



**St Columban's College,
CABOOLTURE**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

School	St Columban's College
Postal address	PO Box 1254, CABOOLTURE, QLD, 4510
Phone	(07) 5495 3111
Email	scaboolture@bne.catholic.edu.au
Web pages	Information about the school can be found at www.stc.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Michael Connolly — Principal

Principal's foreword

St Columban's College is a Catholic Co-educational Archdiocesan Secondary College located in Caboolture. Our community offers many educational opportunities which serve to develop the whole person. There are opportunities for students to experience outreach and cultural immersions, retreat programs, cultural and TAS Saturday sport program and robust academic and vocational educational opportunities. St Columban's College is part of the Living Water's Parish in Caboolture and is well-regarded in the local community. It has strong links to St Peter's Primary school which is the main Catholic primary feeder school.

Vision

Our vision is to be a Catholic community of faith, walking in the footsteps of St Columban and Blessed Edmund Rice; a community that understands leadership as service; forgiveness as strength; equality and justice as paramount; compassion and outreach to the marginalised; education as a source of freedom and love as our guiding light.

Charism

The Edmund Rice charism defines the spirit of our College community. Presence, Compassion, Liberation are the attributes which are fostered in our staff and students. The 4 touchstones: Inclusive community, Justice and Solidarity, Gospel Spirituality and liberating Education underpin every facet of College life and our staff are called to be the living embodiment of the Gospel.

Strategic Planning

The College's strategic plan is constructed using BCE's five (5) priorities:

- Catholic Identity
- Learning and Teaching
- Wellbeing
- Our People
- Diversity and Inclusion.

As a College, these priorities inform the design and implementation of a clear and comprehensive learning framework that will meet our strategic goals 2021-2026, including:

1. Implement the StC Learning Framework across Years 7-12.
2. Develop College data plan and build staff capacity in the effective use of data to inform learning and teaching.
3. Continue to re-develop the data wall and associated planning practices and focus on student-centred, short planning cycles.

4. Integrate and embed more fully the BCE monitoring tools to ensure student learning progress is monitored and teaching practices are data informed. Writing Analysis is a key focus as a continuation of the Write-Up Project.
5. Promotion of student performance and learning growth, with a particular emphasis on NAPLAN progress and literacy and numeracy growth and improvement.
6. Focus on curriculum planning and assessment methods aligned with UDL principles.

At St Columban's College we focus on a holistic education, encompassing all aspects of an intellectual, spiritual, emotional, physical, social and ethical education. Our three (3) key frameworks:

1. The Religious Life of the College Framework
2. The StC Wellbeing Framework
3. The StC Learning Framework

will support this concept, defining though our context and providing a clear language for the successful implementation. The significance of these 3 frameworks working together is crucial if we are to be successful as the educators of adolescents. The frameworks inhabit a symbiotic relationship, whereby each framework benefits the others in our mission of providing a liberating education that will empower all students to make a positive difference in the world.

School progress towards its goals in 2021

Learning and Teaching

Implement a consistent approach to delivery of the Learning Framework in the College.

St Columban's College will continue to build upon our goal of effective implementation of our Learning Framework across the College. We will work towards this goal by firstly ensuring our community is familiar with the milestones achieved thus far. A recognition and consolidation of key language is an imperative, the language of the 4 C's will be promoted in all classrooms (Courage, Commitment, Creativity and Compassion). This is key in ensuring their clarity of purpose in the consolidation of this framework. We will ensure these quality practices are embedded into our pedagogy and planning. The consolidation of our learning spiral in a practical sense will become key in ensuring that students are able to gauge where they are at on their learning journey.

Practical application of this goal will be reflected through our unit planning and how it is reflected through our assessment items. Again, our learning spiral will play a key role in providing critical elements of feedback in the context of the Learning framework. The Learning Framework is underpinned by Marzano and Kendall's new taxonomy and aligns with the BCE Learning and Teaching framework.

Wellbeing

To commence the implementation of a Positive Engagement Policy within the College

As a College we have made a commitment to support Positive Behaviour for Learning. Our approach is to recognise that successful positive engagement at school requires partnership between teaching staff, students, parents and governing bodies. To that end our goal will be to undertake a comprehensive consultative process engaging all key stakeholders in the implementation of this policy. Key to the success of the development of this policy will be ensuring alignment with our Learning Framework and College Mission statement. We recognise when working towards this goal that our 4 Touchstones form the basis of all we do (Liberating Education, Justice and Solidarity, Gospel Spirituality and Inclusive communities) and allow us to give a nod towards our Edmund Rice Charism. Our central beliefs are framed around developing high quality relationships in the College, ensuring that high quality learning and teaching is taking place, encouraging positive behaviour in the College, and having a clear understanding of the needs of the students in our care. Making good use of BCE systems such as ENGAGE will help move the College towards our goal. Most importantly, we recognise the need to work closely in partnership with parents, carers and the wider community.

