



**St Columba College**  
A joint Anglican and Catholic College

# Annual Report

## 2023





# St Columba College

## CONTEXTUAL STATEMENT

St Columba College is an R-12, independent, co-educational College established as a joint initiative of the Anglican and Catholic churches of the Adelaide Dioceses. Established in 1997 and located at Andrews Farm in the northern suburbs of Adelaide, the College is open to families who are seeking a Christian education founded by the beliefs, values and practices of both traditions of our unique ecumenical partnership.

The College consists of three schools located on three sites within walking distance of each other; a Junior School for students from Reception to Year 5, a Middle School for students in Years 6 to 9 and a Senior School for students in Years 10 to 12.

## OUR VISION

St Columba College seeks to inspire in our students a relationship with God, a love of learning and a passion for life.

## OUR MISSION

To be an inclusive, empowering and dynamic learning community that fosters spiritual, academic and social growth.



## CONTENTS

From the Principal .....	4
2023 Enrolments .....	6
Faith and Identity .....	7
Culture and Languages .....	7
Teacher Standards and Qualifications .....	8
Workforce Composition .....	9
Student Attendance .....	10
2023 NAPLAN Review .....	12
Senior Secondary Outcomes .....	16
Satisfaction Surveys .....	18
2023 Financial Summary .....	19

# FROM THE PRINCIPAL



2023 was a significant year for the College.

We have further nurtured an inclusive and diverse school community that welcomes everybody, irrespective of their background. Our ethos is unique and multicultural. As an Anglican and Catholic school, we want to stand out and foster a culture that reflects the values of the Gospel; welcome, inclusion, respect, compassion, reconciliation and forgiveness.

Respectful relationships are a must and the College plays a vital role in helping our young people build lives that have meaning and purpose. We proudly say we want our students to aim high and make a positive difference to society now and in the future.

There are a number of achievements that should be noted for each Goal of the Strategic Plan in 2023. We completed a major capital development at the Middle School, strengthened the co-curricular offerings in the Arts, sport and public speaking through clubs, tournaments and competitions. In particular, we welcomed back old scholar, Dr Fiona Bright, to the College to present her with the Alumni Award.

Highlights for 2023 include:

## **GOAL 1 - Live Faith in Action**

- Retreats were held for Years 3-12.
- "Encounter of the Heart" Staff Reflection Day.
- St Columba Day Fair held and funds were raised for Anglicare and St Vincent De Paul.

## **GOAL 2 - Empower Compassionate Global Citizens**

- 100% SACE completion.
- Used baseline data to track student growth progress.
- Numerous excursions to the city and in the local community to visit industry, museums, galleries and theatre performances.
- Various guest speakers and presentations supported the wellbeing of our students across the various year levels.

- F1 in Schools participated in the SA State Finals and secured a place in the 2024 National Finals.
- The STEM Girls Academy was a collaborative partnership with the University of South Australia and other schools.
- Senior Debating Team finished second in the State after the first round of debates.
- As part of our Performing Arts Program, we had 55 students in the Junior School participating in the Choir and 33 students in 'Columba Rumba'.
- Music Scholarships were offered to 36 current students.
- The Musical – The Lion King Junior involved 100 students from Year 6 to Year 12.
- Students participated in the Catholic Schools Music Festival.
- The Futures and Careers Expo provided information about future pathways for Year 9-12.
- Students participated in Future Problem-Solving Creative Writing, Tournament of Minds, Brain Bee Competitions and Children's University.
- The annual Arts Competition attracted 757 entries.
- Various Sports teams represented the College across Year 4 -12.
- Sports and clubs increased with over 400 students participating.

### **GOAL 3 - Deliver High Quality Teaching**

- Process for Highly Accomplished and Lead Teacher (HALT) accreditation undertaken with 2 teachers receiving Lead Teacher Certification.
- Various professional learning programs were undertaken.

### **GOAL 4 - Enhance Partnerships**

- Sporting exchange with Xavier College and Year 8 students participated in the Knights of the Southern Cross competition with Thomas More and Xavier.
- Alumni Tutors: Supported 412 students across Year 6-12 with 1634 attendances.
- 60 families registered for Thursday Playgroup.
- Defence Liaison School Mentor supported our students through lunchtime clubs.
- FoodBank Breakfast Club offered across both the Junior and Middle schools.

