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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review and Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

St Columbkille’s Catholic Primary School
PO Box 120
Corrimal NSW 2518
Ph: (02) 4284 7987
Fax: (02) 4283 3434
Email: info@sccdow.catholic.edu.au
Website: www.sccdow.catholic.edu.au

Parish Priest: Fr Graham Schmitzer

Principal: Mr Andrew Heffernan
Date: 18 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.

Principal’s Message

It has been a privilege to lead the St Columbkille’s school community as Principal this year. It has been a very busy, yet exciting year and I look forward to a long association in the years ahead. This Annual School Report outlines the vast array of learning opportunities, successes, achievements and details future planning for our school community.

I would like to take this opportunity to thank the school community for the warm welcome I have received and for the continued support in building a vibrant school community built on mutual respect and trust. I am proud of all that has been achieved this year and thank the commitment and dedication of all who have worked tirelessly in maintaining our school’s reputation as a place of faith and educational excellence.

I extend my sincere thanks to Fr Graham Schmitzer, Parish Priest, for his continued support and involvement in the life of our school.

Parent Involvement

The Parents and Friends Association (P&F) provides an official avenue for parents and friends of St Columbkille’s to support the education and welfare of our students. Parents, grandparents and older siblings have assisted in areas such as classroom and library assistance, Canteen, sporting carnivals, gala days, excursions and fund raising.

The Parents and Friends of St Columbkille’s have had another very successful year in raising funds to support the educational needs of the school. The school year commenced with a welcome disco and BBQ. It was very well attended and a wonderful community event. A significant achievement was the installation of new shade areas with funds raised, over a number of years, by the Association. The new shade sails have provided much needed shade for the children and significantly enhanced the aesthetic appearance of the school. The annual grant of $20,000 for the purchase of learning technology was also presented to the school.

Parents have continued to actively contribute to the life of the school through volunteering in the Canteen, providing classroom and library support and assisting at many school sporting events. The Parents and Friends have successfully organised a variety of fundraising events that include Mothers’ and Fathers’ Day stall, school discos, a movie night, raffles and a Family Fun Night.
Thank you to all who have supported the initiatives of the Parents and Friends Association in 2009. It has been a very successful year.

*Parents & Friends Association, President*

**Student Leadership**

In 2009 as Year 6 student leaders we undertook a number of new key responsibilities within the school community including the organisation the school Award Assembly, management of sporting equipment and a variety of fundraising initiatives.

A significant achievement this year was the school ‘Walk-a-thon’ that raised over $9,700 for The Good Samaritan Kindergarten School in Bacolod, Philippines. Organised by the Student Representative Council, this was a very successful school event. Sr Leonie (Principal) visited our school to extend her thanks and gratitude.

As school leaders we also represented St Columbkille’s at various community celebrations including the Wollongong Diocese Mission Week launch, ANZAC Day and Remembrance Day commemorations. It has been a very busy but successful year. We have all enjoyed the experience of being school leaders, in particular facilitating the Peer Support and Kinder Buddy Program throughout the year.

*School Captains 2009*

**School Profile**

St Columbkille’s Catholic Primary School is a Catholic Systemic co-educational school located in Corrimal. The school caters for students in years K-6 and has a current enrolment of 358 students. St Columbkille’s was established by the Sisters of St Joseph in 1905. The school provides quality education in faith and life for all students following the charism of the foundress of the Josephite Order, Blessed Mary MacKillop.

St Columbkille’s is steeped in a tradition that has been developed for over one hundred 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 staff for their contributions to our school.

Today, St Columbkille’s Catholic Primary School features a diverse cultural enrolment of 358 students and offers a contemporary curriculum within an atmosphere where all individuals are respected and valued.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>190</td>
<td>168</td>
<td>358</td>
<td>8</td>
<td>76</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic
Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>91.1%</td>
<td>93.6%</td>
<td>95.6%</td>
<td>92.7%</td>
<td>93.0%</td>
<td>95.0%</td>
</tr>
</tbody>
</table>

At St Columbkille’s student non-attendance is managed through the daily recording of absenteeism by the classroom teachers. Attendance recording sheets are sent to the school office and entered by the school administrative staff into the School Administration Software Program (SAS 2000). Parent or care giver explanations for student absenteeism are filed each Term together with the Term attendance sheets. Parents are contacted by the school Principal when school records indicate high levels of absenteeism and/or where there are unexplained absences.

