

TWENTY  
*twenty two*  
ANNUAL REPORT



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



## CONTEXTUAL STATEMENT

St Columba College is an R-12 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.



# St Columba College

From the Principal .....	4
2022 Enrolments .....	6
Faith & Identity .....	7
Languages .....	7
Teacher Standards & Qualifications .....	8
Workforce Composition .....	9
Student Attendance .....	11
2022 NAPLAN Review .....	12
Senior Secondary Outcomes .....	18
Satisfaction – Students, Staff, Parents & Caregivers .....	20
Financial Summary .....	27





## FROM THE *principal*

The 2022 academic year returned to some form of normality during this COVID time. We began the first term grappling with staff and student absenteeism due to illness and isolation protocols. It was brilliant to see the community rise to the challenge and support the College in how we managed teacher shortages in the first half of the year. We slowly began to return to our normal program and it was great to see our students respond positively to what we offer.

At the heart of what we do at the College is radical. We aspire to be a place of welcome, inclusion, compassionate to those in need, show forgiveness and reconcile. This means relationships are called to be respectful and positive. We ask our students and families to aspire for the same and support this aim.

We celebrated Saint Columba Day with the annual Fete bringing our students together across the College to raise money for both St Vincent de Paul and the Anglican Missions Board. St Columba, our patron saint, reminds us that our mission is to bring the Good News to others.

Our students excelled in other areas. Our Academic Extension program provided opportunities for our students to excel in debating, Children's University, Tournament of Minds, Brain Bee and Mathematic

competitions. For the first time our Year 9 and Year 10 students were able to select an elective to learn online with an international university. We were successful in F1 In Schools with the boys' team winning the State Final.

On the sporting field our Open Girls Soccer team reached the grand final of the Northern Schools Girls' Football League. Our Year 7 and 8 boys won the Division 2 Knockout competition and we had a number of students who represented the state in national competitions. Our Junior School Tennis team were nominated as the Outstanding Team in the State.

Our Music scholarships were offered to 36 students in 2022 giving opportunities to a broad range of students to develop their musical talents. The Musical 'Sound of Music' was once again a hit with over 80 students performing to a new level of excellence. We entered SA Living Arts Festival (SALA) and saw over 319 students enter the St Columba Arts Competition.

Meanwhile the building development at the Middle School made great strides and should be completed by late 2023.

Behind all that was achieved in 2022 is our staff. A staff team who are totally committed to the mission and vision of our College. There are several achievements that should be noted for each goal of the Strategic Plan in 2022.

### **Goal 1: Live Faith in Action**

- Religious Education Crossways unit planning
- St Columba Day Fair
- Staff Reflection Day
- Established a Spirituality Squad in Years R-5.

### **Goal 2: Empower Compassionate Global Citizens**

- Academic Extension embedded through Debating, Brain Bee, Children's University and Tournament Of Minds
- Elective developed for Year 9 and 10 students to learn online with one of the universities around the world
- F1 In Schools Year 9 boys' team won the State Final
- Junior School Arts Program involved 84 students participating in the Dynamics Choir and 36 students participating in Columba Rumba
- Music Scholarships were offered to 36 current students
- The Musical – Sound of Music involved 80 students in Years 6-12
- The St Columba Arts Competition had 319 entries from Years 2-12
- Wellbeing Scope and Sequence developed
- Reviewed the Student Reward and Recognition processes
- Year of Gratitude and Mindfulness and showing acts of Kindness promoted
- Engagement of a Social Worker to support the community.

### **Goal 3: Deliver High Quality Teaching**

- 100% SACE completion with the ATAR
- Curriculum review of all subjects offered
- Staff showcased good exemplars of high-quality student learning.

### **Goal 4: Enhance Partnerships**

- Learning exchange for The Arts with Taiwan University
- Explored a learning exchange with the Indonesian Embassy
- Hosted the launch and participated in the new Northern Schools Girls' Football League
- Host and founding member of Northern Schools Debating Hub
- Promoted volunteers participation and induction processes improved
- 52 Australian Defence Force students supported with clubs and activities
- 55 families enrolled in Playgroup with an average of 25 children attending each week
- Foodbank continued to serve breakfast to an average of 160 students each week across the Years R-5 and 6-9
- 300 students enrolled in the OSHC service. Average daily attendance after school was 84 and before school being 46 children.

### **Goal 5: Be an Enterprising College**

- Building project for Middle School students undertaken
- Academic scholarships offered for current students with high potential in 2023
- Brand strategy implemented with good news stories across varying social platforms
- Budget surplus achieved.

**Ms Leanne Carr**  
Principal





## 2022 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 2022 August Census is given opposite:

Total Enrolments (R-12) .....	1441
Girl Enrolments (R-12) .....	694
Boy Enrolments (R-12).....	747
Aboriginal Students.....	48
Students Who Speak A Language Other Than English.....	463
R-12 Student Attendance Rate.....	86%

### ENROLMENT DATA 2022 – 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
99	98	102	112	102	108	111	133	127	141	127	99	82	1441

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 2021 and 2022:

2021 ENROLMENT DATA			2022 ENROLMENT DATA		
R-5	6-12	TOTAL	R-5	6-12	TOTAL
612	796	1408	621	820	1441

# FAITH & *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 2022 is identified below:

Anglican:.....	138
Catholic: .....	288
Buddhist:.....	29
Hindu: .....	8
Muslim:.....	55
Lutheran: .....	17
Orthodox: .....	13
Pentecostal:.....	30
Sikh:.....	13
Uniting: .....	15
Other Christian:.....	253
No Religious Affiliation/Unknown: .....	580



# CULTURE & *language*

Arabic .....	8
Bari (Sudan) .....	1
Creole Mauritian .....	2
Dari (Afghanistan) .....	32
Dinka (Sudan).....	205
English .....	976
English (Pidgin) .....	1
Farsi (Afghanistan) .....	8
Filipino .....	2
Hausa (West Africa) .....	3
Hazaragi (Afghanistan).....	15
Hindi.....	3
Indonesian.....	3
Khmer .....	29
Kirundi (Tanzania/Uganda).....	39
Lao.....	5
Madi .....	17
Nepali.....	3
Punjabi .....	15
Shona (Zimbabwe).....	4
Swahili (Kiswahili) .....	38
Tagalog (Philippines) .....	9
Vietnamese .....	19
Zo.....	1
Zulu .....	1

# TEACHER STANDARDS & *qualifications*

## FORMAL ACADEMIC QUALIFICATIONS OF TEACHING STAFF:

Doctoral Degree.....	1
Master's Degree.....	12
Master of Teaching.....	4
Graduate Diploma.....	10
Graduate Certificate.....	14
Bachelor Degree.....	94
Diploma of Teaching.....	9
TAFE Certificate.....	5
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 60 hours of Professional Learning in each three 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.