Catholic Identity

To develop a clearer more purposeful Mission Statement for our college

In line with the development of our goals in Learning and Teaching and Wellbeing was the need for the College to be united behind a statement that galvanises and reinforces the purpose and direction of our College. The statement must reflect our Christ centred approach to learning and reflects our Edmund Rice charism as we present a liberating education for all. Through liberation is the deliberate influence that college will have in preparing young men and women to make a positive difference in the world.

90% of students in Years 7 - 10 will reach the Writing Analysis Tool (WAT) Benchmark of 20-24.

We continue to work towards our SMART Goal of 90% of students achieving the Writing Monitoring Benchmark. Previously, St Columban's College has been engaged in the BCE 'Write Up' project which has continued to frame our work in this space. Staff have received professional development in relation to the writing process and the 8 aspects of literacy as defined by BCE. Core teaching staff across Years 7 – 10 were required to provide feedback on student writing through processes of moderation and collaboration. Curriculum Leaders also received professional development in relation to the Writing Monitoring Process. Our process for the remainder of this term will be to:

- Identify the students who are reading the writing benchmark of 20-24 through monitoring, sampling and moderation of writing samples
- Identify the students who are not yet reaching the benchmark, and work with the Curriculum Leadership team to source samples of writing across their other subjects, to establish if they have met benchmark in other areas
- Evaluate writing results for all students across Year 7 – 10 and provide appropriate teaching responses
- Continue to provide targeted interventions to those students who are not yet at benchmark, with support from Mary Bower (Learning & Teaching Leader) to help the students improve their writing.

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in:

Just Learning and Teaching

The College will engage in quality assurance practices through curriculum planning and development.

Explicit improvement agenda focussing on literacy (specifically text composition) across the college.

Formation of the Whole

Engaging students across the College in a "service learning" agenda that compliments the integration of the authentic Edmund Rice charism and Catholic perspective.

Positive Engagement

The further development of the monitoring of student progress in order to respond to individual student needs. As a college we will seek to understand the factors that impact student attitudes to schooling.

In response to our National School Improvement (NSIT) Review, St Columban's has refined its explicit improvement agenda to focus on the collaborative analysis of student work, so that we can understand, and explicitly teach, the literacy demands across curriculum areas in the area of text composition.

Our school at a glance

School profile

St Columban's College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1138	550	588	45

Student counts are based on the Census (August) enrolment collection.

St Columban's has a diverse range of students enrolled within our student body, including from rural areas and students from a range of socio-economic status backgrounds. Our catchment area is diverse: ranging from Bald Hills in Brisbane's north to the Caloundra region on the Sunshine Coast; from Kilcoy in the West to Bribie Island in the East. St Columban's College is easily accessible via its proximity to the Caboolture/Sunshine Coast railway lines and also the multiple bus operators that service the College.

Students at the College have come from over 30 different primary schools, which covers a huge cross-sectional area of the Moreton Bay region. Our student leadership structure gives our students multiple opportunities across all 6 years of their schooling to obtain essential life and global skills critical to making the successful transition from school life to life in the wider community. Participating in their House and College committees provides students with opportunities to make a valuable contribution to College life.

As a founding school in TAS Saturday sport competition, we have a proud history and tradition in sport in the district and work closely with our local sporting clubs to foster growth, partnership and participation of our students. With emphasis placed on teamwork and cooperation in sport, cultural and other pursuits, our students develop a real sense of making a worthwhile contribution.

St Columban's College has a flourishing cultural enrichment program with a significant percentage of our students partaking in activities such as Dance Troupes, Instrumental Music, Bands and Ensembles, Vocal and Choir groups, Debating, Chess and a wide range of other clubs. A pinnacle event of the Cultural program in 2021 was the 'Mary Poppins' Theatrical Production.

The College has a strong connection with its past students from the original College at Albion in Brisbane (1927-1997) and it is an Edmund Rice Associate School.

Curriculum implementation

Curriculum overview

The College provides an extensive and comprehensive curriculum for students in Years 7 – 12. Students across Years 7 – 10 participate fully in all eight learning areas of the Australian Curriculum, and also study Religious Education. In Years 7 and 8, students are afforded the opportunity to engage in all strands of the Technologies and Arts Curriculums, firstly through a Year 7 rotation program, and then through elective opportunities in Year 8 – 10. Students in Year 7 and 8 all study Italian as part of the Languages curriculum.