Staffing Profile

There are a total of twenty-two teachers and five support staff at St Columbkille’s Catholic Primary School. This number includes twelve full-time and ten part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 97.85%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 95%.
**Professional Learning**

Professional learning opportunities are highly valued and sought by all members of St Columbkille’s Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes. Particular emphasis was placed on improving overall numeracy results across the school with the continuation of the 2008 Learning Communities Project.

St Columbkille’s whole school staff development days involved twenty-seven staff. These days focused on:

- Improving Numeracy Standards;
- Improving Literacy Standards (Two days);
- Groundworks (ORIGO) Mathematics; and
- The Year of St Paul – Staff Spirituality.

Other professional learning activities provided at school level, including CEO run courses:

- Consistent Teacher Judgement Using the Diocesan Learning and Teaching Framework – four teachers;
- Numeracy Transition Stage Three to Stage Four – four teachers;
- Leading Numeracy and Literacy – four teachers;
- Building and Sustaining Capacity in Special Education – one teacher;
- Technology for Learning – one teacher;
- Religious Literacy – two teachers;
- Learning for Leadership – two teachers;
- Reading Recovery Focus Group – two teachers;
- Operation Art K-6 (Creative Arts) – one teacher;
- Keep Them Safe (Child Protection Update) – Principal and Assistant Principal;
- Seasons Re-connector – two teachers;
- Apple Schools Technology Day – one teacher; and
- System Focus Day (Programming) – one teacher.

School based expenditure on professional learning in 2009 was $6,725. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

St Columbkille’s Catholic Primary School actively seeks to immerse all staff and students in the traditions and practice of the Catholic faith. As a Parish school we provide the opportunity for Mass attendance and celebrate significant Church Feast Days throughout the year. The Parish have provided Sacramental programs for Penance, Eucharist and Confirmation that have been supported by the school. Fr Graham Schmitzer, Parish Priest, regularly visits the classrooms to
support the faith formation of the children and to discuss current events in the life of the Church. Opportunities for the children to celebrate the Sacrament of Penance and Benediction are also provided.

Reaching out to those who are less fortunate than us remains a priority for our school. All classrooms have a collection box for Catholic Missions and during Lent, Project Compassion boxes are used to support Caritas Australia. In addition to this a number of fundraising initiatives were implemented during Lent, raising $2,703 for Caritas Australia. In Term 3 the children participated in a school walk-a-thon (Feet to Feed) raising $9,700 for the Good Samaritan Kindergarten School in Bacolod, Philippines. At the final Mass for the school year seven family Christmas hampers and a cheque for $500 were presented to the St Vincent de Paul Conference, Corrimal. Guest Speakers from both St Vincent de Paul and Caritas also visited the school to thank the children for their generosity and to provide further information regarding the work of their respective organisations.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2009. In 2009 the school cohort consisted of 42 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September 2009 and 42 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.

Students displayed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in:

- knowledge of Saints, particularly Mary MacKillop; and
- knowledge of the key symbols, signs and rituals of the Catholic Tradition.

Student responses indicated a need for further development their capacity to work with and apply the religious tradition, especially in their ability to:

- develop an understanding of the Sacrament of Baptism; and
- recall and sequence the events of Advent and Christmas.

For Part A 16.7% of students were placed in the developing level, 71.4% in the achieving level and 11.9% were in the extending level.

For Part B 16.7% of students were placed in the developing level, 73.8% in the achieving level and 9.5% were in the extending level.

Combining Parts A and B, 16.2% of students were placed in the developing level, 75.7% in the achieving level and 8.1% were in the extending level for Religious Literacy.
Financial Summary

St Columbkille’s Catholic Primary School has been very well supported by our Parents and Friends Association who granted an amount of $20,000 for the purchase of Information Communication and Learning Technology (ICLT) equipment and provided $53,471 to meet the full cost of the erection of two shade sails on the front playground and assembly area. A new front fence, retaining walls, concreting, fencing and gates were installed at a cost of $144,881, which was fully paid for from SEDSO and Parish funds.