St Columba College has provided substantial support by means of funding and time to staff in order to assist them with accessing Professional Learning 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.

The most significant areas of professional learning accessed throughout 2022 have been:

1. Mission and Vision of the College
2. Scaffolding Literacy for EALD Learners: oral language, reading and writing
3. Mathematics for Rec – Year 5 learners
4. Berry Street Model of Education
5. Cybersafe Training.

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



# WORKFORCE *composition*

## DURING 2022, THERE WERE:

Teaching Staff ..... **123**

Full-Time Equivalent  
Teaching Staff ..... **110.7**

Non-Teaching Staff ..... **91**

Full-Time Equivalent  
Non-Teaching Staff ..... **56.6**



Oversight and responsibility for the daily operations of the College as an R-12 community during 2022 was shared by the College Leadership Team. The College Leadership Team was comprised of the following staff:

- The Principal
- R-12 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 2022 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, 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/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 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 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 2022, the average student attendance rate was 86.2%.

AVERAGE STUDENT ATTENDANCE BY SCHOOL AND COLLEGE (%)					
SCHOOL	TERM 1	TERM 2	TERM 3	TERM 4	AVERAGE
R-5	84.6	88.0	89.8	89.6	88.0
6-9	82.8	85.5	86.1	87.1	85.4
10-12	84.3	83.6	81.5	85.0	83.6
R-12	83.9	86.2	86.7	87.9	86.2





## 2022 NAPLAN *review*

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.

NAPLAN tests are only one aspect of the College'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.

The assessments are undertaken nationwide in May every year over a period of two weeks. From 2023, the test window is moving from May to March.

NAPLAN is made up of tests in 4 areas (or 'domains'):

- Reading
- Writing
- Conventions of language (spelling, grammar and punctuation)
- Numeracy.

Since 2022, NAPLAN is delivered exclusively digitally (with the exception of 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.

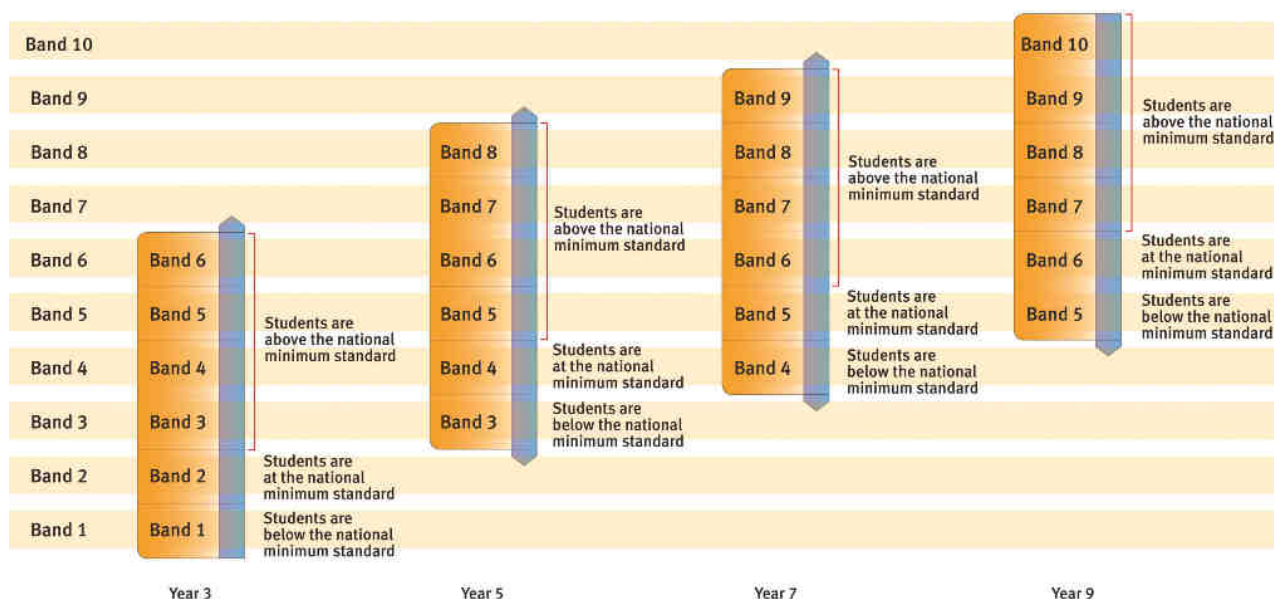
## NATIONAL MINIMUM STANDARDS (NMS)

The NAPLAN assessment scale is divided into 10 bands to record student results in the tests. Band 1 is the lowest band and Band 10 is the highest band. The National Minimum Standards encompass one band at each year level and therefore represent a wide range of the typical skills demonstrated by students at this level.

Students who are below the National Minimum Standards have not achieved the learning outcomes expected for their year level. They are at risk of being unable to progress satisfactorily at school without targeted intervention.

