

Columba College

Creating Our Own Future



Charter 2020

Our Philosophy

Columba College wishes to inspire in each student a love of learning and an understanding that education matters enormously. Our students are encouraged to think creatively and critically, to respond generously and compassionately, and to live by values that have stood the test of time. Our senior graduates, about to begin the next stage of their lives, are independent, self-confident, future-focused young women with responsible attitudes, who are prepared to work hard and contribute to a global society.

Excellence is an outstanding feature of an education at Columba. The College takes pride in its record as a top academic school and we celebrate the many outstanding achievements of students. Columba College has a long-established tradition of academic excellence and all-round achievement. The College strives to provide a quality education designed to enable students to succeed in all aspects of their future. We remain confident that our students will be tomorrow's leaders, ready to serve, contribute and succeed.



National Education Priorities

- Achievement for all — by offering diverse opportunities which cater for the needs of all students.
- A safe learning environment — by providing conditions for students which are safe and healthy.
- Improved literacy and numeracy — by providing programmes which specifically address literacy and numeracy needs.
- Dependable student achievement information used to inform reviews of teaching and learning programmes — by annual reviews of student achievement data and ongoing teacher reflective practice.
- Improved outcomes for students with special education needs — by identifying and supporting specific students.
- Improved Maori, Pasifika and Special Needs student outcomes — by working in partnership with students and their families to raise student achievement at all levels.
- Career guidance — by providing appropriate programmes at each level.
- Focus on student achievement information in reporting — by providing relevant and reliable feedback.

Recognising New Zealand's Cultural Diversity

Columba College keeps developing procedures and practices that reflect the unique position of Maori culture and New Zealand's multicultural diversity. Columba College recognises that many of our students will live and work in Aotearoa — New Zealand and other diverse cultural settings and we need to prepare them for this. Columba College takes the following actions to identify the views and concerns of the school's Maori community:

- embrace the cultural competencies of Tātaiako, the goals of Ka Hikitia and the governance of Hautau to build capacity and accelerate success for Maori students.
- actively support and liaise with the school's whanau group.
- incorporates Te Reo into all aspects of school life, including curriculum delivery, and ensure there are adequate resources and training for Te Reo aspects, including staff training through the professional development programme
- work in an inclusive way to meet obligations under the Treaty of Waitangi and the Memorandum of Understanding with Ngai Tahu.
- Produces an annual action plan which focuses on school goals and the educational needs of Maori learners.

Columba College will take the following actions to identify the views and concerns of other cultural and identified groups within the school community, especially Pasifika, Special Needs, Asian and International students:

- ensure there is adequate and appropriate liaison with parents/caregivers through contact with home/homestay, meetings of parents and guardians and parent-teacher interviews.
- ensure there is communication with parents, caregivers and homestay families through group meetings and attendance at co- and extra-curricular activities which parents attend.
- ensure students from other cultures and with special needs feel supported and safe in our school environment and where appropriate, in their homestay environments.
- ensure staff at the school have a good understanding of the cultural and needs differences encountered by students who come to study at Columba College and that they have assistance where necessary in working with these students.
- ensure curriculum programmes are tailored to meet the needs of students, especially Maori, Pasifika and Special Needs students.
- celebrate diversity through special occasions and events eg International Week, cultural competitions, visitors to the school, exchanges, sporting events etc.
- ensure there is a student voice for all students through publications, school committees, events and performance

Strategic Directions

The Six Pillars

1. Learning and Achievement
2. Teaching and Personnel
3. Wellbeing and Pastoral
4. Effective Stewardship
5. Community Connectedness
6. Learning and Living Environment





Pillar 1

Learning And Achievement

Statement:

Columba College will provide a comprehensive, challenging curriculum where each student is encouraged and supported to reach his or her potential.

Objectives:

1. Enhance our tradition of academic excellence, through the effective use of data, tracking and best practice research.
2. Provide a holistic approach to education through a high quality, balanced learning programme in both curricular and co-curricular endeavours.
3. By understanding each student's needs, abilities and aspirations, work to personalise each student's learning.
4. Fully utilise and widen the availability of technologies to support learning.
5. Deliver small class sizes as part of our Special Character commitment.

**“The larger the island
of knowledge; the
longer the shoreline of
wonder.”**

Ralph W. Sockman



Pillar 2

Teaching And Personnel

Statement:

Columba College is focused on attracting high-quality, motivated teaching and support staff.

Objectives:

1. Recruit, develop and motivate high performing staff.
2. Invest in relevant and meaningful professional development to grow staff capacity.
3. Strengthen pedagogical practices and teacher efficacy.
4. Promote an inclusive and collaborative culture that values the contribution each staff member brings to the school.

5. Employ staff who are committed to supporting the Special Character of the school.

“A good teacher can inspire hope, ignite the imagination and instill a love of learning.”

Brad Henry



Pillar 3

Wellbeing and Pastoral

Statement:

Columba College resources appropriate, responsive approaches to student and staff well-being in order to nurture confident, articulate, resilient young people who feel supported and empowered to succeed at school and beyond, and ensure staff feel valued and supported as part of the Columba community.