Our school has been fortunate to have received substantial funding from the New South Wales Government’s Building the Education Revolution National School Pride Element that has allowed a number of major works to occur. These include refurbishment of the school entrance, playground and canteen ($62,000), Infants’ playground equipment and softfall ($37,841), Infants’ shade sails ($21,032), installation of a changeable message sign ($6,215), purchase of desks, chairs and classroom storage ($21,466).

The following graphs reflect the aggregated income and expenditure for St Columbkille’s Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

The staff at St Columbkille’s continue to place a high priority on the welfare of all students. The school Pastoral Care Policy, inclusive of a revised Anti Bullying Policy that was updated during 2008 and re-visited during 2009 as part of a process to ensure that both Policies and responses to behavioural situations remain cohesive with the principles and practices of the Restorative Justice program, a major whole-school initiative of 2008/2009. A pastoral care forum was held to promote awareness of Restorative Justice. Playground supervision folders are provided on each play area to monitor and record student behaviour. The appropriate Stage Supervisor maintains these folders. A cyber bullying information night was presented by staff from the Catholic Education Office to parents to provide them with an expert insight into this increasing problem for children and young people.

St Columbkille’s is able to offer the services of a CatholicCare counsellor for a full day on the Monday of each school week. Referrals are also available for family counselling and psychometric assessments as required. All children from Kindergarten to Year 6 are involved in the Life Education program annually. During 2009 all staff completed updated Anaphylaxis and Asthma training.

St Columbkille’s promotes an award system that is consistent in implementation and is based on staff acknowledgement of student achievement in academic, cultural and behavioural arenas. Individual sticker books are provided so that each student is able to maintain a record of his/her primary school awards during their time at St Columbkille’s. Upon the accumulation of ten stickers, students receive a Principal’s Award at the weekly whole school assembly that is conducted each Friday afternoon. These assemblies are attended by a significant number of parents and family members. The names of those children who receive a Principal’s Award are recorded in the school newsletter and count towards the house point score award. There is also a fortnightly focus on a specific value or behavioural attribute in Term One and Term Four. Throughout Term Two and Term Three these awards are presented in recognition of the nine Values for Australian Schools. These awards, known as Code of Conduct Awards, are focussed upon during their fortnight of currency at daily assemblies and in the school newsletter as part of engendering a whole school awareness.

As part of the National Safe Schools Framework, St Columbkille’s is conscious of the importance of addressing Occupational Health and Safety (OH&S) issues as readily as possible. Any OH&S concerns that staff have are raised at the commencement of each Staff and Communication meeting. There is also a maintenance book available to record areas in need of remediation. The Assistant Principal is responsible for ensuring that all OH&S requirements are met using qualified tradespeople possessing suitable accreditation and insurance.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school
leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

**Learning and Teaching**

**Introduction**

St Columbkille’s is a learning community that values each individual and sets out to encourage all members to reach their potential, academically, socially, physically and spiritually. The learning and teaching experiences provided are founded upon the provision of a contemporary curriculum within a Catholic context. The staff members are committed to their profession and to the students in their care. There is a spirit of collaboration encouraged in the decision-making processes that are designed to improve learning outcomes. Staff have developed individual plans for their own professional learning so that areas of expertise can be maintained and broadened and areas in need of development, strengthened.

**Curriculum and Pedagogy**

St Columbkille’s Catholic Primary School 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. As a systemic Catholic primary school, St Columbkille’s also provides courses of study in Religious Education based on the ‘Know, Worship and Love’ syllabus that is followed throughout the Diocese of Wollongong. Student progress is formally presented to parents twice per year, in Term 1 and in Term 4 respectively, in the form of a written A to E graded report, combined with the option of parent/teacher meetings following the distribution of reports. Kindergarten do not use the A to E reporting framework, but provide a verbal report to parents in Term Two and a written report based on indicators of competency in Term 4.

