About This Report

St Columbkille’s Catholic Primary School, Corrimal is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this Report may be obtained by contacting the school:

St Columbkille’s Primary School
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Corrimal NSW 2518
Ph: (02) 4284 7987
Fax: (02) 4283 3434
Email: info@columbkille.woll.catholic.edu.au

Parish Priest: Fr Graham Schmitzer

Principal: Gayle McMahon
Date: 18th December 2009
Vision Statement

St Columbkille’s Catholic Primary School is a community of God’s people striving to live our Motto, Christ is the Way.

Message from Key School Bodies

Principal’s Message

We have much pleasure in presenting to you the 2008 Annual School Report for St Columbkille’s Parish School. We at St Columbkille’s are very proud of our Catholic heritage and the tremendous sense of community spirit which is integral to the successes and achievements of our students.

Reflecting on the 2008 school year, St Columbkille’s Parish School has been very fortunate to have had many successes and achievements. The completion of the refurbished learning spaces was certainly a major highlight which now provides all students and teachers with an outstanding facility of which the school community can be proud. Our present students, as well as future generations, will now enjoy the educational benefits of a vibrant, exciting learning environment.

It has been my great privilege to serve St Columbkille’s Parish School as Principal for the past eight years. I wish to thank Fr Schmitzer for his leadership, the families of St Columbkille’s for their support and the children for their enthusiasm. I wish to extend my gratitude to our very dedicated and generous staff who continue to support the students in their care.

Parent Involvement

The aim of the Parents and Friends Association is to provide a forum for parents and friends of the school community to support the children and the teaching staff in the education process. During 2008 this was achieved by assisting in such areas such as classroom activities, canteen, school excursions and sporting events.

The parents of the school community have once again made a positive contribution to a successful 2008. There has been high parental involvement in this year’s school fete, which was a success both financially and socially.

Through its activities over the last few years, the Parents and Friends Association, has provided the financial support for a new shade structure for the school which will be constructed in the 2008/2009 Christmas holidays. It has also continued to provide funds to purchase Information Communication Learning Technology (ICLT) equipment for the classrooms. These contributions are only possible due to the tireless efforts of the wonderful school community. We encourage all members of the school community to assist with their time and become involved in the school.

Parents and Friends Association, President
Student Leadership

2008 has been exciting for Year Six at St Columbkille’s. We were fortunate to complete our primary education in our newly renovated classrooms and experience the excitement of World Youth Day celebrations, particularly the visit of the Cross and Icon to our Parish.

A memorable highlight for us this year was the Year Six two day excursion to Canberra, where we visited some of Australia’s incredible icons, such as Parliament House, the Australian Institute of Sport, and the War Memorial.

As elected school leaders we have demonstrated our leadership this year by representing the school at various community celebrations including ANZAC Day and Remembrance Day commemorations. We have shown pride in our school by modeling our School Code of Conduct, RESPECT, for the younger students and facilitating the Peer Support and Kinder Buddy Programs.

School Captains

School Profile

St Columbkille’s is a Catholic Parish Primary School established by the Sisters of St Joseph in 1905. The school provides quality education in faith and life for all students following in the tradition of the founders of the Josephite Order, Blessed Mary MacKillop.

St Columbkille’s School is steeped in a tradition which has been developed for over 100 years. In remembering our past, as a community we pay a sincere tribute to the clergy, the Sisters of St Joseph, parishioners, parents, students and past teachers for their irreplaceable contributions to the Parish School. Today, St Columbkille’s Parish School features a diverse cultural enrolment of 384 students and offers a full curriculum within an atmosphere of mutual respect in which all individuals are valued.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
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<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>197</td>
<td>175</td>
<td>372</td>
</tr>
<tr>
<td>2007</td>
<td>211</td>
<td>173</td>
<td>384</td>
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<tr>
<td>2008</td>
<td>196</td>
<td>180</td>
<td>376</td>
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</tbody>
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The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.
Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88.8%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of twenty-two teachers at St Columbkille’s Parish School, comprised of twelve full time teachers and ten part time teachers.

School Leadership

The School Leadership Team consists of the Principal, the Assistant Principal, the Religious Education Co-ordinator and three Middle Leaders.

Specialist Teachers

Specialist support teachers support learning in the areas of Reading Recovery, Library, Literacy, Physical Education and Italian.

Administrative Staff

Five School Support Officers are employed at St Columbkille’s Parish School to assist student learning in the classroom. One Senior School Support Officer and two School Support Officers are employed to assist with administrative duties at the school.

