

**St Columban's College,
CABOOLTURE**

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

School progress towards its goals in 2019

70% Year 7-10 students will reach the LMT BENCHMARK 20-24

Our Literacy Monitoring Tool data shows that we did achieve at least 70% of students across Years 7 - 10 reaching the writing monitoring benchmark of 20-24. This is evidenced by the attached powerpoint presentation that was presented at our Collaborative meeting with other cluster schools. As a Write Up school, we have moved forward with a more direct focus on writing improvement. Our WU team meet regularly with Education Officers from BCE who manage this project alongside our lead group at school. The Write Up Team shifted their focus in the second half of last year towards WAT analysis which looked at the stages of the writing process and provided feedback to teachers and students through the various stages. Staff professional development and resource-creation was another focus of the WU Team's work in 2019. The attached implementation plan and survey data helps to frame the context for the ongoing work of the WU Team. The CTJ Day powerpoint presentation provided information to the teaching staff around how Write Up was going to be implemented moving forward and a rationale for the way in which writing was going to be monitored in Term 4.

To engage staff in the RSE program throughout 2019

The RSE program implementation is well underway. All staff participated in a Twilight RSE (3 hour) workshop facilitated by our APRE and Peggy Roe (BCE). Staff spent time deconstructing the RSE Shape Paper and considering curriculum links and resources. All staff have received a copy of the Shape Paper to support their understanding.

The PE staff received professional development on the 13th May from Parish Priest Fr David on Theology of the Body/ and moral, ethical issues. 1/1/2 hours.

PE Curriculum Leader went to the first BCE RSE Orientation day 29th May.

APRE presented to the P &F the implementation of RSE program 3rd June 2019 PE staff attended REAL TALK reflection day 5th June - topic Human Sexuality and relationships.

APRE and staff attended RSE training during Term 3 for implementation across the HPE curriculum by 2020. This was followed by a planning day in Term 4 for all HPE staff.

Alignment of curriculum delivery across Years 7 - 12 in line with ACARA and QCAA documents, with a strong focus on key cognitions and skills present within these syllabus constructs.

Curriculum planning is the first stage of developing curriculum documents which are consistent and aligned with the ACARA and QCAA documents. There was significant investment in terms of shared planning and

collaboration with BCE Education Officers to create a unit planning template that would ensure rigorous and connected curriculum was being planned and aligned to syllabus documents appropriately. This process involved planning sessions with BCE EOs, the Curriculum Leader team, Learning Enhancement and the NCCD School Moderation Team. The second phase of this project looked at how to embed short planning cycles into teacher practice more consistently.

Effective implementation of digital strategies across all areas of learning, ensuring effective use of the Enterprise system, including OneNote/Teams/Engage

A whole digital strategy was implemented. An eLearning coordinator was put in place to manage this project. BCE education officer was accessed for suitable support as a starting point.

There has been a whole school drive towards the use of ENGAGE in 2019. Multiple opportunities for Professional Development in the implementation of this system have been provided. The use of the ENGAGE data has been utilised to monitor and identify areas of behaviour management needs, patterns of behaviour in and around the College, collaborating and communicating between key stakeholders of students who are vulnerable or at-risk. The data has also helped to drive pedagogical engagement and improvement in classrooms. The ENGAGE system has also proven to be one effective tool in tracking evidence for NCCD. Following 12 months of utilising the ENGAGE system, there will be an analysis of the effectiveness of current behaviour management systems at the College.

To embed Catholic Identity across the College, through curriculum programs and religious life of the College activities

Catholic Perspectives through the curriculum are now connected into the new College Unit planner. Teachers are planning with this document and linking directly to these curriculum documents through BCE.

We continue to build our connection with the EREA Touchstones, linking the Touchstones with our behaviour expectations across the College.

The Religious Life of the College activities, including running the Alpha Program for staff. The Alpha Program will be launched to students in Term 4.