Objectives:

1. Ensure and enhance a safe, nurturing family environment where all students thrive.
2. Deliver appropriate well-being programmes which help students and staff to develop their own skills and strategies for personal sustainability.
3. Provide support services that foster connection, resilience and positive life choices.

4. As part of our Special Character commitment, ensure that the spiritual well-being of students and staff is addressed.

“ The well-being,
individuality and
happiness of every
citizen is important for
the overall prosperity,
peace and happiness of
a nation.”

Abdul Kalam



Pillar 4

Effective Stewardship

Statement

Governors and trustees, including school staff and students, work strategically and collaboratively to be accountable for the financial security of Columba College and its Special Character. Through astute governance optimise physical and intellectual resources to improve student learning in the future.

Objectives

1. Ensure the College operates from a position of financial security.
2. Follow best practice governance methods in decision making, policies, risk management, health and safety and regulatory compliance.
3. Ensure the College operates within manageable and sustainable structures and systems.

4. Be careful custodians of the College's Special Character.

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

Marian Wright Edelman



Pillar 5

Community Connectedness

Statement:

Columba College encourages strong connections within the school, local, national and global community to provide opportunities, explore possibilities and create a sense of belonging for all members.

Objectives:

1. Enhance the sense of pride of belonging to the Columba community for current and former students, families and friends.
2. Engage with the wider Columba family to maximise the use of all resources and expertise so that Columba students are well prepared for the future both at and beyond school.
3. Reinforce the value of service at school, in the community and on a global stage.

4. Harness the collective capacity of all groups connected to the College to assist with the school's strategic vision.
5. As part of our Special Character, maintain and enhance our connections with the Presbyterian Church and associated services such as Presbyterian Support.

“Alone, we can do
so little; together,
we can do so
much.”

Helen Keller



Pillar 6

Learning and Living Environment

Statement:

Columba College is committed to being a special character, boarding and day school where investment is placed on students living and learning in an environment which promotes excellence in all endeavours.

Objectives:

1. Develop Columba's learning and living environment into spaces, facilities and buildings that inspire by progressing the masterplan vision.
2. Foster a family culture that respects tradition but embraces innovation by providing a safe, happy and nurturing living and learning environment.
3. Ensure effective organization, structures, and systems are in place to support the College's vision and mission, including respecting the security and privacy of information.
4. Explore innovative physical and technical/digital projects to support the College curriculum and ensure the necessary infrastructure is in place.
5. Be the boarding school of choice for Otago/Southland.
6. As part of our Special Character commitment, foster spiritual growth and a deeper understanding of the Christian message.
7. As an inclusive community, celebrate the rich diversity our international student community contributes to Columba.

“Learn from yesterday, live for today,
hope for tomorrow.
The most important thing is
never to stop questioning.”

Albert Einstein

Pillar 1

Learning And Achievement

Annual Goals 2020

1. Using data mining, set NCEA pass rates and endorsement rates, for senior school students.
Targets: Pass rates: Level 1 98% Level 2 96% Level 3 97.5%. UE 94%.
Endorsement rates: Level 1 85% Level 2 82% Level 3 70%
2. Using data tracking and analysis, ensure each Junior and Middle School student, achieves success at their appropriate Curriculum level and for their year level.
3. Introduce and embed “On Your Marks” as a tool for NCEA analysis.
4. Introduce a consistent Learning Management System across Junior, Middle and Senior School.
5. Fully explore and utilise the capacity of Kamar as a Student Management System.
6. Improve reporting to parents through Learning Engagement Reports so that reporting is timely, relevant and effective.
7. Conduct a community wide curriculum review

Pillar 2

Teaching And Personnel

Annual Goals for 2020

1. Focus on the High Impact Strategy of differentiation
2. Establish Professional Learning Groups in differentiation, student & learning management systems, integrated learning, school structures and wellbeing to assist with best practice methodology and provide professionally rewarding experiences.
3. Improve the appraisal system to better meet staff needs and reflect current best practice.
4. Encourage staff to attend and present at subject association or education-wide conferences
5. Review initiatives and strategies to enhance staff recognition

Pillar 3

Wellbeing and Pastoral

Annual Goals for 2020

1. Put in place Employee Assistance Programme service access for staff.
2. Introduce well-being programmes to ensure students are challenged to make positive choices and build resilience.
3. Plan for the development of a Wellbeing Centre which houses counsellors and chaplain in one location.
4. Introduce more staff social events to encourage collegiality.
5. Review our pastoral systems.
6. Clearly delineate and communicate staff expectations around curricular, special character and co-curricular involvement.

Pillar 4

Effective Stewardship

Annual Goals for 2020

1. Implement and progress a process of policy self-review.
2. Produce a five-year strategic plan
3. Review our financial systems and processes
4. Enhance the communication of governance matters to the wider community.

Pillar 5

Community Connectedness

Annual Goals for 2020:

1. Establish and cultivate connections with a local rununga.
2. Refine Columba's external communications and brand representation through integrated use of both traditional and digital media to clearly convey our vision, plans and progress within the community.
3. Work with school groups such as the Parents' Association, COGA, Sports' Council, Alumni and Foundation to ensure the success of fund-raising opportunities in pursuit of a common goal - an all weather turf.
4. Work closely with the Foundation to foster a culture of philanthropy.