### **GOAL 5 - Be an Enterprising College**

- Stage 2 building project at the Middle School campus completed.
- Budget surplus achieved.

**Ms Leanne Carr** | Principal 2023



# 2023 ENROLMENTS



Schools in South Australia are subject to an official census of enrolment on two occasions throughout the year, in February for the State Government and in August for the Federal Government. Data provided on each occasion determines funding levels to non-government schools such as St Columba. Data for each year level as recorded in the 2023 August Census is given below:

Total Enrolments (R-12) .....	<b>1425</b>
Girl Enrolments (R-12) .....	<b>704</b>
Boy Enrolments (R-12).....	<b>721</b>
Aboriginal Students.....	<b>49</b>
Students Who Speak A Language Other Than English.....	<b>528</b>
R-12 Student Attendance Rate.....	<b>86%</b>

## ENROLMENT DATA 2023 - AUGUST FEDERAL GOVERNMENT CENSUS DATA (R-12)

REC	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12	TOTAL
92	99	90	100	108	109	109	138	122	120	125	118	95	1425

Please note: In the senior years, enrolment numbers fluctuate as students transfer to technical / trade school, TAFE or apprenticeship.

The table below provides a comparison between the August census of enrolment data for 2022 and 2023:

2022 ENROLMENT DATA			2023 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
621	820	1441	598	827	1425

# FAITH AND IDENTITY

As an Anglican and Catholic College, St Columba has always taken seriously the spiritual welfare of its staff and students. It has sought to assist them to both understand academically the facts of the Christian faith and to experience emotionally the effects of the Christian faith. Students are engaged through Liturgies, Eucharist and Religious Education lessons. The religious affiliation of the St Columba community in 2023 is identified below:

Anglican:.....	130
Catholic: .....	277
Buddhist:.....	27
Hindu: .....	9
Muslim: .....	67
Lutheran: .....	16
Orthodox: .....	14
Pentecostal:.....	28
Sikh:.....	18
Uniting: .....	15
Other Christian:.....	242
No Religious Affiliation/Unknown: .....	582



# CULTURE AND LANGUAGE

Akan .....	1
Arabic .....	8
Bari (Sudan) .....	1
Dari (Afghanistan) .....	36
Dinka (Sudan).....	191
English .....	956
English (Pidgin) .....	1
Farsi (Afghanistan).....	6
Filipino .....	4
Hausa (West Africa).....	2
Hazaragi (Afghanistan).....	20
Hindi.....	4
Indonesian.....	3
Khmer.....	25
Kirundi (Tanzania/Uganda).....	39
Lao.....	2
Madi .....	12
Nepali.....	3
Persian.....	2
Punjabi .....	23
Shona (Zimbabwe).....	2
Swahili (Kiswahili) .....	45
Tagalog (Philippines) .....	12
Vietnamese .....	20
Zomi.....	4
Zulu .....	1

# TEACHER STANDARDS AND QUALIFICATIONS

## FORMAL ACADEMIC QUALIFICATIONS OF TEACHING STAFF:

Doctoral Degree.....	1
Master's Degree.....	15
Master of Teaching.....	8
Graduate Diploma.....	14
Graduate Certificate.....	16
Bachelor Degree.....	99
Diploma (Teaching and Education).....	6
TAFE Certificate.....	7
Bachelor Degree with Honours.....	7



All teachers are required to hold the necessary qualifications for Teacher Registration in South Australia which includes a National Police Check and a record of at least 100 hours of Professional Learning in each five year period. In addition to the formal qualifications held by teaching staff, all staff are required to complete training in Responding to Abuse and Neglect and First Aid, hold a valid Working With Children Check (WWCC), complete all SALT compliancy training and complete the NCCD Disability Standards training pertaining to their role in the College.

St Columba College has provided substantial support by means of funding and time to staff in order to assist them with accessing Professional Learning. This allows staff to meet their individual needs for growth and development and build capacity within the community to ensure that our students have access to high quality teaching and learning.

Additionally, there have been a number of opportunities for teaching staff to work internally with other staff within their year level teams or learning areas in reviewing and developing curriculum and assessment and ensure that our teaching sequences reflect the Australian Curriculum Version 9.0.

The most significant areas of professional learning accessed throughout 2023 have been:

1. Teaching Literacy Training across the Curriculum.
2. AERO/Swift Year 8 Writing Project.
3. Bookabee Indigenous Cultural Awareness Training.
4. Rich Mathematical Approaches through Collaborative Inquiry.
5. LEAP Level Training (for teaching students of EALD background).