Goal	Progress
70% Year 7-10 students will reach the LMT BENCHMARK 20-24	Achieved
To engage staff in the RSE program throughout 2019	Achieved
Alignment of curriculum delivery across Years 7 - 12 in line with ACARA and QCAA documents, with a strong focus on key cognitions and skills present within these syllabus constructs.	Achieved
Effective implementation of digital strategies across all areas of learning, ensuring effective use of the Enterprise system, including OneNote/Teams/Engage	Achieved
To embed Catholic Identity across the College, through curriculum programs and religious life of the College activities	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

- 75% of students in Years 7 - 10 will reach the Writing Analysis Tool (WAT) Benchmark of 20-24.
- Renewed focus on Professional Learning Communities (PLC) as a means of building teacher capacity around pedagogy, student learning, the PB4L framework and wellbeing
- Continue with the effective implementation of new syllabus programs in the senior phase, including responding to the new assessment system.
- Continue to embed a strong Catholic identity throughout all curriculum and pastoral programs (Edmund Rice charism)

- To embed the RSE framework and Catholic Perspectives across the curriculum through authentic links with the Australian Curriculum
- Ensure our teaching spaces are modern, contemporary and engaging for all students.
- For 75% of our students to attend school 90% of the time

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 2019: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	1023	491	532	26

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

Characteristics of the student body

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 close 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 co-curricular pursuits, our students develop a real sense of making a worthwhile contribution. St Columban's College has a flourishing cultural co-curricular 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 2019 was the 'Beauty and the Beast' 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 delivery

Approach to curriculum delivery

The approach to curriculum delivery at St Columban's College is focused on meaningful and engaging learning experiences that reflect the 21st Century skills and cognitions embedded within the New QCE system and Australian Curriculum. Our units are planned in a differentiated way to ensure students are able to access the curriculum in relevant and appropriate ways. The Brisbane Catholic Education Model of Pedagogy underpins our ways of working as a collaborative learning community.

Our Year 7 - 10 curriculum is based around the core subjects of Religious Education, English, Mathematics, Science, Health & Physical Education and Humanities and Social Sciences. We ensure that all students have

significant timetabled time in these core areas. In Year 7 and 8, students complete rotations to allow engagement with all strands of the Arts, Languages and Design curriculum areas. In Year 9 and 10, students complete elective options across a range of syllabus areas, which allows greater discernment and appropriate subject selection for senior.

Our curriculum planning incorporates the cross-curricular priorities, including a focus on literacy, numeracy and digital citizenship. Our College had a clear focus on literacy across the curriculum and engaged in the expected and effective practices for the teaching of literacy through the Brisbane Catholic Education "Write Up" middle years project. The Write Up Project implementation plan will continue into 2020.

1. An innovative and engaging senior curriculum with academic rigour aligned with the new QCE system and the Australian Curriculum.
2. An innovative middle-school program with a focus on design and innovation.
3. A wide range of certificate courses that help to create a blended learning experience that is tailored to the needs of the individual students.
4. MAP (Mentor Academy Program) for extension of students and developing potential in Sport and the Arts and Sports Excellence Program
5. Academy of Music Excellence program
6. School-based traineeships (approx. 80 students)
7. Wide range of General, Applied and VET subjects
8. Aerospace Gateway to Industry School Partnership member
9. Diverse range of support is available for students in the areas of Social and Emotional Wellbeing, Career and Vocational Pathways and Learning Enhancement
10. Inclusive educational pathways underpinned by the charism of Edmund Rice.

Co-curricular activities

Academic	Cultural	Sports	Clubs	Community services	Committees
Australian Business Week English Maths and Science Competitions Debating Business competition University HeadStart Aerospace and Aviation Engagement Program	Music evening Musical/College Production Public speaking College Voices Vocal Group Concert Band Percussion Ensemble String and Saxophone Ensembles Dance Troupe Art Force Movie Mania Technical Sound and Lighting Peace Makers	Swimming Cross-Country AFL Athletics Basketball Cricket Hockey Netball Rugby Union – 7s and 15s Soccer Tennis Volleyball Touch Football Bill Turner Cup Coaching Queensland Independent Secondary School Netball (QISSN) Confraternity Rugby League TAS Competition Catholic Cup Netball Vicky Wilson Netball	Interact Chess Computer Gym Book MineCraft Anime E-Sports	ANZAC Day Nursing home visits Working Bees Holiday Immersion Program ROSIES Outreach College Functions Environmental Committee Ignite GARMA Festival Indigenous Yarning/Basket Weaving group	Spirit Tradition Community

The College also organises trips internationally. In 2018 there was a China cultural trip and the annual Ski trip to NZ.

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 2019, all St Columban's College staff engaged in training and support around the Office 365 suite through Brisbane Catholic Education over a 6-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, with many interactive screens available. Our Digital Learning strategy will be fully implemented in 2020.

