a non-refundable Enrolment Application fee of $135. The student's name will then be registered on the Enrolment List.

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 2023.

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 2023 with 1202 students, of whom 531 were in the Primary School and 671 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 seventeenth Year 12 in 2023. The school commenced with 76 students in Kindergarten to Year 7 in January 2002 and as at the August 2023 Census the school had 1196 students enrolled from Kindergarten to Year 12. This growth is shown in the table below.

Overview of Enrolments 2002 to 2023

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

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.

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.

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 2023 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 2023, 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 2023.

School Determined Priority Areas for Improvement Targets

The following priority targets were achieved during 2023:

Area	Targets for 2023	Achievements
Staff Development	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.
	All new staff qualified in Senior First Aid and updates for existing staff as required	Certified training provided through SkillsLink for staff requiring updates.
	2023 Primary Spelling Project	Focussed Professional Learning, led by AISNSW consultants.
	All new staff and updates for existing staff as required for Child Protection Awareness	Increased focus on Child Safe Standards, with ongoing discussion at Faulty and Stage Team meetings.
	Professional Learning Teams focussed on Deep Learning and the six core competencies (6C's)	In conjunction with AISNSW, our Professional Learning Teams participated in a range of professional learning activities focussed on New Pedagogies for Deep Learning and the connections with Student Wellbeing.
	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.
	K-10 Mathematics and English Syllabus Updates	K-10 Staff involved with planning and programming for updated NESA syllabus documents. Key staff attended associated professional learning offered by external providers
	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.

Area	Priorities for 2023	Achievements
Facilities and Resources	**School Campus**	
	School Campus Grounds	Gardens around the Trade Training Centre were rebuilt to extend the rainforest theme and provide more usable space for students to eat and socialise.
	Electricity supply contract	Electricity supply contract was renegotiated providing a significant rate drop as opposed to the previous year.
	Unisex Toilets - Iona Centre	Male/Female toilets and change rooms in the IONA Basketball Stadium were rebuilt as unisex facilities. This provides a safer and more inclusive space, with private change rooms.
	Chess storage and seating	Timber storage boxes for the outdoor chess board were constructed that double as seating.
	Combi Oven	A new Combi oven was purchased and installed to enhance the hospitality kitchen's effectiveness in education.
	LED Screens	LED screens were install on either side of the stage in the IONA Basketball Stadium. Can be used as teaching aids or for events and assemblies.
	CCTV Expansion	CCTV was expanded within SCAS to provide better visibility of the Barrett building.
	Security	Automatic solar lighting was installed in the southern carpark to provide security for staff and visitors out of hours.
	Columba Cottage Early Learning Centre	
	Fencing	Boundary fencing at the CCELC was replaced. New fencing meets the current legislative requirements for child care centres Internal fencing was also constructed to provide separation of areas and security of spaces.
	Air Conditioning	Numerous air conditioning units were replaced at end of life.
	Painting	Internal walls were repainted in a more contemporary colour scheme.

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 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 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:

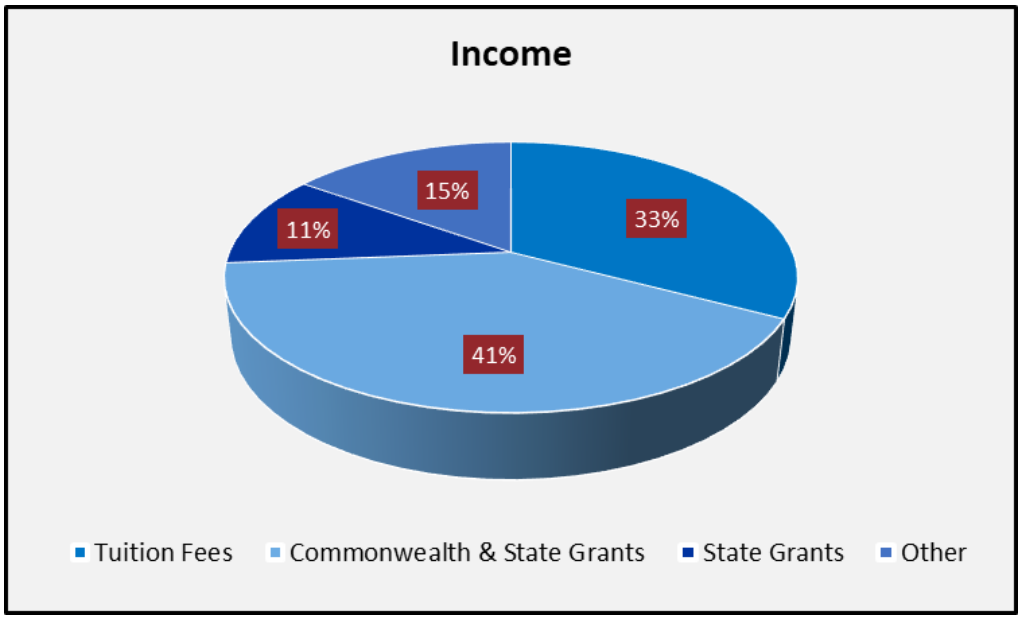
- Whole school surveys completed biannually by parents, staff and students to gather their feedback on all aspects of the school.
- An exit survey for Year 12 students.
- Annual Staff Engagement surveys.
- Information nights for parents on Deep Learning.
- A feedback form on the school website to collect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

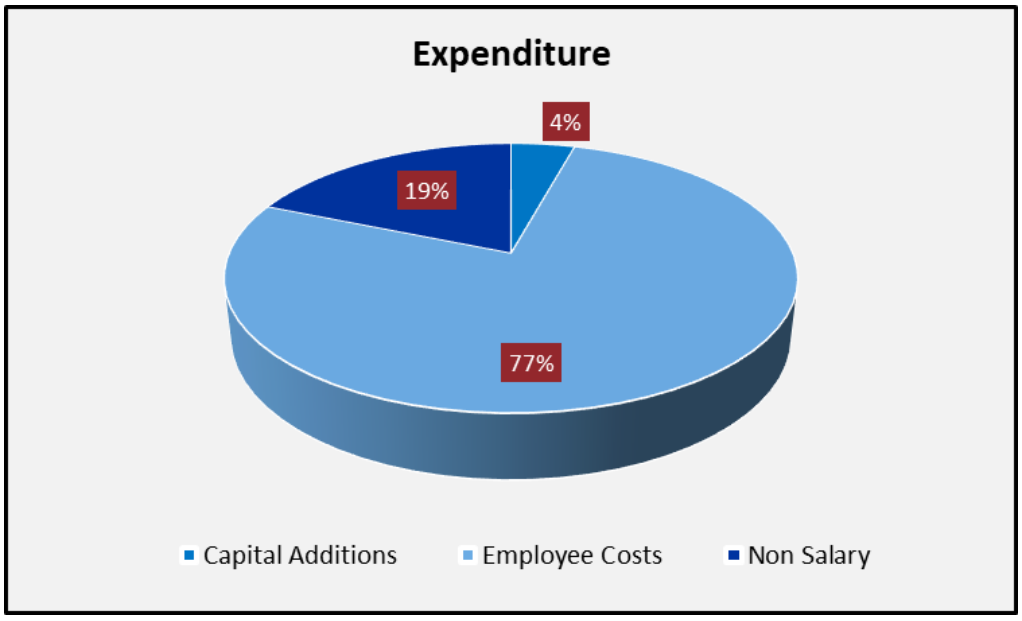
Feedback from these surveys indicates that the school community is overwhelmingly pleased with the education and pastoral offerings of the school.



Summary of Financial Information

The following graphics outline St Columba Anglican School's income and expenditure for the 2023 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 2023 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

St Columba Anglican School

3 Iona Avenue (off Major Innes Drive) Port Macquarie NSW 2444

Tel: 02 6581 4188 | info@scas.nsw.edu.au | www.scas.nsw.edu.au