Academic and Vocational Education pathways are available to students in Year 11 and 12. Some vocational offerings are available for students to complete in Year 10, however the majority of the VET programs are offered during the Senior phase (Year 11 and 12).

The College offers an extensive range of General and Applied QCAA subject offerings to ensure students are able to follow a senior schooling pathway that aligns with either an ATAR or Blended pathway.

Support and interventions are available for students requiring additional adjustments to allow them to participate fully in the Australian Curriculum. QCIA pathways may be available for students in the Senior Phase who may require alternative senior qualifications.

Enrichment activities

St Columban's College has an extensive enrichment and engagement program in Academic, Cultural, Recreational, Charity, Community and Sporting activities. Education at St Columban's involves the all-round development of the student as a contributing member of society. There is an expectation that, as evidence of this development, students use their talents and gifts in the service of the College and wider community.

The College has a strong connection between the curriculum and our mission, sporting and cultural programs. For example, students can study Music as an academic subject, as well as participate in the many music groups in the College and play in liturgies and Masses.

In order to develop a sense of community spirit and pride, all students are required to participate fully in a minimum of

two (2) activities per year. Commitment to an activity entails attendance at all training/rehearsals and meetings, and the availability to represent the school when called upon. Students are expected to place their commitment to interschool sport before any commitment to a club sport outside the College.

<p>CLUBS</p> <ul style="list-style-type: none"> Chess Club Book Club Drama Club Anime Club Minecraft Club Jewellery Club 	<p>CULTURAL</p> <ul style="list-style-type: none"> Photography Clarinet Ensemble Saxophone Ensemble Percussion Ensemble Marching Band Drum Line Liturgy Band Guitar Ensemble Concert Band Stage Band Brass Ensemble Senior Vocal Ensemble College Voices Musical/College Production Technical Sound/Lighting Backstage Crew Dance Troupe Qld Catholic Music Festival Concert Band Spectacular Drama Festival 	<p>COMMITTEES</p> <ul style="list-style-type: none"> STC Committee Environment Committee Duhig 'Dream Team' SRC English 'Blue Brigade' SRC Molloy 'Movers' SRC O'Driscoll 'Action Group' SRC
<p>COMMUNITY SERVICE</p> <ul style="list-style-type: none"> ANZAC Day Interact Open Day Piece Makers Red Earth Immersion Rosie's Outreach 		
<p>ACADEMIC</p> <ul style="list-style-type: none"> Peer Tutoring Debating Maths Competitions 		<p>SPORT</p> <ul style="list-style-type: none"> TAS Athletics TAS Cross Country TAS Swimming TAS Sports Equestrian EREA Cricket QISS Rugby League QISS Netball QLD All Schools Touch Football Sunshine Coast All Schools Touch CBSQ

How information and communication technologies are used to assist learning

St Columban's College is a 1:1 laptop school. All students engage meaningfully in a range of digital technologies to enrich and enhance their learning experiences. We utilize the Brisbane Catholic Education Enterprise systems of Office 365, Teams and OneNote. We encourage the concept of 'Flipped Learning' as part of our pedagogical approach as students are able to access their online learning and content at any time. In 2021, all St Columban's College staff engaged in training and support around the Office 365 suite through Brisbane Catholic Education over a 12-month period, which enhanced teacher capacity to utilize these systems effectively, and further enhance student learning experiences. Our classrooms are fully equipped with sound and projection systems, utilizing the VIVI application in all classrooms.

Social climate

Overview

St Columban's College has a strong pastoral focus on the support of both our students and staff. The Pastoral Care system across the College offers a well-developed and continually updating and evolving program across year levels to support and enhance student wellbeing. The aim of which is to nurture relationships with students which are safe, respectful and which help them reach their full potential.

The programs offered work towards ensuring specific issues that are often common to each year level are targeted, as well as focusing on general wellbeing and resilience building. In 2021, each year level at the College has either a camp or retreat that focuses on the development opportunities of that year. In addition to this, we have seen continued growth in the delivery of retreat days and reflection days, workshops, small group intervention programs, the ALBI Buddy Program and information sessions for each year level. There have been workshops to target issues that include topics such as: bullying, safe behaviours, online profiles and footprints, mental health issues such as anxiety, depression, stress management, time management, safe driving, safe partying and decision-making and healthy living. This has increased the opportunities for students to become involved and supported in the College.