Teaching Staff Experience

At St Columbkille’s the number of years of teaching experience ranges from two years to thirty-six years. 25% of the teaching staff have a post graduate qualification and 7% are currently engaged in further post graduate education.

Teacher Standards

Teacher qualifications fall into one of three categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention
Staff Attendance

The average daily staff attendance rate for 2008 was 98%.

The staff retention rate is high at St Columbkille’s with 90% of the teaching staff remaining for the 2009 school year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Columbkille’s staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
St Columbkille’s whole school development days that involved all twenty-two teachers and a number of support staff. The professional focus of these days was:
• Restorative Justice,
• First Aid, and
• Assessment and Reporting.

Other professional learning activities provided at a school level, including CEO run courses were:
• Diocesan Learning and Teaching Framework – all teaching staff,
• Numeracy Transition: Stage Three to Stage Four – Principal and Stage Four teachers,
• Quality Assessment Practices – all teaching staff,
• ICLT – four teachers,
• School Review and Improvement Training – all Leadership Team members,
• Religious Literacy – Religious Education Co-ordinator and Year 4 teachers,
• Kindergarten Reporting – Assistant Principal and two Kindergarten teachers,
• Restorative Justice Leadership Team Training: five Leadership Team members and one classroom teacher,
• National Assessment Plan for Literacy and Numeracy (NAPLAN)
• Analysis: three members of the Leadership Team, and
• Reading Recovery Focus Group: two teachers.

School based expenditure on professional learning in 2008 was $7 200. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Culture of the Catholic School

St Columbkille’s Catholic Primary School actively seeks to immerse all staff and students in the traditions and practice of the Catholic faith. Each Monday morning the assembly commences the new week with our school prayer. Every class uses formal and informal prayer as part of their regular daily routine. Staff members come together for prayer and reflection on Wednesday mornings. The responsibility for preparation and presentation of staff prayer is shared throughout the year on a rostered basis.

As a Catholic primary school, we are fortunate in being able to join with the Parish in celebrating Mass most Friday mornings at 9:15. Children in Stages Two and Three were invited to celebrate the Sacrament of Penance as individual classes throughout 2008. St Columbkille’s Parish Priest, Father Graham Schmitzer, visited all grades at least twice during this year to speak with the children about topics that they have been covering in their units of work, the Sacraments that they would be receiving and current events in the life of the Church. Following each grade visit, Father joins the staff for morning tea to further strengthen the links between Parish and school.

Significant Church Feast Days were highlighted and celebrated throughout the year in prayer, liturgy and Mass. These occasions included Ash Wednesday, the Feast of Blessed Mary MacKillop, the Assumption of the Virgin Mary, the Feast of our patron saint, Columba, and the Feast of Our Lady of Lourdes. A special Mass and morning tea honouring the gift of our grandparents was celebrated on the Feast of Saints Joachim and Anne, the grandparents of Jesus.

A number of resources were purchased from the Religious Education budget during the year to provide support for the teaching of Religious Education from Kindergarten to Year Six. Classrooms received a new crucifix and new prayer cloths for their sacred spaces in five colours that reflect those colours used at various times during the Church’s Liturgical year. A World Youth Day candle was also presented to representatives of each class during the ceremony that was part of the visit of the World Youth Day Cross and Icon on Friday 4th April. A number of resource books and CD’s were also purchased. Each grade in Early Stage One and Stage One received a knitted nativity scene.

In the latter part of 2008, a second major celebration was conducted when the school renovations and refurbishments were officially blessed and opened. The Bishop of the Diocese of Wollongong, Most Rev. Peter Ingham officiated, assisted by Fr Graham Schmitzer, Ms Sharon Bird, Federal Member for Cunningham, and Mr Peter Turner, Director of Schools, Diocese of Wollongong. The opening was a community event that was centred within a meaningful and prayerful liturgy.