For NAPLAN results, a National Minimum Standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

**National Assessment Program—Literacy and Numeracy National Assessment Scale**



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'. The 2022 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 2022 NAPLAN participation in detail:

Participation Count	Grammar & Punctuation	Numeracy	Reading	Spelling	Writing
<b>Year 3</b>	115	115	115	115	115
Absent	4	3	1	4	2
Present	108	109	113	108	112
Withdrawn	3	3	1	3	1
<b>Year 5</b>	105	105	105	105	105
Absent	1	1		1	1
Present	103	103	104	103	103
Withdrawn	1	1	1	1	1
<b>Year 7</b>	139	139	139	139	139
Absent	9	14	9	9	14
Present	125	120	125	125	120
Withdrawn	5	5	5	5	5
<b>Year 9</b>	139	139	139	139	139
Absent	10	13	13	10	8
Present	127	124	124	127	129
Withdrawn	2	2	2	2	2
<b>2022 Grand Total</b>	<b>498</b>	<b>498</b>	<b>498</b>	<b>498</b>	<b>498</b>

Overall the results of NAPLAN 2022 are encouraging and many metrics show an improvement to last year's outcomes. Whilst we are not 'teaching to the test', the College has put into place a number of literacy and numeracy strategies to improve student outcomes which are reflected in the improvement in results in 2022. Intentionally, literacy and numeracy (together with digital literacy) have become focus topics of all aspects of the curriculum and at all year levels. Upskilling teachers to deliver these foundational skills in their subject areas is an ongoing process.

There are many ways of reading and presenting data and in 2022 ACARA has provided schools for the first time with a comprehensive analysis tool.

A complicating factor is that due to COVID-restrictions, there has been no NAPLAN testing in 2020, which means individual and collective student growth from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 cannot be measured.

In addition, 2022 was the first year nationwide and the second year at St Columba College were NAPLAN was conducted exclusively digitally and as an adaptive

standardised test, making datasets from 2019 and prior less indicative of changes and trends.

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).

The following presents an executive summary of the 2022 result information. It shows the mean scores for each assessed year level and the percentage of our students who have met the National Minimum Standards (NMS, see above). The 2021 results are provided to indicate growth trajectories.

In addition, the proficiency band distribution is provided for each year level. Those tables show what bands our students results fall into, compared to the national average. Improvement can be seen in shifts on the band scale, here from left to right. For context and growth indication, the 2021 results are also provided. Please note: the band tables exclude the percentage of students who have been exempt or withdrawn from NAPLAN.



## YEAR 3

The Year 3 mean scores have improved in all domains in comparison with 2021, with the exception of Writing. Likewise the percentage of students who achieved the NMS has increased or was stable in all areas but Writing.

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Reading	-	372.2	398.3	-	3	4	-	92%	96%
Writing	-	380.2	373	-	4	3	-	95%	93%
Spelling	-	353.9	380.3	-	3	4	-	77%	86%
Grammar and Punctuation	-	368.8	379.5	-	3	4	-	87%	87%
Numeracy	-	347.4	356	-	3	3	-	89%	89%

The proficiency band distribution trends into a positive direction with a reduction of students at the lower end (Band 2) and an increase in the two top bands (Bands 5 & 6). The results are, however, still below the national average.

	Band 1 %	Nat %	Band 2 %	Nat %	Band 3 %	Nat %	Band 4 %	Nat %	Band 5 %	Nat %	Band 6 %	Nat %
2021 Year 03	9.9	4.2	18.1	7.8	22.6	14.9	27.4	24.8	16.1	25.0	4.0	27.5
2022 Year 03	9.8	4.2	14.2	8.3	24.9	15.9	23.5	23.4	18.2	23.9	9.5	28.1

## YEAR 5

The Year 5 cohort mean scores have improved across all domains, in some areas like Reading and Writing significantly. With this, the percentage of students meeting the NMS achievement standard has increased in all areas (including 98% for Spelling and Numeracy).

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Reading	-	462.7	482.1	-	5	6	-	90%	96%
Writing	-	438.5	453	-	5	5	-	85%	91%
Spelling	-	482.4	485.8	-	6	6	-	89%	98%
Grammar and Punctuation	-	459	463	-	5	5	-	88%	92%
Numeracy	-	447.8	453.7	-	5	5	-	88%	98%

The proficiency band distribution also reflects the positive trend of the mean scores. The percentage of students in the lowest band (Band 3) has more than halved while the number in the middle (Bands 5 & 6) and the top bands (Band 8) have increased. It is worth pointing out that in Band 6, which is two bands above the NMS, our scores are in-line with the national average.

	Band 3 %	Nat %	Band 4 %	Nat %	Band 5 %	Nat %	Band 6 %	Nat %	Band 7 %	Nat %	Band 8 %	Nat %
2021 Year 5	10.2	4.4	17.6	10	31.8	23.3	23.6	29.2	13	22.8	1.7	13.7
2022 Year 5	4.8	4.4	18.8	10.9	33.9	23.7	28.7	29.1	11.2	22.2	2.5	12.4

## YEAR 7

While the percentage of students meeting the NMS for Reading and Writing has actually increased, the mean score at Year 7 level has decreased in a few domains. However, it is worth noting that this only impacted on decreasing in one Mean Scores as Proficiency Band (Spelling) area.

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Reading	-	511.4	511.1	-	6	6	-	89%	93%
Writing	-	502	509.9	-	6	6	-	85%	94%
Spelling	-	534.9	524.5	-	7	6	-	92%	91%
Grammar and Punctuation	-	510.4	502.5	-	6	6	-	89%	86%
Numeracy	-	513.7	498.9	-	6	6	-	89%	85%

	Band 4 %	Nat %	Band 5 %	Nat %	Band 6 %	Nat %	Band 7 %	Nat %	Band 8 %	Nat %	Band 9 %	Nat %
2021 Year 7	6.9	6.8	19.9	13	31.4	24.4	21.7	28.1	13	19.5	2.8	8.4
2022 Year 7	10.1	6.1	18.7	12.6	32.7	24.7	25.7	27.7	10.2	19.4	2.6	9.5

## YEAR 9

The results development at Year 9 level has been a real success story with the overall mean scores improving across all domains, substantially in some areas. Connected, the percentage of students meeting the NMS has lifted across the board as well.