Staff have also participated in professional learning to align with their personal learning goals.



# WORKFORCE COMPOSITION

## DURING 2023 THERE WERE:

Teaching Staff .....	<b>125</b>
Full-Time Equivalent Teaching Staff .....	<b>114.6</b>
Non-Teaching Staff.....	<b>91</b>
Full-Time Equivalent Non-Teaching Staff.....	<b>57.7</b>



Oversight and responsibility for the daily operations of the College as an R-12 community during 2023 was shared by the College Leadership Team. The College Leadership Team was comprised of the following staff:

- Principal.
- Deputy Principal.
- Business Manager.
- Head of Junior School.
- Head of Middle School.
- Head of Senior School.
- Director of Spirituality R-5.
- Director of Spirituality 6-12.
- Head of Curriculum and Learning.
- Director of Wellbeing R-12.

There are 3 campuses – Junior School (R-5); Middle School (6-9); Senior School (10-12). The Head of School assumes responsibility and immediate oversight of all students on their campus.

Other positions of responsibility during 2023 included: Learning Area Leaders; Assistant Head of Junior School, House Leaders, Year Level Team Leaders and Inclusive Education Coordinators.

Students were also supported by the First Aid Officers, Counsellors, Social Worker, Family Liaison Officer, Community Development Officer, Defence School Mentor, Learning Support Staff, ICT and Student Services.

# STUDENT ATTENDANCE



St Columba College provides a number of channels in which student absence can be notified. Parents and caregivers are encouraged to contact the College in the event that their son/daughter will not be at school. Any student who is late to class or is leaving early is expected to 'sign in or out' at Student Services.

When the student is absent without explanation, an SMS text message is sent to the parent/caregiver seeking clarification for the absence. All explained absences are categorised and the specific details are recorded for each student on the College's attendance database.

Repeated absenteeism without explanation is followed up by class teachers, Kinship teachers, Assistant Head of Junior School and House Leaders.

Long term absences are managed by the College Social Worker and Head of School who both communicate with

the family in order to support their child's attendance. An Attendance Improvement Plan is documented and counselling support is provided to the student who is experiencing difficulties attending school. Formal, written contact with the parent/caregivers for a student with long term absences is also undertaken by the Principal. Contact is then made with the Department of Education to support resolving long term absenteeism.

The percentage figure for average student attendance shows the proportion of days that each student, on average, attended school over each term. The larger the percentage, the smaller the number of days that students are absent from school.

In 2023, the average student attendance rate was 89.3%.

AVERAGE STUDENT ATTENDANCE BY SCHOOL AND COLLEGE (%)					
SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	91.7	92.1	92.1	91.4	91.9
6-9	90.3	91.1	88.2	87.3	89.3
10-12	88.1	87.4	84.4	88.4	87.1
R-12	90.4	90.6	89.0	89.3	89.3



# NAPLAN REVIEW

BY MR DANIEL GANAMA  
*Head of Curriculum and Learning 2023*



## CONTEXT

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It is mandatory for all Australian schools to facilitate the assessment.

The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress as well as inform school leadership's decision-making in respect to strategic initiatives.

All teachers at St Columba College have easy access to student NAPLAN results.

NAPLAN tests are only one aspect of each school's assessment and reporting process and do not replace the extensive, ongoing assessments made by teachers about each student's performance. Each teacher will have the best insight into their students' educational progress. Parents/guardians can use NAPLAN reports, along with other school assessment reports, to explore their child's strengths and areas for improvement.

NAPLAN results do not measure overall school quality and each school's particular context should be considered.

In the past, the assessments took place nationwide in May over a period of two weeks.

From 2023, the test window has moved from May to mid-March.

NAPLAN is made up of tests in four areas (or 'domains'):

- Reading.
- Writing.
- Conventions of Language (consisting of Spelling and Grammar/Punctuation).
- Numeracy.

Since 2022, NAPLAN is delivered exclusively digitally (except for Year 3 Writing), and the test is now adaptive in nature. This means the level of difficulty adjusts at certain branching points according to the quality of the participant's prior responses.

## PROFICIENCY LEVELS

From 2023, ACARA introduced a new way of recording student NAPLAN results.