Pillar 6

Learning and Living Environment

Annual Goals for 2020:

1. Complete the redevelopment of the Junior School campus.
2. Progress the development of a new Boarding Village.
3. Engage future boarding parents through an enhanced communications programme highlighting the Columba Philosophy advantage.
4. Further consolidate the school structure of Junior School, Middle School and Senior School.
5. With staff and students, explore the current timetable and curriculum time allocation.
6. Conduct a Special Character self-review
7. Progress the uniform review by making recommendations based on the consultation.
8. Implement infrastructure upgrades as recommended by external review.

Analysis of Variance for 2019

Analysis of Variance 2019

1. Akoranga - Academic: All Columba College students will actively engage in the pursuit of their highest level of academic outcomes, as underpinned by the NZC and measured by NS and NCEA			
STRATEGIC PRIORITY	Goals 2019	ACTIONS 2019	Variance
	<p>100% of students achieve NCEA Level 1 100% of students achieve NCEA Level 2 100% of students achieve NCEA Level 3 90% of students achieve UE</p> <p>Columba College gains 20 scholarships</p> <p>95% of NCEA Level 1 students gain a Merit or Excellence endorsement 95% of Level 2 students gain a Merit or Excellence endorsement 72% of Level 3 students gain a Merit or Excellence endorsement</p>	<ul style="list-style-type: none"> • In-depth analysis of 2018 NCEA results, historical patterns and learning programmes to target areas for improvement. • By the end of Term 1 students at risk are clearly identified at school, department and classroom level <ul style="list-style-type: none"> ○ Year 11 students who are at risk of not achieving the necessary Level 1 literacy and numeracy credits ○ Year 13 students who are at risk of not achieving the necessary Level 2 literacy requirement for UE ○ Students not tracking toward relevant NCEA achievement • Support provided and progress monitored by deans and teaching staff • Maori and Pasifika are identified and an action plan developed and implemented. • Students provided with timely and relevant support, guidance and mentoring. • Using 2017 & 2018 NCEA results to identify students in Year 12 and Year 13 who should achieve endorsed certificates. Identify students in Year 11 with academic potential. Identify potential scholarship students and 	<p>Level 1 Achievement This was a -7.8 variance and therefore the target was not achieved. In actuality, this variance equated to 6 students. 1 student was at Health School and 1 student was on a two-year IEP. Three students had credit counts over 70 and will gain Level 1 this year, including one international student. 1 student did not perform to expectations. All students had been tracked, communications had gone home and support was offered.</p> <p>Endorsement The endorsement target had a -10.2 variance. Tracking had indicated that this was a less able cohort and more in line with the 2015 cohort. The aspirational target was set in line with consideration of our historical trends, this cohort's ability, and Decile 10 Girls' schools. At an 84.8 endorsement rate we were one student below the D10 GS at 88.8.</p> <p>Level 2 Achievement This was a -1.4 variance and therefore the target was not achieved. In actuality this variance equated to 1 student. This student was doing a predominantly Level 1 course.</p> <p>Endorsement The endorsement target had a - 14.1 variance. The endorsement rate was a 10% drop from this group's achievement in Level 1. At an 82.2 endorsement rate we were</p>



		<p>implement teaching and learning strategies to address their needs</p> <ul style="list-style-type: none"> • Departments work together and teachers work with students to develop the understanding and skills needed to achieve at merit and excellence level. Students encouraged and given opportunities to practice higher- order thinking • Subject teachers work with students to develop the understanding and skills needed to achieve at merit and excellence level. • Students encouraged and given opportunities to practice higher- order thinking. • Students provided with support, guidance and mentoring re managing co-curricular commitments and workload; • Staff sharing of ideas and resources and appropriate PD. • Senior Leadership Team identify school wide trends which may be barriers to learning and implement strategies to overcome identified barriers. • Identify students with scholarship potential • Scholarship offered in all subjects Extension opportunities provided to staff and students 	<p>higher than D10 GS at 80.9 but below our aspirational target.</p> <p>Level 3 Achievement This was a -1.4 variance and therefore the target was not achieved. In actuality this variance equated to 1 student. The student was taking 3 Level 3 subjects and doing a Gateway programme.</p> <p>Endorsement The endorsement target had a – 10.9 variance. Decile 10 Girls’ Schools had an endorsement rate of 68.8 and our rate was 61.1 The endorsement rate was extremely disappointing as this was an able group and indicated a 30% drop from their endorsement rate in Level 2. Anecdotal evidence indicated this group were interested not in grades but CV enhancement through leadership and service opportunities as Level 2 grades were used for tertiary scholarship and hall of residence applications.</p> <p>UE This was a +1.8 variance and therefore the target was exceeded by 1 student. 6 students did not gain UE. 1 because they failed Level 3 and 5 because they did not gain 14 credits in three approved subjects.</p>
<p>2. Our middle school (Y7-10) curriculum is a unified and purposeful programme of learning that prioritises literacy and numeracy as the basis for all learning, and</p>	<p>All students in Year 7-10 achieve at the identified appropriate level of the curriculum for the subject</p>	<ul style="list-style-type: none"> • How data is collected and “mined”? What does it identify and how is it used? 	<p>Base 9 has been administered for 2020 and will become part of our data gathering in 2022. It will allow us to better ascertain the</p>



builds foundations in the skills and content required to be successful students in future learning, as evidenced by standardised assessments.