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Reading	-	541.6	565.7	-	7	7	-	82%	90%
Writing	-	528.9	541.2	-	6	7	-	79%	83%
Spelling	-	541.8	562.2	-	7	7	-	84%	90%
Grammar and Punctuation	-	540.9	551.5	-	7	7	-	82%	84%
Numeracy	-	545.1	564.3	-	7	7	-	91%	98%

The proficiency band table also indicates strong growth in this cohort of students. The lowest two bands have decreased while the other four bands have all increased in numbers.

	Band 5 %	Nat %	Band 6 %	Nat %	Band 7 %	Nat %	Band 8 %	Nat %	Band 9 %	Nat %	Band 10 %	Nat %
2021 Year 9	16.3	10.2	28	16	30.7	27.3	17.2	26.9	6.5	14.5	1.3	4.7
2022 Year 9	11.3	10.4	20	15.9	33.6	27.7	22	27	10.6	14.4	2.5	5.9







# SENIOR *secondary outcomes*

## SUMMARY 2022 SACE RESULTS

- 100% SACE completion
- 99.8% of our scores were either A, B, or C
- 93 A grades were achieved in a wide variety of subjects
- 62% of grades were either A or B
- 3 Students achieved an ATAR in the 90s
- 2 Merits achieved.

### Key Highlights

- 77 students undertook the SACE in 2022 with 100% successful completion
- The Dux of the College with an ATAR of 96.85 was Sunteakry Tan. Our next highest performing students were Jessica Shuttleworth (93.65) and Christina Phan (91.9)
- 3 students achieved an ATAR in the 90s (top 10% of the state), with a further 6 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 Alicia Robertson for Food and Hospitality and Nathan Johnson for Society and Culture.

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

- A band: 18.9%
- B band: 43.1%
- C band: 37.8%
- D band: 0.2%

This represents a 99.8% achievement level at C- or better across all Stage 2 enrolment.

## VOCATIONAL EDUCATION AND TRAINING (VET)

In 2022, 37 Senior School students participated in nationally accredited training courses at Certificate I, II or III 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 Studies
- Certificate III in Animal Studies
- Certificate II in Automotive Servicing Technology
- Certificate I in Workplace Skills
- Certificate II in Construction Pathways
- Certificate III in Design Fundamentals
- Certificate III in Dance
- Certificate III in Information Technology (Game Development Foundations)
- Introduction to Fashion Design
- Certificate III in Applied Fashion Design and Technology
- Introduction to Make-up
- Certificate III in Beauty Services
- Certificate III in Sport – Athlete
- Certificate II in Electro-technology (Career Start).

## POST SCHOOL DESTINATIONS

- 48 Students undertook and paid for SATAC applications in 2022. 50 Students undertook and paid for SATAC applications in 2022
- 43 Students received an offer (87%). 47 Students received an offer to university (94%) in 2022
- 32 Students were offered their first preference (65%) in 2022. 29 students were offered their first preference (58%) in 2022

### University / Numbers of Students Offered

University	2021 Cohort For 2022	2022 Cohort For 2023
Adelaide University	12	12
Flinders University	4	6
University of SA	23	23
SABIT	7	2
Tabor University	1	0

### 2022 Student Offers For 2023:

- B Human Movement / M Teaching (x2)
- B Aviation (Pilot)
- D Engineering
- B Psych (Counselling)
- B Secondary Ed (Hons)
- B Bus / M Finance
- B Arts (Psychology)
- B Exercise & Sport Science

- B Arts / M Teaching (Secondary) (x2)
- B Sci (Animal Behaviour)
- B Eng (Hons) (Flexible)
- D Eng/B Eng Hons Civil & Struc
- B Science
- B Health & Medical Sci
- B Eng (Hons) - Eng Pathway
- B Teach Sec/Arts
- B Bus (Real Estate Prac)
- B International Relations Dbl
- B Primary Ed (Hons)
- B Nursing (Pre-Reg) (x3)
- B Environmental Science
- B Math And Comp Sciences
- B Eng (Hons) - Eng Pathway
- B Human Move/B Nutrition
- B Nursing (x3)
- B Health Sciences
- B Film And Television
- B Health Sci (Phys & Neur)
- B Secondary Ed (Hons)
- B Criminology
- B Media (Journalism)
- B Early Child Ed (Hons)
- B Mathematical Sciences
- B Pharm Sci/B Phar (Hons)
- B Psychological Science
- B Speech Path (Hons)
- B Primary Ed (Hons).

# SATISFACTION SURVEYS:

## *students, staff, parents and caregivers*

Surveys and forums were conducted on a regular basis and in 2022 students, staff and parents completed online surveys. These evaluations will continue to inform the Leadership Team in their decision making.