During 2008 children from St Columbkille’s have joined with those from local government schools in Parish-based Sacramental Programs. Year Two received the sacrament of Penance, Year Three made their First Communion on the Feast of Christ the King, and our Year Six received the Gifts of the Holy Spirit when Confirmed during a special Mass celebrated by the Bishop Peter Ingham.
Caring for those less fortunate in the world remains a priority at St Columbkille’s. Two Mission concerts were conducted in October, raising over $800.00 for Catholic Missions. The concerts recognised the need for our students to better understand their role in stewardship and being prepared to use their time, talent and treasure to help others. All classrooms have a collection box for Catholic Missions, located on their class prayer tables. They are used throughout the year, apart from the period of Lent, when Project Compassion boxes are used supporting Caritas Australia. All money raised is counted and recorded by student members of the Friends of Mary MacKillop, an initiative that was introduced to raise awareness of the deeds of the foundress of the Sisters of St Joseph and to acknowledge the charism of the Sisters as St Columbkille’s began as a Josephite school. A mufti day was held with children offering a gold coin donation to buy goods for Christmas hampers for the 2008 St Vincent de Paul Christmas Appeal. Staff members also donated directly to the hampers. Guest speakers from both St Vincent de Paul and Caritas visited the school to thank the children for their generosity and to provide further information regarding the work of their respective organisations.

Student Welfare

St Columbkille’s places a high priority on the welfare of all students. A successful submission for a Learning Communities Project enabled a project team to plan and present a revised Anti-Bullying Policy under the umbrella of a new Pastoral Care Policy. These policies were specifically designed to be aligned with the principles of Restorative Justice, a whole school program of behaviour management, particularly in regard to incidents of bullying, based on restorative rather than punitive practices. To engender a whole school understanding and to promote consistency in addressing student behavioural needs, a staff development day was held in Term One which was facilitated by members of the Marist Youth Team, who train and inform members of school communities in the Restorative Justice Program. Additionally, all members of the school leadership team attended two days of training based on restorative practices in the primary school. All Year Six children participated in a full day of student training in restorative practices, and a parent information evening was conducted to inform parents of restorative practices.

St Columbkille’s has implemented a successful award system that is based on staff acknowledgement of student achievement in individual sticker books, leading to a Principal’s Award upon the accumulation of ten stickers. Principal Awards are presented at the whole school assembly each Friday afternoon, which is attended by a strong representation of parents and relatives. Every assembly also incorporates the presentation of a Code of Conduct award for children showing respect in an identified manner. Throughout Terms Two and Three these awards were presented in recognition of the nine Values for Australian Schools. Each value was treated in detail in the school newsletter, by class teachers and during assemblies over a period of a fortnight. This process enhanced the quality of whole school focus on desirable conduct, as did the fact that all Year Six students led sessions in every classroom from Kindergarten to Year Five that focussed on the particular value being highlighted for that fortnight.

As part of the Safe Schools Framework, St Columbkille’s OH&S committee met on a regular basis to inspect, review and remedy areas of concern. There is also an easily accessible
maintenance folder in which staff members are encouraged to record details of any issues surrounding safety that require attention.

Playground supervision folders are available for each playground area and are used to monitor student behaviour. Each teacher has been issued with a Restorative Justice lanyard to carry when on duty so that they have a list of the eight affective questions to be used when investigating incidents. This measure was taken to further promote consistency amongst staff in dealing with behavioural issues. A “Kid’s Club” has been established to allow students who would benefit from spending time away from certain playground arenas, an opportunity to do so in a fully supervised and supportive environment each lunch time.

Formal communication processes exist between the school and parents. A standard communication sheet is used to provide parents with written information regarding incidents. This sheet clearly indicates whether a meeting with parents is required and features a tear off reply slip so that teachers can be assured that parents have received the communication. Meetings between staff and parents are recorded on a specific form so that both the reason for the meeting and planned action are agreed upon by those present.

St Columbkille’s is able to offer the services of a Centacare counsellor for a full day each Monday. Referrals are also available for family counselling and psychometric assessments as appropriate. All children participated in the Life Education Program and staff completed an update of their first aid, anaphylaxis and asthma training.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned at St Columbkille’s and in all schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

The Complaints and Grievances can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies.

### Financial Summary

During the fourth week of this 2008 school year we took up residence in our fully refurbished learning spaces. This $1.4 million refurbishment project was officially blessed and opened on Friday 1st August by Bishop Peter Ingham, Fr Graham Schmitzer, the Hon Sharon Bird and Mr. Peter Turner, Director of Schools. This project was able to come to fruition through the generosity of the Australian Government, St Columbkille’s Parish and our school families. We successfully attained funding of $29,000 through the Investing In Our Schools Program to update our school furniture for Stages Two and Three and to purchase further computer equipment to help our school provide the best possible learning environment for our students.