In the past, the NAPLAN assessment scale was divided into 10 bands to record student results in the tests with Band 1 as the lowest and Band 10 at the high end of the scale. The National Minimum Standards encompassed one band at each year level and therefore represent a wide range of the typical skills demonstrated by students at this level.

Following government direction, NAPLAN test results from 2023 will be reported using proficiency standards. Together with the move to an earlier NAPLAN in March, these changes meet an initiative of the 2019 National School Reform Agreement.

The proficiency standards represent a challenging but reasonable expectation of student achievement at the time of testing to deliver better information for teachers, parents and carers. Achievement in NAPLAN is now reported against proficiency levels instead of the previous numerical NAPLAN bands.

NAPLAN results now show how students have performed in each of the assessments areas against four new proficiency levels.

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs Additional Support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing.

The proficiency standards were set by expert panels of subject area specialist teachers. The panels classified NAPLAN questions into proficiency levels based on their judgement of what students in each level could achieve and the knowledge and skills that students would have been expected to have been taught in previous years. These judgements were mapped onto the NAPLAN measurement scales to set numerical cut-points between the levels.

These were subsequently validated by the expert teacher panels in the process of developing the proficiency level descriptions, which provide information about what students at each level can typically demonstrate in each NAPLAN domain. These descriptions have been written using the Australian Curriculum as a reference.

The cut-points for each proficiency level have been established in 2023 and will not change in future years. This will allow the monitoring of school-level performance over time.

As a new results time series began from 2023, this means results from 2023 on cannot be directly compared with results from 2008 to 2022.

## **PARTICIPATION**

Students are expected to participate in NAPLAN; however, parents/guardians have the options to withdraw their students on philosophical or religious grounds.

Students absent on the day are given the opportunity to complete the missed test at a 'catch-up session'. All students completed the test in an exam-type environment in the school's Auditorium. Neuro-diverse students were given the opportunity to complete the assessments in a smaller, adjacent space.

The 2023 participation rate at St Columba College has been in-line with previous years and is in most domains slightly above the national standard.

St Columba College's 2023 NAPLAN participation in detail per year level:

<b>COMPONENT</b>	<b>YEAR 3</b>	<b>YEAR 5</b>	<b>YEAR 7</b>	<b>YEAR 9</b>
<b>READING</b>	98%	100%	96%	94%
<b>WRITING</b>	95%	97%	94%	97%
<b>SPELLING</b>	97%	100%	97%	95%
<b>GRAMMAR AND PUNCTUATION</b>	97%	100%	97%	95%
<b>NUMERACY</b>	98%	99%	97%	95%

## RESULTS OVERVIEW

With the above stated changes in the way ACARA reports NAPLAN results, it is not possible to make direct connections to previous years' results. However, the results give us some indication how the student cohorts perform against the proficiency levels.

In general, it can be observed that our results are at the lowest in Year 3, where language needs are at their highest and steadily improve in subsequent groups. The significant intake of students at Year 7 level also needs to be taken into account. The Year 9 cohort has performed best against the proficiency standards.

Overall the results of NAPLAN 2023 are encouraging and our students generally meet the estimated standardised progress from 2021 (measured against peers). Whilst we are not 'teaching to the test', the College has put into place a number of numeracy and literacy strategies to improve student outcomes. Literacy and numeracy (together with digital literacy) have become focus topics of all aspects of the curriculum and at all year levels. Up-skilling teachers to deliver these foundational skills in their subject areas is an ongoing process.

It is worth mentioning that NAPLAN makes no concessions to students from diverse language backgrounds. Students with other learning needs are also expected to participate but can receive additional time and/or breaks (as determined by the Director of Diverse Learning).

Some comparative data can be gained by exploring the estimated student progress between 2021 and

2023. This measure is used in the absence of directly comparable test results due to the new way of reporting results.

This is calculated by using the child's percentile rank in Reading and Numeracy, which is why it could still be calculated despite the new time series. The exact process is to take a child's percentile rank from their test two years prior and compare their score to only other children of a similar percentile rank.

For example, three students in Reading in 2021 may have scored at the 32nd percentile against all other students. Their calculation for growth in 2023 will only be calculated against other students at or around their score from 2021. From this group of students, those in the bottom 25% in 2023 will receive a score of Low for growth, and those in the top 25% receive Upper. All other students receive Medium.

This is a less reliable measure but currently the only available tool to evaluate progress to the previous.