### STUDENT SATISFACTION SURVEY | YEARS 3-5 | 187 RESPONSES

5 STARS - Very high | 4 STARS - High | 3 STARS - Satisfactory | 2 STARS - Low | 1 STAR - Very Low

1. **Teachers at this College expect students to do their best: Average Rating 4.36**  
Level 1: 2 (1%), Level 2: 3 (2%), Level 3: 22 (12%), Level 4: 58 (31%), Level 5: 102 (55%)
2. **Students care about our College: Average Rating 3.64**  
Level 1: 6 (3%), Level 2: 15 (8%), Level 3: 59 (32%), Level 4: 65 (35%), Level 5: 49 (22%)
3. **I like being at St Columba College: Average Rating 4.08**  
Level 1: 6 (3%), Level 2: 16 (9%), Level 3: 26 (14%), Level 4: 48 (25%), Level 5: 90 (48%)
4. **I have friends at School: Average Rating 4.59**  
Level 1: 2 (2%), Level 2: 5 (3%), Level 3: 12 (6%), Level 4: 25 (14%), Level 5: 140 (76%)
5. **My teachers motivate me to learn: Average Rating 4.35**  
Level 1: 2 (1%), Level 2: 3 (2%), Level 3: 23 (12%), Level 4: 58 (31%), Level 5: 100 (54%)
6. **My teacher recognises my strengths: Average Rating 4.00**  
Level 1: 7 (4%), Level 2: 8 (4%), Level 3: 38 (21%), Level 4: 55 (30%), Level 5: 75 (41%)
7. **My teachers praise my hard work when I do something well: Average Rating 4.12**  
Level 1: 4 (2%), Level 2: 10 (5%), Level 3: 26 (14%), Level 4: 62 (34%), Level 5: 80 (44%)
8. **The Gold Slip Rewards (VIP Canteen Access, Pizza Lunches and End of Year Excursions) motivate me to try to get Gold Slips: Average Rating 3.34**  
Level 1: 25 (14%), Level 2: 22 (12%), Level 3: 46 (25%), Level 4: 47 (26%), Level 5: 44 (24%)
9. **My teachers expect me to do my best: Average Rating 4.67**  
Level 1: (0%), Level 2: 1 (1%), Level 3: 7 (4%), Level 4: 43 (24%), Level 5: 131 (72%)
10. **My teachers develop my learning skills: Average Rating 4.30**  
Level 1: 5 (3%), Level 2: 2 (1%), Level 3: 23 (12%), Level 4: 58 (31%), Level 5: 98 (53%)
11. **My teachers develop my spiritual development: Average Rating 3.91**  
Level 1: 6 (3%), Level 2: 10 (6%), Level 3: 35 (19%), Level 4: 73 (40%), Level 5: 57 (31%)
12. **My teachers develop my social skills: Average Rating 3.88**  
Level 1: 7 (4%), Level 2: 16 (9%), Level 3: 37 (20%), Level 4: 52 (29%), Level 5: 69 (38%)
13. **My teachers care about how I feel: Average Rating 4.25**  
Level 1: 8 (4%), Level 2: 7 (4%), Level 3: 21 (11%), Level 4: 43 (23%), Level 5: 106 (57%)
14. **My school gives me opportunities to do interesting things: Average Rating 4.13**  
Level 1: 4 (2%), Level 2: 10 (6%), Level 3: 33 (18%), Level 4: 46 (35%), Level 5: 88 (49%)
15. **My teachers provide me with useful feedback about my schoolwork: Average Rating 4.12**  
Level 1: 6 (3%), Level 2: 9 (5%), Level 3: 29 (16%), Level 4: 49 (27%), Level 5: 86 (48%)
16. **My teachers treat me fairly: Average Rating 4.08**  
Level 1: 6 (3%), Level 2: 8 (4%), Level 3: 39 (21%), Level 4: 41 (23%), Level 5: 88 (48%)



17. *I have been taught strategies that I can use to help me with my self-regulation: Average Rating 4.04*  
Level 1: 8 (5%), Level 2: 9 (5%), Level 3: 29 (16%), Level 4: 53 (30%), Level 5: 78 (44%)
18. *I feel that I belong to my House: Average Rating 4.03*  
Level 1: 16 (9%), Level 2: 9 (5%), Level 3: 23 (13%), Level 4: 40 (22%), Level 5: 95 (52%)
19. *I feel that I belong to my class: Average Rating 4.04*  
Level 1: 13 (7%), Level 2: 8 (4%), Level 3: 30 (17%), Level 4: 34 (19%), Level 5: 93 (52%)
20. *Our College is well maintained: Average Rating 3.93*  
Level 1: 3 (2%), Level 2: 13 (7%), Level 3: 43 (24%), Level 4: 57 (31%), Level 5: 65 (36%)
21. *I feel safe in the classroom: Average Rating 4.02*  
Level 1: 15 (8%), Level 2: 10 (6%), Level 3: 29 (16%), Level 4: 30 (17%), Level 5: 97 (54%)
22. *I feel safe at recess and lunchtimes: Average Rating 3.84*  
Level 1: 10 (6%), Level 2: 14 (8%), Level 3: 34 (19%), Level 4: 58 (32%), Level 5: 64 (35%)
23. *I can talk to at least one staff member if I have a concern: Average Rating 4.09*  
Level 1: 8 (4%), Level 2: 14 (8%), Level 3: 30 (17%), Level 4: 31 (17%), Level 5: 98 (54%)
24. *Student behaviour is well managed at school: Average Rating 3.36*  
Level 1: 16 (9%), Level 2: 29 (16%), Level 3: 45 (25%), Level 4: 59 (32%), Level 5: 34 (19%)
25. *The College takes students' opinions seriously: Average Rating 3.75*  
Level 1: 11 (6%), Level 2: 8 (4%), Level 3: 52 (29%), Level 4: 50 (28%), Level 5: 57 (32%)
26. *The College looks for ways to improve: Average Rating 4.13*  
Level 1: 6 (3%), Level 2: 8 (4%), Level 3: 26 (14%), Level 4: 57 (31%), Level 5: 84 (46%)
27. *Overall, I am happy in what I have achieved this year: Average Rating 4.27*  
Level 1: 7 (4%), Level 2: 8 (4%), Level 3: 20 (11%), Level 4: 39 (22%), Level 5: 105 (59%)