A further major project undertaken and completed this year was the creation of a memorial garden, substantial landscaping and the establishment of an outdoor learning space at an approximate cost of $55,000.
Various projects are planned for the 2009 school year, including the erection of shade sails during the student Christmas vacation period. This shade structure will provide coverage of 284 square metres, within the front playground area. Other priorities for consideration include window coverings, computer hardware and a covered walkway between the school building and the administration block.

The following graphs reflect the aggregated income and expenditure for St Columbkille’s Parish School for the year ended 31st December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
As a Catholic School, St Columbkille’s is a learning community where individuals are valued and encouraged to achieve their greatest potential. The Learning and Teaching is characterised by a committed staff who work together to provide a diverse, contemporary curriculum which caters for the individual needs of all students. Collaboration and an openness of professional sharing are encouraged and teachers are very willing to participate in their continued personal and professional learning and growth.

Curriculum and Pedagogy
St Columbkille’s meets all NSW Board of Studies requirements via the courses of study provided that enable students to achieve Stage appropriate outcomes in the six Key Learning Areas prescribed by the Board of Studies. As a Catholic primary school, St Columbkille’s also provides courses of study in Religious Education based on the “To Know, Worship and Love” syllabus, which is followed at a systemic level across the Diocese of Wollongong. Student progress is formally presented to parents twice per year in the form of a written A to E graded report and optional parent/teacher meeting following the distribution of reports. In 2008, Kindergarten teachers reported to parents orally mid-year and used the indicators of competency for the end of year progress report. Year Four students also completed the Religious Literacy Assessment that was marked and graded by teachers within the Diocese and the Australian Catholic University. Results were reported to parents in writing and each child received a numerical score that was included on a continuum contained within each individual report. Year Three and Year Five were involved in the inaugural National Assessment Program - Literacy and Numeracy (NAPLAN), which replaced Basic Skills Testing (BST). Students in Years Three to Six were also afforded an opportunity to participate in the University of New South Wales English, Mathematics, Science, Writing and Spelling competitions.

A range of assessment tools are used to assess for learning and of learning. This is a continual process and involves teachers planning collaboratively and engaging in professional dialogue regularly. Opportunities have been provided for teachers to meet on a Stage basis throughout the year.

There has been a continued emphasis on integrating Information Communication Learning Technologies (ICLT) across the curriculum. A revised ICLT Skill Continuum was developed in order to recognise the current situation regarding student knowledge and skills. To support students and staff in having access to necessary hardware, seven iMacs, two MacBooks, five digital cameras, fourteen sets of speakers, five airports and six printers were purchased. PowerPoint presentation tools have been introduced to present hymns, readings, responses and selected symbols at grade and school Masses via the use of a data projector. Laptops are stored in three pods and booked by classes using a weekly timetable. The timetables are collected and filed so as to maintain a record of usage.

Cross Curriculum
St Columbkille’s offers weekly Italian lessons to all students from Kindergarten to Year Six. This is a cultural insertion program that takes a communicative approach to the teaching of
Italian. The main aim of the program is to provide the children with a greater insight into, and experience of, another culture.

The school participated in a Learning Community’ Project based on numeracy in conjunction with Holy Spirit College, Bellambi, and fellow feeder schools, St Joseph’s, Bulli, St Michael’s, Thirroul, and St John Vianney’s, Fairy Meadow. The project was designed to assist in the transition of Stage Three students into Stage Four, in numeracy. It also opened a further channel of communication between Stage Three and Stage Four teachers that enabled professional dialogue regarding expectations, assessment and the language of numeracy.

Reading Recovery is an integral part of the literacy program at St Columbkille’s. The Reading Recovery teacher and class teachers’ work closely to ensure the learning outcomes for students are supported and monitored throughout the school. The program is aimed at students in their second year of primary school who require additional support in reading. The Reading Recovery teacher works with individual students for thirty minutes per day for a period that averages between twelve and fifteen weeks. The program allows for individual planning, as it is adapted to suit individual student needs. In 2008 sixteen children completed the program successfully and were discontinued. One child was supported for an extended time through a Reading Recovery focus group before being referred off the program.

The school was visited by the Edmund Rice Band who performed a variety of songs and tunes from classical to modern. Another popular visitor was the Team Beat, “Salaka: Sharing the Spirit of Africa”, who offered our students an interactive and cultural performance during which every child had an opportunity to become an active participant.