- Analyse how data is used to inform programme development in the middle school
- Share common findings with staff.
- Introduce Midyis to ascertain progress and value added

“value-added” component to a student’s education.

Appropriate Curriculum levels were established for the Middle School:
Year 7 levels 3 / 4
Year 8 level 4
Year 9 level 4/5
Year 10 level 5

Year 7 (refer to graph in appendix)

English – target was not achieved
Mathematics – target was not achieved
Science – target achieved in three of the four strands
Social Studies – target achieved in all three strands

Year 8 (refer to graph in appendix)

English – target was not achieved in any of the three strands
Mathematics – target was achieved in one of the two strands
Science – target achieved in all four strands
Social Studies – target achieved in three of four strands

Year 9 (refer to graph in appendix)

English – target was not achieved in any of the three strands
Mathematics – target was not achieved in any of the three strands
Science – target was not achieved in any of the four strands
Social Studies – target not achieved in any of the four strands

Year 10 (refer to graph in appendix)

English – target was achieved in one of the three strands
Mathematics – target was not achieved in any of the three strands
Science – target not achieved in any of the four strands



			<p>Social Studies – target not achieved in any of the four strands</p> <p>While targets were not achieved, with the exception of Year 8 Writing and Presenting (English), Year 10 Geometry/Measurement (Mathematics), Year 10 Social Studies (transactional writing) the percentage of students not reaching the target was under 10%. These areas will become part of our 2020 focus and the individual students part of our learning support programme.</p>
<p>3. Our co-educational junior school (Y0-6) curriculum is balanced and structured, prioritising literacy and numeracy as the basis for all learning, and building foundations in the skills of learning to learn, in a range of contexts.</p>	<p>All students in the junior school achieve at the identified appropriate level of the curriculum for the subject</p>	<ul style="list-style-type: none"> • How data is collected and “mined”? What does it identify and how is it used? • Analyse how data is used to inform programme development in the middle school • Share common findings with staff. 	<p>Appropriate curriculum levels were also established for the Junior School. The focus was given to literacy and numeracy. Please refer to graphs in the appendix. We were pleased with the shifts students had made in their literacy performance and while Year 1 may not seem significant please remember these also include new entrant results and students who have entered throughout the year. Mathematics results indicated progress and we will look further at Year 2, as this is the only Year level not to show clear progress by the end of the year. While no students were below their appropriate level, only one student moved upward.</p>



<p>4. Priority learners (Maori, Pasifika, students with special needs including gifted and talented, and those at risk of not progressing in NCEA) are identified and supported to meet their needs and maximise their potential.</p>	<p>All priority learners achieve at the same standards as detailed above as appropriate</p>	<ul style="list-style-type: none"> • As above 	<p>Level 1 Maori student achievement While the pass rate was a variance of 50% from our target, in actuality the entire cohort was 4 students. One student was on a two-year IEP to achieve Level 1 and one student achieved 74 credits of the necessary 80 credits. The two students who achieved gained a Merit grade. We had no Pasifika students at Level 1.</p> <p>Level 2 Maori student achievement Target achieved. All four students gained Level 2, three with Excellence endorsement and one with Merit. We had 100% pass rate at Level 2 for Pasifika students. Two of the three gained Merit endorsement.</p> <p>Level 3 Level 3 target achieved. All 4 students gained Level 3, three with Merit. All four students gained UE. We had 100% pass rate at Level 3 and at UE for Pasifika students</p>
<p>5. As an area school, our curriculum is seamless and provides all students with a purposeful learning journey</p>	<p>Audit curriculum subjects available; consult with stakeholders with regard to subject choices available Establish a clear and transparent process for the introduction of new subjects</p>	<p>Audit subjects Survey students and parents Propose a new course introduction model</p>	<p>We are investigating a Junior School, Middle School and Senior Structure and this process will continue into 2020. A clear process for the establishment of new subjects has been introduced. We have completed an internal audit of subjects available and will proceed with a community consultation in 2020. We to continue to work collaboratively with our brother school to offer a wider subject choice at the senior level.</p>