## STUDENT SATISFACTION SURVEY | YEARS 6-11 | 296 RESPONSES

5 STARS - Very high | 4 STARS - High | 3 STARS - Satisfactory | 2 STARS - Low | 1 STAR - Very Low

1. *Teachers at this school expect students to do their best: Average Rating 3.92*  
Level 1: 10 (3%), Level 2: 11 (4%), Level 3: 65 (22%), Level 4: 115 (39%), Level 5: 94 (32%)
2. *Students care about our College: Average Rating 2.75*  
Level 1: 37 (13%), Level 2: 82 (28%), Level 3: 105 (36%), Level 4: 56 (19%), Level 5: 13 (4%)
3. *I like being at St Columba College: Average Rating 3.11*  
Level 1: 53 (18%), Level 2: 35 (12%), Level 3: 83 (28%), Level 4: 72 (25%), Level 5: 50 (17%)
4. *I have friends at school: Average Rating 4.21*  
Level 1: 11 (4%), Level 2: 15 (5%), Level 3: 41 (13%), Level 4: 59 (20%), Level 5: 167 (57%)
5. *I feel known by staff: Average Rating 3.40*  
Level 1: 19 (6%), Level 2: 53 (18%), Level 3: 81 (27%), Level 4: 76 (26%), Level 5: 66 (22%)
6. *My teachers motivate me to learn: Average Rating 3.25*  
Level 1: 26 (9%), Level 2: 43 (15%), Level 3: 98 (33%), Level 4: 85 (29%), Level 5: 41 (14%)
7. *My teachers recognise my strengths: Average Rating 3.18*  
Level 1: 27 (9%), Level 2: 50 (17%), Level 3: 100 (34%), Level 4: 74 (25%), Level 5: 41 (14%)
8. *My teachers praise my hard work when I do something well: Average Rating 3.13*  
Level 1: 43 (15%), Level 2: 46 (15%), Level 3: 90 (31%), Level 4: 59 (20%), Level 5: 56 (19%)
9. *The Gold Slip rewards - VIP Canteen access, Pizza lunches and end of year excursion - motivate me to try to get Gold Slips: Average Rating 2.79*  
Level 1: 86 (2%), Level 2: 56 (19%), Level 3: 48 (16%), Level 4: 43 (15%), Level 5: 61 (21%)

10. ***Blue Slips and Behaviours deter me from making poor choices: Average Rating 2.99***  
Level 1: 73 (25%), Level 2: 39 (13%), Level 3: 59 (20%), Level 4: 57 (20%), Level 5: 63 (22%)
11. ***My teachers expect me to do my best: Average Rating 3.98***  
Level 1: 8 (3%), Level 2: 17 (6%), Level 3: 63 (21%), Level 4: 92 (31%), Level 5: 114 (39%)
12. ***My teachers develop my learning skills: Average Rating 3.27***  
Level 1: 23 (8%), Level 2: 40 (14%), Level 3: 106 (36%), Level 4: 86 (29%), Level 5: 39 (13%)
13. ***My teachers develop my spiritual development: Average Rating 2.57***  
Level 1: 77 (26%), Level 2: 57 (20%), Level 3: 92 (32%), Level 4: 47 (16%), Level 5: 19 (7%)
14. ***My teachers develop my social skills: Average Rating 2.69***  
Level 1: 66 (23%), Level 2: 78 (27%), Level 3: 61 (21%), Level 4: 51 (18%), Level 5: 35 (12%)
15. ***My teachers care about how I feel: Average Rating 3.01***  
Level 1: 48 (17%), Level 2: 51 (18%), Level 3: 84 (29%), Level 4: 63 (22%), Level 5: 44 (15%)
16. ***My school gives me opportunities to do interesting things: Average Rating 3.21***  
Level 1: 27 (9%), Level 2: 58 (20%), Level 3: 76 (26%), Level 4: 82 (28%), Level 5: 46 (16%)
17. ***My teachers provide me with useful feedback about my schoolwork: Average Rating 3.24***  
Level 1: 28 (10%), Level 2: 44 (15%), Level 3: 95 (32%), Level 4: 81 (28%), Level 5: 45 (15%)
18. ***My teachers treat me fairly: Average Rating 3.22***  
Level 1: 35 (12%), Level 2: 46 (16%), Level 3: 88 (30%), Level 4: 69 (23%), Level 5: 56 (19%)
19. ***I have a good understanding of my wellbeing: Average Rating 3.33***  
Level 1: 38 (23%), Level 2: 35 (12%), Level 3: 74 (25%), Level 4: 86 (29%), Level 5: 61 (21%)
20. ***I have been taught strategies that I can use to help me with my self-regulation: Average Rating 2.84***  
Level 1: 52 (18%), Level 2: 59 (20%), Level 3: 93 (32%), Level 4: 57 (20%), Level 5: 30 (10%)
21. ***I feel that I belong to my House: Average Rating 3.20***  
Level 1: 46 (16%), Level 2: 45 (16%), Level 3: 73 (25%), Level 4: 54 (19%), Level 5: 70 (24%)
22. ***I feel that I belong to my Kinship class: Average Rating 3.34***  
Level 1: 40 (14%), Level 2: 34 (12%), Level 3: 79 (27%), Level 4: 70 (24%), Level 5: 72 (24%)
23. ***Our College is well maintained: Average Rating 2.85***  
Level 1: 39 (13%), Level 2: 72 (25%), Level 3: 104 (35%), Level 4: 50 (17%), Level 5: 28 (10%)
24. ***I feel safe in the classroom: Average Rating 3.51***  
Level 1: 29 (10%), Level 2: 27 (9%), Level 3: 78 (27%), Level 4: 83 (28%), Level 5: 76 (26%)
25. ***I feel safe at recess and lunchtimes: Average Rating 3.72***  
Level 1: 17 (6%), Level 2: 26 (9%), Level 3: 70 (24%), Level 4: 86 (30%), Level 5: 92 (32%)
26. ***I can talk to at least one staff member if I have a concern: Average Rating 3.39***  
Level 1: 58 (20%), Level 2: 25 (9%), Level 3: 55 (19%), Level 4: 52 (18%), Level 5: 102 (35%)
27. ***Student behaviour is well managed at school: Average Rating 2.44***  
Level 1: 3 (2%), Level 2: 13 (7%), Level 3: 43 (24%), Level 4: 57 (31%), Level 5: 65 (36%)
28. ***The College takes students' opinions seriously: Average Rating 2.50***  
Level 1: 81 (28%), Level 2: 65 (22%), Level 3: 81 (28%), Level 4: 45 (16%), Level 5: 18 (6%)
29. ***The College looks for ways to improve: Average Rating 3.11***  
Level 1: 40 (14%), Level 2: 51 (18%), Level 3: 79 (27%), Level 4: 72 (25%), Level 5: 46 (16%)
30. ***Overall, I am happy in what I have achieved this year: Average Rating 3.44***  
Level 1: 35 (12%), Level 2: 35 (12%), Level 3: 64 (22%), Level 4: 83 (28%), Level 5: 75 (26%)