St Columbkille’s Mini Olympics was held on the same day as the opening of the Beijing Olympics. Staff planned a cohesive set of Kindergarten to Year Six units that addressed cultural diversification and culminated in a community assembly, featuring Chinese dancers and the release of a pair of peace doves, which preceded the Mini Olympics, during which the children competed in tabloid activities in teams based on the five colours of the Olympic rings.

Approximately half of the whole school Friday assemblies feature a rostered class presenting an insight into the recent happenings within their classroom, to the school community. Special performances were also scheduled within these assemblies to provide an avenue for expression and acknowledgement, such as the opportunity for the choir to share their eisteddfod songs.

Meeting the Needs of All Students

Individual Education Plans (IEP’s) were devised by the Catholic Education Commission to create individual learning plans to meet the educational requirements of students who have additional learning needs. A member of the school leadership team and a School Support Officer (SSO) were trained in the use of this tool and supported teachers during the implementation of the IEP tool. The IEP’s take into account any specialist reports, as well as psychometric assessments. They are reassessed throughout the year so as to continue meeting the needs of the children. A myclasses page was created for the use of parents and staff associated with the IEP’s. The focus of this site was literacy and numeracy (drill and practice, games, foundation skills) as well as other useful information.
Teachers continue to liaise with speech therapists, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists and support personnel from the Catholic Education Office in order to best meet the needs of all children. There is also a transition program in place that has enabled several students to become familiar with their 2009 Grade in order to alleviate anxieties surrounding this change.

A Review Committee, led by a member of the leadership team, meets regularly to discuss the needs of students who have been referred by staff. Members of this committee are assigned to work closely with teachers in an attempt to increase their familiarisation with the specific needs of students in those classes. Review Committee meetings are held to discuss the results of every psychometric assessment.

Indigenous students receive additional assistance on an individual basis from a School Support Officers (SSO). The School Support Officer hours are allocated on a needs basis to best address the areas in which students require support. As far as possible, School Support Officers are timetabled to support a particular stage so that they are able to establish relationships and gain an understanding of individual students over a two-year period.

Peer reading occurs between selected students from Kindergarten to Year Five, and Year Six tutors on a daily basis. This initiative provides additional reading opportunities for those who would benefit most. The Year Six peer tutors were trained at the commencement of the school year. Parent Workshops were also provided, so that parents could be better equipped to support their children’s reading in the home environment.

**Expanded Learning Opportunities**

All students were provided with the opportunity to participate in the school athletics and cross country carnivals, with Stage Two and Stage Three children, as well as those in Year 2 who could swim fifty metres, being invited to attend the swimming carnival. A number of students were then chosen to represent the school in the Regional carnivals, with children gaining further recognition by being named in MacKillop teams in cross country, athletics, soccer, touch football and rugby league. Three students were commended for their sporting achievements at the 2008 Diocesan Sports Awards. Throughout the year, the school has entered teams in the soccer, touch football, basketball and netball gala days, as well as Dragon Tag.

All grades travelled on excursions planned to support and enhance learning in selected units of study. These included visits to the Rocks precinct in Sydney, Symbio Wildlife Park, Sydney Airport, Chinese Gardens and Mary MacKillop Place at North Sydney. Year Six were given the opportunity to attend an overnight excursion to our national capital, Canberra.

The school actively promotes a choir, which has sixty-five members who participate in a voluntary capacity and practice during a number of lunch breaks. The choir placed third in the hymn singing section of the 2008 City of Wollongong Eisteddfod and performed at the Crown Street Mall and Fraternity Club Christmas concerts, as well as entertaining the elderly residents of the Diggers’ Rest Home and Chesalon Retirement facility. The choir also very much enhances our regular school masses.
The school community was invited to host a live broadcast of the Wave FM breakfast show in May. Students, parents and staff were entertained by the many activities. Breakfast was provided at no charge to the children present. Finalists from St Columbkille’s “Search for a Star” competition performed and staff concluded the event with a group song, much to the delight of those present.

A major highlight of the year was the school’s participation in the Jump Rope for Heart program in Term One. Students and staff were motivated to develop their skipping skills and increase their levels of fitness. Miss World Australia, members of the Wollongong Wolves soccer squad and parents, joined in as each grade presented skipping routines at the end of the term. The community embraced this significant event to such an extent that $18,000.00 was donated to the Heart Foundation from the sponsorship received. Representatives from the Heart Foundation visited the school to recognise this generosity and present a special award for community achievement. St Columbkille’s also joined in an attempt to break the Guinness world record for the largest number of people skipping simultaneously. The school joined 59,000 fellow Australians in this event as part of the twenty-fifth birthday celebrations for Jump Rope for Heart.