2. Whanaungatanga - pastoral: All Columba College whanau members contribute to, and are empowered by, a nurturing, safe environment that recognises the diverse nature of Aotearoa.			
STRATEGIC PRIORITY	Goals 2019	ACTIONS 2019	Variance
1. Our school is a safe, inclusive and happy place in which to work and learn, with our Values in evidence in all aspects of school life	Strengthen relationships between form teachers and students		We worked on expanding school events to include the whole school – such as year 1-13 school assemblies. This will continue into 2020 with a whole school athletics day and work on giving “actions” to the school values.
2. Our students gain leadership and service skills and experiences in order to contribute to their school, community and beyond			Students are offered extensive opportunities to gain leadership skills and offer service. Working with the prefects, the Principal has developed a leadership programme which will be trialled in 2020.
3. Our Maori and Pasifika students are reaching their full potential in a culturally responsive context, in partnership with their whanau, underpinned by <i>Ka Hikitia 2013-2017</i> .	Greater opportunity for students to interact with tumuaki	Principal to interview all Maori and Pasifika students entering school in Year 8	This action was not completed and will transfer to 2020.
4. Deans and Form Teachers have the capacity to deliver their objectives within well-defined systems, creating a family atmosphere.	Embed a formalized practice of regular meetings between deans and form teachers; ensure issues and noted on Kamar	Embed a formalized practice of regular meetings between deans and form teachers; ensure issues and noted on Kamar	A formalized practice of regular meetings was established and skills upgraded on how to use Kamar to record information.
5. Families and alumni are connected and engaged.	Maintain our current programme of family events Ensure we invite at least two former students back to Columba to speak to the students Year 13 exit surveys continue and identified patterns are reported back to the SLT Strengthen ties with COGA	Maintain our current programme of family events Ensure we invite at least two former students back to Columba to speak to the students Year 13 exit surveys continue and identified patterns are reported back to the SLT Strengthen ties with COGA	Two former students returned to speak to students – Skye Duncan and Helen Beattie. Both have been acknowledged as distinguished alumni of the school. Strengthening ties with COGA is progressing. Unfortunately, Year 13 exit surveys were not completed.



3. Mahi Tahī - Development: Together the boards and management work to continuously improve the capacity and capability of Columba College.			
STRATEGIC PRIORITY	Goals 2019	ACTIONS 2019	Variance
1. The financial position of the school is strong and sustainable through effective stewardship and business development opportunities.	A balanced budget is maintained	Effective monitoring of budgets Budget review prepared monthly	The school finished the financial year +\$93000 after predicting a -\$6000 deficit. This was primarily due to an increase in international student revenue.
2. All communication, marketing and branding clearly reflects the values of the College.	Increase opportunities to celebrate student success	Student success celebrated in newsletter and assembly	Student successes were celebrated in assembly and the establishment of a weekly newsletter made communication of achievements to parents more immediate.
3. Our community is supportive, involved and informed, and sees Columba as the school of choice.	Use Hail to produce a weekly newsletter to inform our community in a timely manner	Use Hail to produce a weekly newsletter to inform our community in a timely manner	Successfully achieved.
4. Collaboration within the College, with community stakeholders, and with national and international partners leads to maximum opportunities for improvement	Columba College maintains an international student roll of 45FTE Strategies put in place to integrate better international students in the school	Columba College maintains an international student roll of 45FTE International prefect established International buddy status enhanced	The international student target was achieved for 2019. The development of the Novel Coronavirus may have an impact on 2020.
5. Governance is informed, proactive and meets compliance, with self-review systems in place.	Policies updated and a review cycle put in place	Policies updated and a review cycle put in place	The process of policy review has begun and a cycle established.