Year 4 students participated in the Diocesan Religious Literacy Assessment Part A and Part B. This assessment was marked by classroom teachers, teachers from the Diocese of Wollongong and the Australian Catholic University. Results from both parts of this assessment were provided to parents as a written report that provided a numerical value, as well as a narrative, regarding each student’s performance. A grade was also allocated, with each student being assessed as developing, achieving or extending in relation to stage outcomes for Religious Education.
Year 3 and Year 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN). Results from this testing were presented to parents in the form of bands that indicate a child performance in aspects of numeracy and literacy. Strengths, weaknesses, errors and correct responses are highlighted on each individual report. Students in Year 3, Year 4, Year 5 and Year 6 also participated in the University of New South Wales competitions in the areas of English, Mathematics, Science, Writing and Spelling. Results were returned to students in the form of a certificate that gave an empirical score and a level of achievement in comparison to the grouping that attempted each competition examination.

Staff use of a variety of assessment tools intended to assess for learning and of learning. Observation, anecdotal records, written tasks, research and presentations are examples of some of the assessment processes used across St Columbkille’s. Teachers have been involved in planning units of work and accompanying assessments during 2009 as part of a collaborative process funded by money provided within a Learning Community Project.

**Cross Curriculum**

St Columbkille’s continued its participation in the second year of a Learning Community Project funded by a grant from the Catholic Education Office. The focus of the project, as in its first year, is numeracy and facilitating the successful transition of Stage Three students to Stage Four at Holy Spirit College, Bellambi. This project also involved staff members from fellow feeder schools, St Joseph’s, Bulli, St Michael’s, Thirroul, and St John Vianney’s, Fairy Meadow. Mathematical units of work were co-planned in each Stage by teachers from each feeder school using a ‘backwards planning’ model. These units have been trialled at each school in 2009 and will be refined and incorporated into programs in 2010.

Reading Recovery remained a successful part of St Columbkille’s literacy program. The Reading Recovery teacher, the Reading Recovery Support teacher and the Year 1 class teachers assess and monitor the reading performance of each Year 1 student, particularly those who have been identified as being at risk from Kindergarten. Students requiring additional support in this area are targeted and placed on the Reading Recovery Program on a priority basis. Students spend thirty minutes per day with the Reading Recovery teacher working on an individual program. Students typically spend between twelve and fifteen weeks on the Program before being referred off. Their progress continues to be monitored until they are capable of reading with competence at Level 26.

St Columbkille’s continued to provide weekly Italian lessons for all students from Kindergarten to Year 6. The provision of these lessons, conducted by a specialist teacher, encourages student insight into another culture, its history, language and traditions. This cultural insertion program has been funded by school staff allocation, the Catholic Education Office and the Community Association of Italian Teachers.

The weekly Friday whole-school assemblies featured presentations from every class on a rostered basis that were designed to showcase aspects of life in their respective classrooms,
as well as special performances by the school and eisteddfod choirs, Catholic Development Fund (CDF) Diocesan public speakers, guest presenters and individual students sharing their musical talents with the school community. A themed Book Week assembly encouraged students to dress as their favourite book characters and to compete in Kindergarten to Year 6 teams in a trivia competition based on the short listed books for 2009. Seven Year 6 students were also given the opportunity to attend a literary lunch conducted by the Illawarra branch of the Children’s Book Council of Australia, at the Fraternity Club, Fairy Meadow, where they joined in a writing workshop conducted by author Richard Harland.

Meeting the Needs of All Students

St Columbkille’s continues to use a Review Committee to discuss the needs of students who have been referred by staff members, or by parent request, after discussion with class teachers. The Review Committee is chaired by a Middle Leader and meets on a regular basis to assist parents and teachers in identifying the most appropriate manner in which to meet the particular needs of individual students. Results and recommendations from specialist intervention services are discussed by the committee and suitable action plans devised. Records are kept in the files of individual students for future referral.