The estimated standardised student progress between 2021 and 2023 Literacy and Numeracy test are provided below. The 'All Students' column provides the expected spread into the statistical bottom quartile (low), the middle fifty per cent (medium) and the top quartile (upper).

Please note: Year 3 students have no comparable test results available.



The School Mean Scores and Proficiency Levels for 2023 on their own and without any comparative data are as follows:

## YEAR 3

### School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2021	2022	2023	2021	2022	2023
Reading	-	-	353.6	-	-	Developing
Writing	-	-	362.1	-	-	Developing
Spelling	-	-	358.5	-	-	Developing
Grammar and Punctuation	-	-	356	-	-	Developing
Numeracy	-	-	350.6	-	-	Developing

## YEAR 5

### School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2021	2022	2023	2021	2022	2023
Reading	-	-	452.9	-	-	Strong
Writing	-	-	438	-	-	Developing
Spelling	-	-	456.4	-	-	Strong
Grammar and Punctuation	-	-	445.5	-	-	Developing
Numeracy	-	-	434.5	-	-	Developing

## YEAR 7

### School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2021	2022	2023	2021	2022	2023
Reading	-	-	492.8	-	-	Developing
Writing	-	-	503.3	-	-	Developing
Spelling	-	-	521.1	-	-	Strong
Grammar and Punctuation	-	-	503.2	-	-	Developing
Numeracy	-	-	487.2	-	-	Developing

## YEAR 9

### School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2021	2022	2023	2021	2022	2023
Reading	-	-	541.1	-	-	Strong
Writing	-	-	552	-	-	Developing
Spelling	-	-	558	-	-	Strong
Grammar and Punctuation	-	-	535.8	-	-	Developing
Numeracy	-	-	535.8	-	-	Developing

# SENIOR SECONDARY OUTCOMES

## SUMMARY 2023 SACE RESULTS

- 100% SACE completion for 97 students.
- 99.5% of our scores were either A, B, or C.
- 68.9% of grades were either A or B.
- 8 Students achieved an ATAR above 90.
- 13 Students achieved an ATAR above 80.
- 2 Merits achieved.

### KEY HIGHLIGHTS

- SACE completion was achieved by 100% of students.
- The Dux of the College with an ATAR of 96.85 was Aleah Poole. She also received the Governor of South Australia Commendation for Excellence in SACE award.
- Our next highest performing students were:
  - Kady Foster (96.84).
  - Tasha Manatakis (94.00).
  - Marissa Saliba (93.20).
  - Aliyah Ngyuen (92.35).
  - Zak Marsden (92.35).
  - Emily Baxter (91.55).
  - Pasquale Zagari (90.20).
- 8 Students achieved an ATAR in the 90s (top 10% of the state), with a further 13 students achieving an ATAR of 80 or above (top 20% of the state).
- 2 Merits (top performing A+ students across the state) were achieved by Kady Foster for Modern History and Aleah Poole for Research Project.

The following results show the grades and percentage across all Stage 2 subjects:

- A band: 26.5%.
- B band: 42.4%.
- C band: 30.7%.
- D band: 0.5%.

This represents a 99.5% achievement level at C- or better across all Stage 2 enrolments.

- 68.9% of grades were in the A or B grade band.
- For students applying to attend University the median ATAR score is 72.35.

## VOCATIONAL EDUCATION AND TRAINING (VET)

In 2023, 60 Senior School students participated in nationally accredited training courses at Certificate I, II, III, IV or Diploma level as a component of their SACE study.

Students undertook vocational training with a variety of registered training organisations (RTOs) in:

- Certificate II in Applied Language.
- Certificate II in Animal Care.
- Certificate III in Business.
- Certificate II in Automotive Servicing Technology.
- Certificate II in Community Services.
- Certificate II in Construction Pathways.
- Certificate III in Dance.
- Certificate III in Early Childhood Care and Education.
- Certificate II in Electro-technology.
- Diploma of Emergency Health Care.
- Certificate III in Fitness.
- Certificate II in Horticulture.
- Certificate II in individual Support.
- Certificate III in Information Technology (Game Development Foundations).
- Certificate III in Applied Fashion Design and Technology.
- Certificate III in Music.
- Certificate II in Plumbing.
- Certificate IV in Real Estate Practice.
- Certificate III in Retail.
- Certificate II in Retail Cosmetics.
- Certificate III in Sport – Athlete.