**Professional Learning**
All staff members are actively encouraged to continually update and improve their pedagogy to enhance the learning of the students in their care. This philosophy was supported by a commitment to the provision of Professional Development days for each stage. These significant opportunities enabled classroom teachers to engage in professional dialogue leading to the collaborative development of rich assessment tasks and varied learning sequences that address the various learning styles of students, as part of the Diocesan Quality Learning and Teaching Framework.

Our school based Learning Community Project focused on the principles of Restorative Justice. Our Term One Staff Development Day was facilitated by the Marist Youth Care Members, who informed our staff of the philosophy and implementation process of a whole school Restorative Justice program. Members of the school leadership team received further training throughout the year, ensuring the momentum of this initiative was maintained.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**Religious Literacy Assessment**
The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008.
Our school cohort consisted of 55 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 59 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3. The performance of each student was described as developing, achieving or extending.

In the Year 4 Religious Literacy Assessment, students displayed a high level of performance in their knowledge of Catholic Tradition. In Part A the high level of performance was evident in the children’s ability to identify key symbols, signs and rituals of the Catholic tradition, the ten commandments, the Angelus and the rite of penance.

In Part B students demonstrated their knowledge of the Creation Story and their roles as stewards of creation. They presented this knowledge in a variety of forms including powerpoint, booklets and songs.

For Part A 13% of our students were placed in the developing level, 60% in the achieving level and 27% were in the extending level.

For Part B 27% of our students were placed in the developing level, 56% in the achieving level and 17% were in the extending level.

Combining Parts A and B, 25% of our students were placed in the developing level, 56% in the achieving level and 19% were in the extending level for Religious Literacy.

**NAPLAN**

52 Year Three students and 46 Year Five students sat the NAPLAN in 2008. The analysis of results will assist in the development of whole school curriculum plans and the prioritisation of learning areas, teacher professional learning plans and student support provisions. The data will also provide valuable evidence to inform the School Review and Improvement process.

**Numeracy**

All students achieved at or above the National Minimum Standard in numeracy, which is above the National achievements.

The analysis of Year Three and Year Five Numeracy results identifies specific mathematic areas of strength as well as areas for development. Areas of strength include 2D Space and Position (Year Three) and the Measurement strand (Year Five).

Areas for development include Fractions and Decimals, the interpretation of Data and 3D Space. These areas were common to both Year Three and Year Five students.

**Literacy**

All students performed above the State and Diocese in Overall Literacy.

Analysis of results indicates that St Columbkille’s students are significantly strong in the areas of Grammar and Punctuation as well as Reading. Our Year Five cohort was also very strong in Writing. Spelling has been identified as a common area for development.
St Columbkille’s Primary School
Corrimal
Student Achievement 2008

National Assessment Program Literacy and Numeracy
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

### NAPLAN 2008:

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<th></th>
<th>% in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<td></td>
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<td>Bands 1 and 2</td>
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<td>56%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

### NAPLAN 2008: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>% in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
**Parent, Student & Staff Satisfaction**

All parents, Stage Three students and staff were invited to complete a survey that included narrative and tabular responses regarding key issues relating to school life at St Columbkille’s. The surveys returned were collated and analysed so as to provide as much information from these stakeholders as possible using such an instrument. The predominant response from each group was of a most positive nature, particularly in relation to Catholic Identity, quality of relationship between students and staff, the care of children and the nurturing environment present at the school. Concerns related to lack of shade (an issue being dealt with during the school holiday break with the erection of 284sqm of sail shades on the front cement), poorly grassed play areas and some channels of communication, such as the receiving of notes from school to home.

Responses to the graded evaluation grid indicated that the areas of greatest satisfaction across the three surveyed groups were Catholic Life, Religious Education, Students and Their Learning and Pastoral Care of Students. There appeared to be a strong consensus that relationships between students, parents and staff were based on mutual respect, genuine care and honest communication. Several narrative responses outlining specific instances involving the nurturing of children supported this notion.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

**School Review and Improvement components reviewed in 2008:**

- Religious Education
- Pastoral Care
- Teaching Practices
- ICLT Resources

**School Review and Improvement components to be reviewed in 2009:**

- Vision and Mission
- Reporting Student Achievement
- Assessment
- Professional Learning
- Use of Resources and Space
- Environmental Stewardship