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 2019, each year level at the College has 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 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 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 Touch Stones 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 Well Being Team in a modern service centre environment.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	72.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	85.7%
Religious Education at my school is interesting and engaging	62.7%
I see school staff practising the values and beliefs of my school	81.2%
My school looks for ways to improve	87.6%
Students at my school are encouraged to voice their concerns or complaints	78.1%
Teachers treat students fairly at my school	77.1%
Teachers recognise my efforts at school	83.2%
I feel safe at school	85.1%
My school helps me to respect the needs of others	89.3%
I am happy to be at my school	84.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	89.4%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.6%
Religious Education at this school is comprehensive and engaging	90.4%
I see school staff practising the values and beliefs of this school	94.3%
This school is well managed	74.2%
My concerns are taken seriously by the school	87.3%
This school is a safe place to work	95.4%
This school has an inclusive culture	96.9%
This school has a culture of striving for excellence	83.3%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	97.3%
Overall, I am happy with my decision to work at this school	98.5%

[#] '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 co-curricular 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 co-curricular 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

avenues including parent-teacher evenings, electronic communications, social media interaction, event evaluation, surveys and parent forums.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Encourage staff to turn off air-conditioning systems, technology and lighting. All College lighting have been replaced with energy-efficient LED lighting. Systems are in place to ensure items that consume electricity are on timers or are monitored by College staff. The energy consumption of the College was significantly less in 2019 than in previous years. Our recycling program has been linked to the social justice and advocacy work of students and staff through our 'Containers for change' initiative. This program has been recognised by the Moreton Bay Regional Council for its innovation and enterprise.

Environmental footprint indicators	
Years	Electricity kWh
2019	536924

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 our 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	76
Full-time Equivalents	90.3	50.5

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	20
Graduate diploma etc.**	26
Bachelor degree	51
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 2019 were \$127000.

The major professional development initiatives are as follows:

- Relationships and Sexuality Education
- Write Up! Middle Years Writing Project
- Social Justice, Prayer and Edmund Rice Charism
- E-Learning
- New QCE and Senior Schooling Integration
- NCCD
- Engage and PB4L

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.2%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	87.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	81.7%

Average attendance rate per year level			
Year 7 attendance rate	89.8%	Year 10 attendance rate	87.6%
Year 8 attendance rate	88.2%	Year 11 attendance rate	87.7%
Year 9 attendance rate	88.2%	Year 12 attendance rate	83.5%

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	84.7%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Description of how non-attendance is managed by the school

Student attendance is managed by having engaging programs and policies which support a safe, welcoming, inclusive environment. This is based on a vertical House system, which involves a strong framework of pastoral care and house spirit. A school-wide positive behaviour for learning (PB4L) support structure encourages a progressive and affirming culture. Support structures are there to aid and scaffold those in need identified through: Wellbeing, Learning Enhancement and Careers and Pathways Centre, Responsible Thinking process, tutorial programs and pastoral care staff. Each working collaboratively towards successful outcomes in an interventionist approach. Rolls are marked each lesson and follow up on absences occurs following morning PC if the College has not been notified. Text messages are sent home to alert parents of unexplained absences or lateness. Pastoral Leaders and Counsellors also follow up on any unexplained absences in a timely manner. A stepped process is in place to engage students and families in the cases of school avoidance or irregular attendance that utilises skills of the Counselling and Wellbeing team.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	535.3	546.0	564.5	580.4
Writing	494.0	513.2	535.2	548.9
Spelling	541.1	545.6	570.4	582.3
Grammar and punctuation	540.5	541.7	563.4	573.2
Numeracy	550.3	554.1	578.6	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	96
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96
Number of students receiving an Overall Position (OP)	30
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	91
Number of students awarded a VET Certificate II or above.	91
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

As at March 2019. The above values exclude VISA students.

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	7	15	8	0	0

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	44	45	86

As at March 2019. The above values exclude VISA students.

VET qualifications were available for students to study in the areas of Hospitality, Tourism, Early Childhood & Care, Active Volunteering, Business, Engineering (Pathways), Construction, Salon Assistant (Hairdressing), Kitchen Operations, Fitness, Sport & Recreation, Christian Ministry and Theology.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

From our understanding, the majority of students who left school prior to the completion of Year 12 went into employment or apprenticeships. The apprenticeship pathways included hairdressing, electrical, carpentry and concreting. Employment pathways included hospitality and farming. We had some students move into supported vocational training. Some moved to other schools / Colleges.