At St Columban's College, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, we seek to develop throughout the school community – right behaviours and respectful relationships that are infused with Gospel values. The following common features are integrated into our existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

- Quality relationships and partnerships – the fostering of respectful interpersonal relationships among and between all community members
- A commitment to justice and service - identifying and eliminating barriers that hinder students' participation and achievement

The Wellbeing Program is reflective of the Edmund Rice tradition and underpinned by the touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. In the traditions of Edmund Rice, we aim to not only support students, but to push them to extend themselves and take opportunities. The College has an extensive Wellbeing Team in a modern service centre environment that is undergoing continual refurbishment.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	95.3%
School staff demonstrate the school's Catholic Christian values	89.6%
Teachers at this school have high expectations for my child	94.2%
Staff at this school care about my child	92.9%
I can talk to my child's teachers about my concerns	91.7%
Teachers at this school encourage me to take an active role in my child's education	86.6%
My child feels safe at this school	92.1%
The facilities at this school support my child's educational needs	96.1%
This school looks for ways to improve	92.0%
I am happy my child is at this school	94.8%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	62.7%
I enjoy learning at my school	81.4%
Teachers expect me to work to the best of my ability in all my learning	96.2%
Feedback from my teacher helps me learn	89.0%
Teachers at my school treat me fairly	77.4%
If I was unhappy about something at school I would talk to a school leader or teacher about it	55.0%
I feel safe at school	80.0%
I am happy to be at my school	73.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	94.2%
School staff demonstrate this school's Catholic Christian values	94.9%
This school acts on staff feedback	86.8%
This school looks for ways to improve	98.5%
I am recognised for my efforts at work	87.7%
In general students at this school respect staff members	87.0%
This school makes student protection everyone's responsibility	98.5%
I enjoy working at this school	97.7%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

The College has a high level of parental satisfaction which is facilitated through the ease of access to the College's Senior, Middle Leaders and wider staff, the close and ongoing relationships with Pastoral Care teachers and the wider staff, an inclusive Parents and Friends Association, College Board, open and consistent communication processes, and regular opportunities for feedback. This level of satisfaction is emulated by the students, as is evident with their collaborative relationships with their teachers, high level of participation in school enrichment activities and community events.

As part of our communication with parents, contact is made home to all year 7 students and all new students of all other levels through the ALBI Buddy Program to welcome these new members into St Columban's College. The satisfaction of teaching staff is evident in their commitment to the College and their involvement in tuition support and enrichment activities as well as in the high staff retention rate. The satisfaction levels for parents, students and staff are also demonstrated through the growth and retention of student and staff numbers throughout the College. Feedback is gathered through many School Annual Report avenues including parent-teacher evenings, electronic communications, social media interaction, event evaluation, surveys, parent forums and information sharing functions.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	99	71
Full-time Equivalents	92.7	50.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	29
Graduate diploma etc.**	32
Bachelor degree	37
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2021 were \$148,638. The major professional development initiatives are as follows:

- Social Justice, Prayer and Edmund Rice Charism
- E-Learning
- QCE and Senior Schooling Integration
- NCCD
- Engage and PB4L
- Restorative Justice
- Coaching and Mentoring.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.0%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.2% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.8%

Average attendance rate per year level			
Year 7 attendance rate	94.2%	Year 10 attendance rate	91.7%
Year 8 attendance rate	93.3%	Year 11 attendance rate	90.9%
Year 9 attendance rate	91.4%	Year 12 attendance rate	93.2%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	95.7%

Description of how non-attendance is managed by the school

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Staff use the eMinerva system to record student attendance and absences. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity.

St Columban's College will respond to and report on unexplained or unsatisfactory absences or patterns of absences in the following ways:

- Every 3 weeks the Student Engagement Leader updates an attendance spreadsheet to the Staff DAP. This shows students' weekly attendance rates as a percentage that the Pastoral Care teachers can use to follow up with students' Main Contacts
- If no response has been received after the initial contact of SMS and follow-up email, the Pastoral Care teacher will telephone the students' Main Contact to seek an explanation for the 'unexplained' absences
- StC House Leaders and Guidance Counsellors collaborate to follow up with Parents/Legal Guardians of any students that may require support and interventions to ensure a student's attendance improves. Using a 'return to school plan' or 'attendance improvement plan' to support a student's successful transition back to school whilst considering the needs of students, families and staff members

- St Columban's College will consider any student protection risks when managing unexplained absences. StC Guidance Counsellors would manage these absences and if they believe there could be an issue, would make contact with BCE Student Protection contacts.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au) website.

How to access our NAPLAN results

5. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
6. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

8. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background and a dark border.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	160
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	151
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	122
Number of students awarded a VET Certificate II or above.	116
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100
Number of students receiving an ATAR	71
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

We did have a number of students who chose to leave prior to the completion of Year 12. These students typically moved into Apprenticeships / Trade pathways or employment. Some students did relocate or change education providers.