## PARENT SATISFACTION SURVEY | 99 RESPONSES

1. *As a parent I feel welcomed at school*  
Strongly Disagree: 4, Disagree: 5, Neither Agree/Disagree: 26, Agree: 39, Strongly Agree: 23, N/A: 1
2. *As a parent I feel connected to the school community*  
Strongly Disagree: 10, Disagree: 24, Neither Agree/Disagree: 32, Agree: 24, Strongly Agree: 5, N/A: 3
3. *Teachers at this school expect my child to do his or her best*  
Strongly Disagree: 2, Disagree: 7, Neither Agree/Disagree: 10, Agree: 54, Strongly Agree: 24, N/A: 0
4. *Teachers at this school provide my child with useful feedback about his or her school work*  
Strongly Disagree: 3, Disagree: 15, Neither Agree/Disagree: 27, Agree: 37, Strongly Agree: 16, N/A: 0
5. *Teachers at this school treat students fairly*  
Strongly Disagree: 8, Disagree: 25, Neither Agree/Disagree: 26, Agree: 26, Strongly Agree: 14, N/A: 0
6. *This school is well maintained*  
Strongly Disagree: 2, Disagree: 6, Neither Agree/Disagree: 14, Agree: 47, Strongly Agree: 30, N/A: 0
7. *My child feels safe at this school*  
Strongly Disagree: 6, Disagree: 16, Neither Agree/Disagree: 25, Agree: 33, Strongly Agree: 19, N/A: 0
8. *I can talk to my child's teachers about my concerns*  
Strongly Disagree: 2, Disagree: 8, Neither Agree/Disagree: 18, Agree: 39, Strongly Agree: 31, N/A: 0
9. *Student behaviour is well managed at this school*  
Strongly Disagree: 16, Disagree: 31, Neither Agree/Disagree: 19, Agree: 22, Strongly Agree: 11, N/A: 0
10. *My child likes being at this school*  
Strongly Disagree: 7, Disagree: 13, Neither Agree/Disagree: 20, Agree: 41, Strongly Agree: 18, N/A: 0
11. *This school looks for ways to improve*  
Strongly Disagree: 5, Disagree: 16, Neither Agree/Disagree: 35, Agree: 26, Strongly Agree: 16, N/A: 2
12. *This school takes parents' opinions seriously*  
Strongly Disagree: 12, Disagree: 25, Neither Agree/Disagree: 30, Agree: 23, Strongly Agree: 8, N/A: 1
13. *Teachers at this school motivate my child to learn*  
Strongly Disagree: 5, Disagree: 8, Neither Agree/Disagree: 25, Agree: 44, Strongly Agree: 16, N/A: 0
14. *My child is making good progress at this school*  
Strongly Disagree: 6, Disagree: 10, Neither Agree/Disagree: 23, Agree: 39, Strongly Agree: 20, N/A: 0
15. *My child's learning needs are being met at this school*  
Strongly Disagree: 8, Disagree: 15, Neither Agree/Disagree: 21, Agree: 37, Strongly Agree: 17, N/A: 0
16. *This school works with me to support my child's learning*  
Strongly Disagree: 4, Disagree: 12, Neither Agree/Disagree: 26, Agree: 40, Strongly Agree: 16, N/A: 0
17. *Teachers at the school recognise my child's strengths*  
Strongly Disagree: 3, Disagree: 14, Neither Agree/Disagree: 24, Agree: 37, Strongly Agree: 19, N/A: 0
18. *Teachers at the school provide positive praise when my child does something well*  
Strongly Disagree: 3, Disagree: 9, Neither Agree/Disagree: 16, Agree: 41, Strongly Agree: 29, N/A: 0
19. *This school prioritises the development of my whole child - academic, social, emotional and spiritual*  
Strongly Disagree: 9, Disagree: 21, Neither Agree/Disagree: 30, Agree: 24, Strongly Agree: 15, N/A: 0
20. *This school has a variety of programs for my child to get involved in*  
Strongly Disagree: 6, Disagree: 12, Neither Agree/Disagree: 21, Agree: 43, Strongly Agree: 15, N/A: 1
21. *This school provides clear communication that is timely*  
Strongly Disagree: 15, Disagree: 27, Neither Agree/Disagree: 21, Agree: 24, Strongly Agree: 12, N/A: 0