## POST-SCHOOL DESTINATIONS

- 57 Students undertook and paid for SATAC applications in 2023. 48 Students undertook and paid for SATAC applications in 2022.
- 53 Students received an offer (93%). 48 Students received an offer to university (87%) in 2022.
- 42 Students were offered their first preference (74%) in 2022. 32 students were offered their first preference (65%) in 2022.

### UNIVERSITY / NUMBERS OF STUDENTS OFFERED

University	2023 Cohort For 2024	2022 Cohort For 2023
University of Adelaide	10	12
Flinders University	7	6
University of SA	32	23
SABIT	2	2
Tabor University	1	0

### 2023 STUDENT OFFERS FOR 2024:

- Bachelor of Accounting.
- Bachelor of Early Child Ed (Honours).
- Bachelor of Primary Education (Honours) (x2).
- Bachelor of Secondary Education (Honours) (x5).
- Bachelor of Education (Secondary Health).
- Bachelor of Exercise and Sport Science.
- Bachelor of Laws Legal.
- Bachelor of Medical Radiation Screening (Radiation Therapy).
- Bachelor of Science (Biomedical Science).
- Bachelor of Medical Science (Honours).
- Bachelor of Science (Animal Behaviour).
- Bachelor of Science (Space Science & Astrophysics).
- Bachelor of Nursing (x3).
- Bachelor of Creative Arts (Creative Writing).
- Bachelor of Engineering (Honours) (Mechanical) (x2).
- Bachelor of Engineering (Honours) (Electrical and Electronic).
- Bachelor of Engineering (Honours) (Flexible).
- Diploma Engineering/Bachelor of Engineering (Honours) (Civil Business).
- Bachelor of Engineering Honours (Civil & Structural)/Masters Engineering.
- Bachelor of Business (Marketing).
- Diploma of Business/Bachelor of Business (Marketing).
- Bachelor of Business (Real Estate Practice) (x2).
- Bachelor of Business (Innovation and Entrepreneurship).
- Bachelor of Midwifery.
- Bachelor of Biotechnology.
- Bachelor of Laws Double Degree.
- Bachelor of Psychology (Counselling) (x2).
- Bachelor of Psychology (Honours).
- Bachelor of Psychology (Honours) (Cognitive Neuroscience).
- Bachelor of Software Engineering (Honours).
- Bachelor of Construction Management (Honours).
- Bachelor of Laws Legal/ Bachelor of International Relations.
- Bachelor of Arts (Criminology and Criminal Justice) (x2).
- Bachelor of Psychological Science/ Bachelor of Criminology.
- Bachelor of Nutrition and Food Sciences.
- Bachelor of Creative Arts (Fashion).
- Bachelor of Mathematical Sciences.
- Foundation Studies (x2).

# SATISFACTION SURVEYS

Surveys and forums were conducted on a regular basis and in 2023 students, parents/caregivers and staff completed online surveys. These evaluations will continue to inform the Leadership Team in their decision making.

## R – 5 Student Survey

- 88% of students said their teachers expected them to do their best.
- 87% of students said that teachers at this College expected students to do their best.
- 87% of students said they had friends at school.

## 6 – 12 Student Survey

- 84% of students said they had friends at school.
- 81% of students said that teachers at the College expected students to do their best.
- 79% of students said their teachers expected them to do their best.

## Parent and Caregiver Survey

- 83% of parents/caregivers said the College was well maintained.
- 76% of parents/caregivers said they felt welcomed at the College.
- 76% of parents/caregivers said they could talk to their child's teachers about their concerns.

## College Teaching Staff Survey

- 93% of teaching staff said they valued the expertise of others.
- 86% of teaching staff said they welcomed feedback and challenge.
- 86% of teaching staff said their colleagues showed goodwill towards them.

## College ESO Staff Survey

- 90% of ESO staff said they valued the expertise of others.
- 88% of ESO staff said they welcomed feedback and challenge.
- 88% of ESO staff said the College was well maintained.



# 2023 FINANCIAL SUMMARY

• Total Income .....	\$28.9M
- Commonwealth/State/CEO Funding .....	\$25.6M
- Fee Income .....	\$3.0M
- Other Trading Activities .....	\$0.3M
• Operating Surplus .....	\$3.4M
• Cash Reserve.....	\$11.3M
• Net Assets increased to.....	\$58.7M
• Capital Works .....	\$9.8M





# St Columba College

A joint Anglican and Catholic College

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