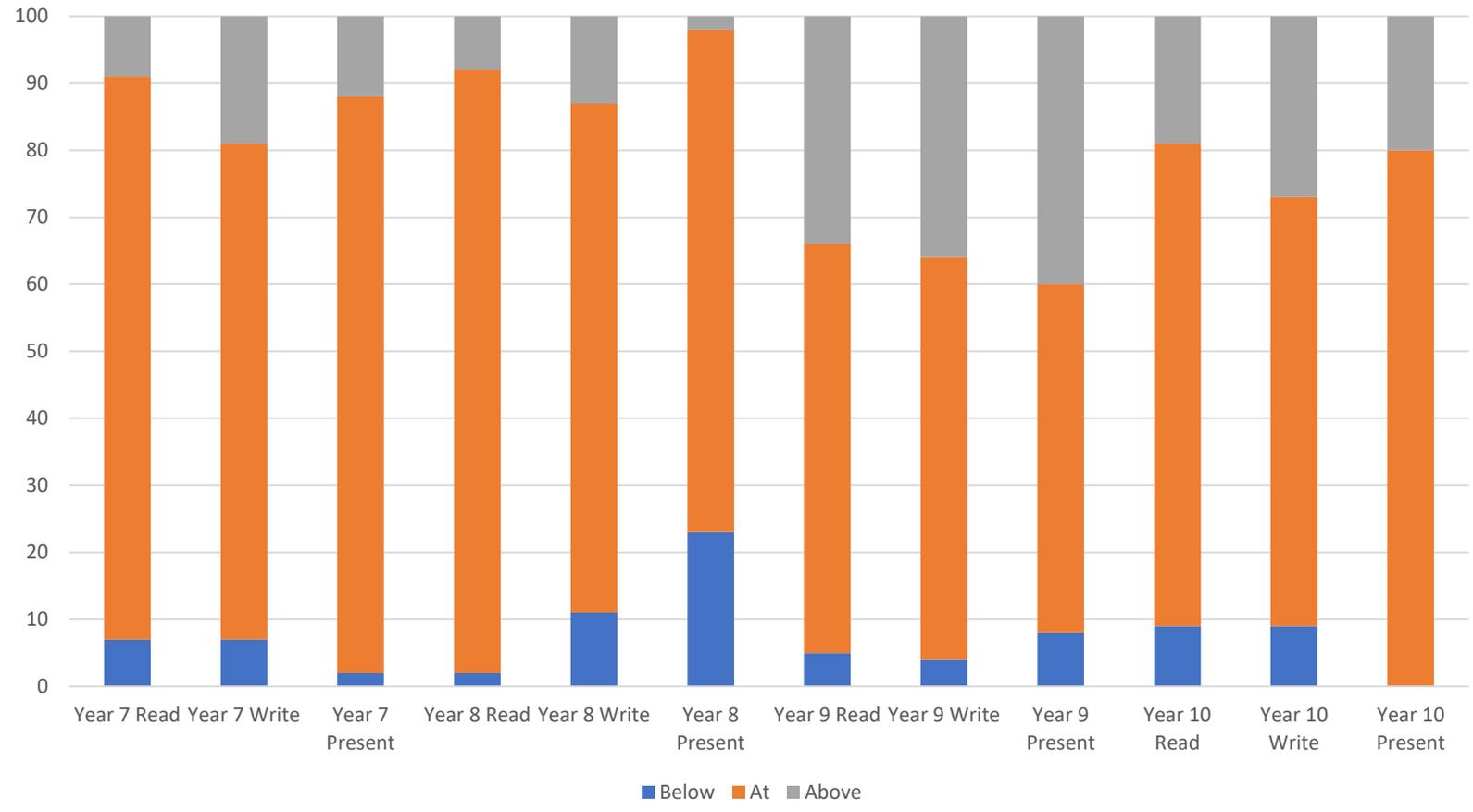


4. Iti Kahurangi - Excellence: Students, staff, boards and community embrace the Columba College tradition of excellence, with a view to the future, in all endeavours.

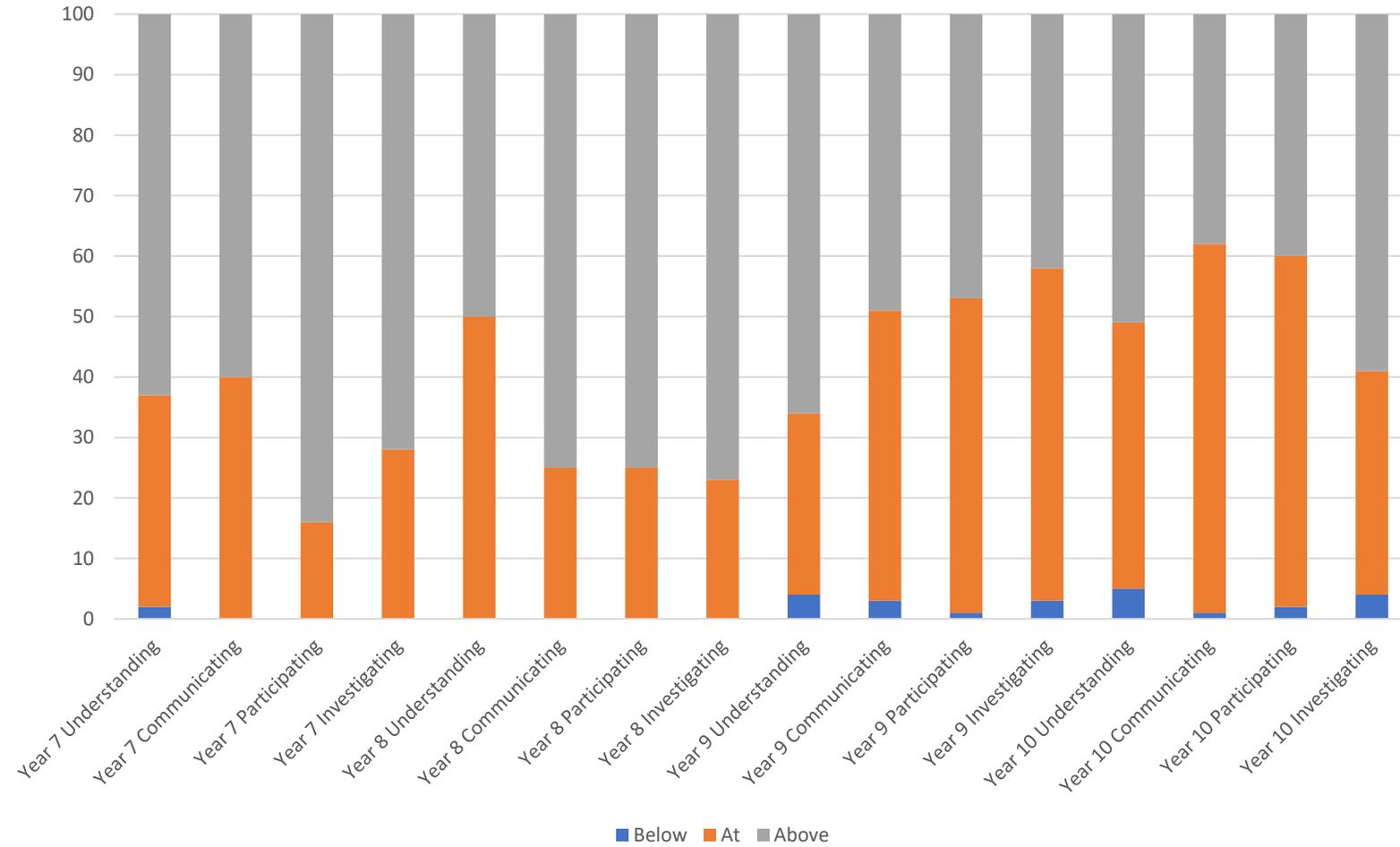
STRATEGIC PRIORITY	Goals 2019	ACTIONS 2019	Variance
1. Technology (ICT) provides a rich and seamless learning platform for students and teachers who are confident and connected in the world of today and the future.	Digital Technology Curriculum is ready to be integrated in 2020		Staff have been working with Cyclone in preparation for the Digitech curriculum. A shared document shows how computational thinking and DDDo strands are developed from Years 1-10.
2. Our teachers function as a collaborative learning community, are developing through the <i>Registered Teacher Criteria</i> , and Columba recruits excellent staff.	Appraisal system continues to be refined and support teachers across all year levels		Ongoing refinement is occurring. The cycle now goes from term 2 to term 1 the following year to allow for analysis of data which may include NCEA results.
3. Our resources, facilities and infrastructure provide a safe, attractive and engaging environment for learning and working	Redevelopment plan for the school and boarding progresses	Masterplan for school developed Methodology put in place	Masterplan is underdevelopment.
4. Our school nurtures and celebrates success through a varied and exciting co-curricular programme, and everyone is confident to participate to the very best of their ability	85% of students are involved in some form of co-curricular activity Students have opportunities for regional and national representation	<ul style="list-style-type: none"> Roadshows to promote what's available Monitor participation and success in local, regional and national competitions Survey students about levels of participation in and benefits from involvement in sport and cultural activities Audit opportunities available 	The school has a very high co-curricular participation rate at 85%. 39 sports are offered and over 15 arts or cultural opportunities are provided. Students are fully committed. The school had 14 NZ age group representatives.
5. Our graduates are well prepared for their futures and continue to be connected to their school.	The Board receives an annual report on student pathways beyond school	The Board receives an annual report on student pathways beyond school	Yes.