## STAFF SATISFACTION SURVEY | 129 RESPONSES - 87 TEACHERS, 42 ESOS

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1. *I am mainly located at:*  
Junior School: Teacher 30, ESO 20  
Middle School: Teacher 39, ESO 19  
Senior School: Teacher 18, ESO 3
2. *Staff at this school expect students to do their best*  
Strongly Disagree: 2, Disagree: 3, Neither Agree/Disagree: 25, Agree: 74, Strongly Agree: 39, N/A: 2
3. *The College prioritises the holistic development of students*  
Disagree: 9, Neither Agree/Disagree: 25, Agree: 79, Strongly Agree: 11, N/A: 5
4. *Teachers at this school provide students with useful feedback about their schoolwork.*  
Disagree: 1, Neither Agree/Disagree: 19, Agree: 78, Strongly Agree: 19, N/A: 11
5. *I believe all teachers at this school treat students fairly.*  
Strongly Disagree: 1 Disagree: 10, Neither Agree/Disagree: 23, Agree: 68, Strongly Agree: 18, N/A: 6
6. *The College is well maintained.*  
Strongly Disagree: 3, Disagree: 9, Neither Agree/Disagree: 18, Agree: 70, Strongly Agree: 29
7. *Students feel safe in my classroom.*  
Strongly Disagree: 1, Disagree: 3, Neither Agree/Disagree: 14, Agree: 48, Strongly Agree: 42, N/A: 19
8. *Students at this school can talk to their teachers about their concerns.*  
Disagree: 1, Neither Agree/Disagree: 19, Agree: 75, Strongly Agree: 26, N/A: 7
9. *I feel confident to contact parents about any concerns.*  
Strongly Disagree: 2, Disagree: 9, Neither Agree/Disagree: 13, Agree: 56, Strongly Agree: 28, N/A: 19
10. *Student behaviour is well managed at the College.*  
Strongly Disagree: 15, Disagree: 44, Neither Agree/Disagree: 45, Agree: 17, Strongly Agree: 2, N/A: 6
11. *I feel students like being at this school.*  
Strongly Disagree: 2, Disagree: 17, Neither Agree/Disagree: 43, Agree: 57, Strongly Agree: 6, N/A: 3
12. *The College looks for ways to improve.*  
Strongly Disagree: 3, Disagree: 5, Neither Agree/Disagree: 11, Agree: 85, Strongly Agree: 23, N/A: 1
13. *The day-to-day organisation across R-5, 6-9 or 10-12 is well managed.*  
Strongly Disagree: 4, Disagree: 21, Neither Agree/Disagree: 38, Agree: 53, Strongly Agree: 410, N/A: 2
14. *The College takes staff opinions seriously.*  
Strongly Disagree: 6, Disagree: 18, Neither Agree/Disagree: 47, Agree: 47, Strongly Agree: 7, N/A: 3
15. *Teachers at this school motivate students to learn.*  
Strongly Disagree: 1, Disagree: 2, Neither Agree/Disagree: 15, Agree: 86, Strongly Agree: 19, N/A: 6
16. *Students' learning needs are being met at this school.*  
Strongly Disagree: 1, Disagree: 12, Neither Agree/Disagree: 18, Agree: 85, Strongly Agree: 8, N/A: 5
17. *This school works with parents to support their child's learning.*  
Disagree: 8, Neither Agree/Disagree: 31, Agree: 75, Strongly Agree: 9, N/A: 6
18. *I receive useful feedback about my work at the College.*  
Strongly Disagree: 6, Disagree: 19, Neither Agree/Disagree: 34, Agree: 55, Strongly Agree: 13, N/A: 1
19. *I feel supported by others.*  
Strongly Disagree: 2, Disagree: 4, Neither Agree/Disagree: 16, Agree: 79, Strongly Agree: 27
20. *I can express my opinions in team meetings.*  
Strongly Disagree: 2, Disagree: 7, Neither Agree/Disagree: 10, Agree: 68, Strongly Agree: 39, N/A: 3

21. *My colleagues always do what they say they will do.*  
Strongly Disagree: 1, Disagree: 12, Neither Agree/Disagree: 47, Agree: 49, Strongly Agree: 19, N/A: 1
22. *I always keep my promises.*  
Disagree: 1, Neither Agree/Disagree: 6, Agree: 71, Strongly Agree: 51
23. *Leaders always keep their promises.*  
Strongly Disagree: 4, Disagree: 11, Neither Agree/Disagree: 42, Agree: 62, Strongly Agree: 7, N/A: 3
24. *I am listened to by others.*  
Strongly Disagree: 1, Disagree: 5, Neither Agree/Disagree: 27, Agree: 82, Strongly Agree: 14
25. *I am able to be honest.*  
Disagree: 7, Neither Agree/Disagree: 23, Agree: 70, Strongly Agree: 28, N/A: 1
26. *Leaders are honest with me.*  
Strongly Disagree: 2, Disagree: 9, Neither Agree/Disagree: 27, Agree: 73, Strongly Agree: 16, N/A: 2
27. *I am able to ask for help and seek advice.*  
Disagree: 3, Neither Agree/Disagree: 12, Agree: 72, Strongly Agree: 41
28. *I value the expertise of others.*  
Neither Agree/Disagree: 2, Agree: 51, Strongly Agree: 75, N/A: 1
29. *Others value my expertise.*  
Strongly Disagree: 1, Disagree: 4, Neither Agree/Disagree: 32, Agree: 73, Strongly Agree: 15, N/A: 3
30. *I welcome feedback and challenge.*  
Disagree: 1, Neither Agree/Disagree: 2, Agree: 73, Strongly Agree: 52, N/A: 1
31. *Colleagues show goodwill towards me.*  
Disagree: 1, Neither Agree/Disagree: 7, Agree: 82, Strongly Agree: 37, N/A: 1
32. *I trust the members of my team.*  
Disagree: 4, Neither Agree/Disagree: 9, Agree: 64, Strongly Agree: 51, N/A: 1
33. *Staff are well supported at the College.*  
Strongly Disagree: 4, Disagree: 18, Neither Agree/Disagree: 35, Agree: 59, Strongly Agree: 11, N/A: 1
34. *Written communication to staff is clear.*  
Strongly Disagree: 1, Disagree: 18, Neither Agree/Disagree: 32, Agree: 54, Strongly Agree: 23, N/A: 1
35. *Information is communicated in a timely way.*  
Strongly Disagree: 5, Disagree: 34, Neither Agree/Disagree: 35, Agree: 45, Strongly Agree: 10
36. *The College provides opportunities for staff to develop their skills and advance their careers.*  
Strongly Disagree: 4, Disagree: 10, Neither Agree/Disagree: 19, Agree: 76, Strongly Agree: 20
37. *Overall, I feel satisfied in what I have achieved this year.*  
Strongly Disagree: 1, Disagree: 8, Neither Agree/Disagree: 9, Agree: 81, Strongly Agree: 29





## FINANCIAL *Summary*

- An operating surplus of \$4.3M
- Cash reserve of \$6.6M
- Net assets increased to \$55.3M
- \$9.6M in capital works: \$9.2M Master Plan development / \$0.4M ongoing capital works.

### 2022 TOTAL INCOME