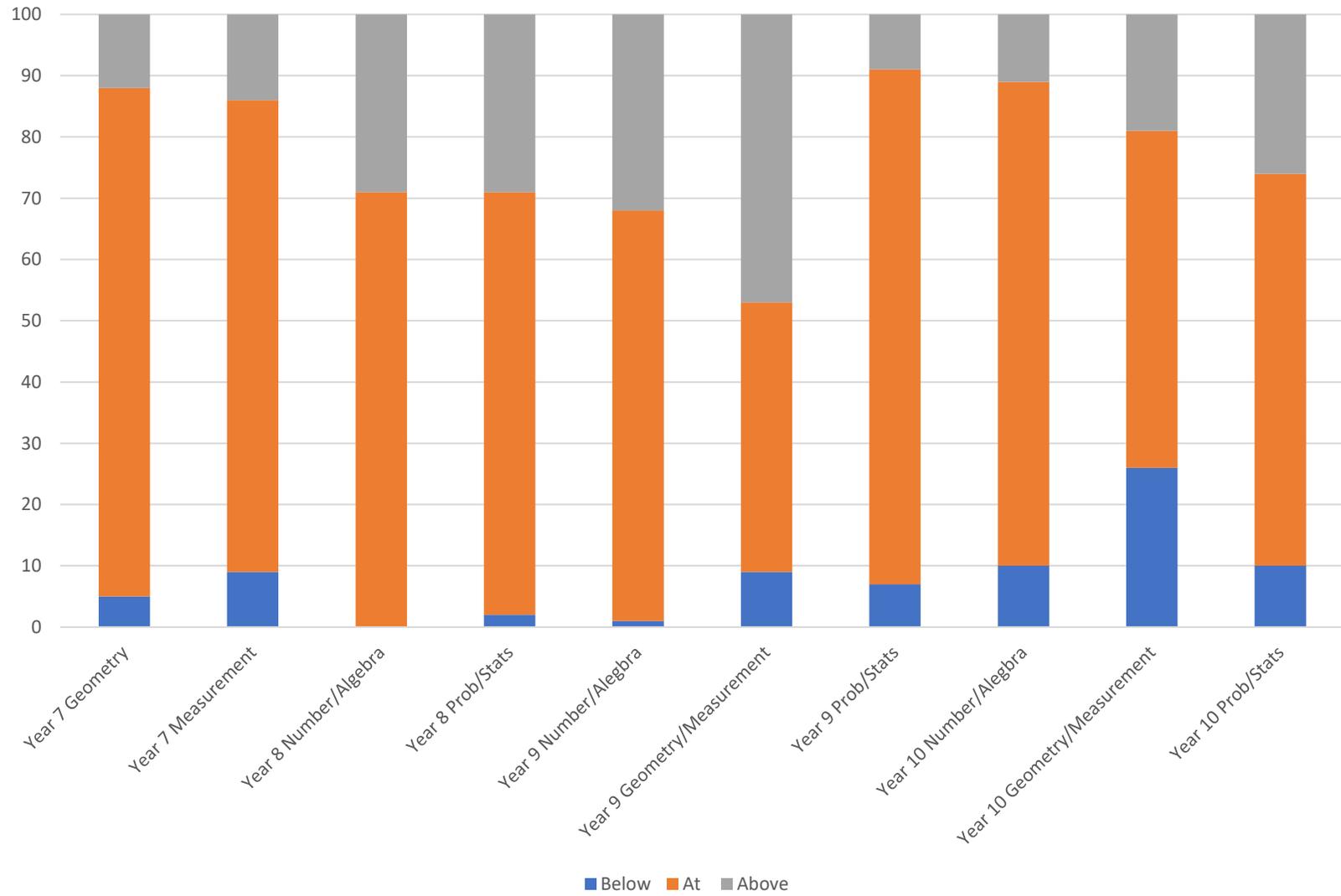
English



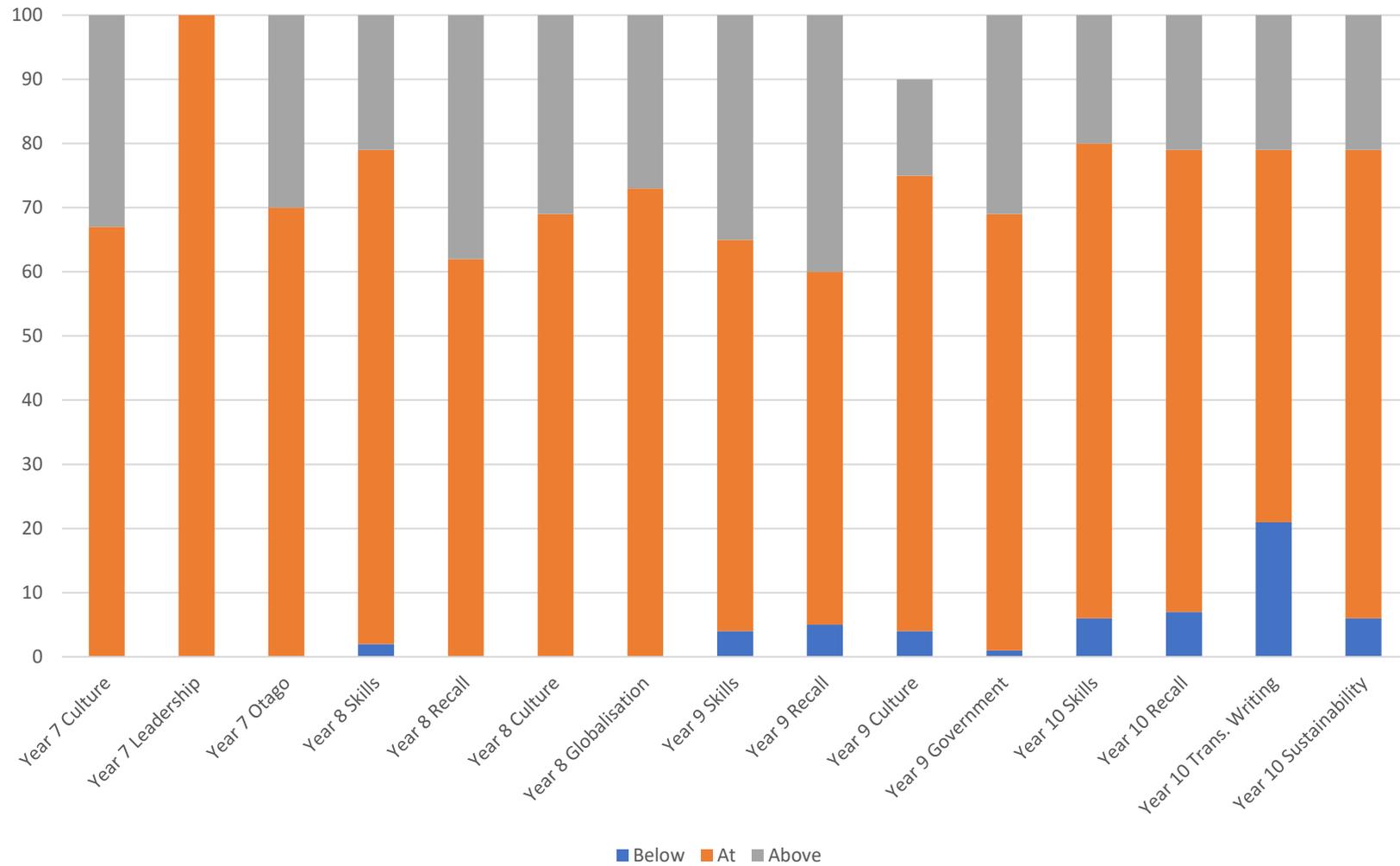
Science



Mathematics



Social Studies



Literacy