St Columbkille’s continued with the use of Individual Education Plans (IEP’s), as created by the Catholic Education Commission (CEC) to produce individual learning plans for students with funded learning disabilities in consultation their parents, teachers and School Support Officers (SSO’s).

Expanded Learning Opportunities

All students at St Columbkille’s are encouraged to participate in a broad range of activities outside of regular classroom experiences. The athletics and cross-country carnivals are attended by all students from Kindergarten to Year 6, with Stage Two and Stage Three students, as well as those in younger Grades capable of swimming fifty metres, competing in the swimming carnival at Corrimal pool. A number of students qualified for selection to represent the school in regional carnivals, leading to further representative honours for several children who were named in MacKillop teams. Two Year Six students received special recognition at the annual Catholic Development Fund Sports Awards. In 2009 sport colour houses were each named after a significant figure in the history of St Columbkille’s. The houses have become known as MacKillop (Green), Downey (Red), McCabe (Yellow) and Joseph (Blue). Banners were designed and purchased for each house and have added a new dimension to the team spirit exhibited at each carnival. During 2009, St Columbkille’s has entered teams in soccer, netball, basketball and AFL gala days, as well as the primary schools Dragon Tag competition.

All grades were provided with the opportunity to enhance and extend their learning through attending excursions linked to curriculum studies. These excursions included visits to Symbio Wildlife Park, Sydney Airport, Mary MacKillop Place, the Rocks, Fitzroy Falls, the Wollongong Science Centre and a walk across Sydney Harbour Bridge. Year Six students enjoyed an
overnight excursion to our national capital, Canberra, where they visited a number of places of interest, including New Parliament House where they met with the Federal Member for Cunningham.

St Columbkille’s maintains an active choir that was placed at the Eisteddfod of Wollongong, and performed at the Fraternity Club Christmas Concert, Sacramental Masses, Crown Street Mall and the Diggers’ Rest Home retirement facility. Participation in the choir is voluntary, but over fifty students have enjoyed the benefits of membership this year. A Chess Club has also been available for the children to join and operates during lunch breaks several days in most weeks. The Chess Club members have received some expert tutoring during the year and competed credibly at local tournament level. Card making classes are also offered at various times throughout the year. Stage Three students participate in public speaking, with one student securing third place in the annual Catholic Development Fund Diocese of Wollongong Regional Public Speaking final.

Students from St Columbkille’s entered many and varied competitions in 2009. Students in Stage Two and Stage Three are offered the opportunity to participate in Mathematics, English, Spelling, Writing, Science and Computer competitions organised by the University of New South Wales. A number of other competitions our students participated in included, the Dorothea Mackellar Poetry Competition, Doodle for Google, the Illawarra Mercury Letter to Santa competition and the Member for Keira’s annual Christmas card competition, with a Year Three student being announced as the 2009 winner.

**Professional Learning**

Professional learning is valued at St Columbkille’s and each staff member prepares a professional learning plan as part of his/her Professional Development Planning and Review (PDPR). This plan encourages staff attendance at professional learning opportunities that will enable them to update and improve their pedagogical practices to improve the learning experiences for students. All classroom teachers were provided with release from face to face to interact with their Stage partners to plan units of work for Mathematics as part of the 2009 Learning Community Project funding. Much professional dialogue emanated from these sessions that incorporated a focus on the Diocesan Learning and Teaching Framework.
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 Program 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.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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.

Fifty-eight Year 3 students and sixty-two Year 5 students sat the NAPLAN in 2009. The analysis of results will assist in whole school curriculum planning and the prioritising of focus areas for staff professional learning, resourcing and student intervention and/or support. The data will also be used to provide student achievement information for the allocation of classes for students entering Year 4 and Year 6 in 2010, as well as in the allocation of equitable school support officer hours.

Numeracy

The analysis of the 2009 NAPLAN results for Numeracy indicates specific areas of strength and those in need of development in Numeracy. Areas of particular strength include whole number, fractions and decimals, patterns and algebra and time (Year 3), and 2D space, patterns and algebra, length and time (Year 5).

Areas identified as requiring development include 3D space and division (Year 3), and capacity, division, area, chance and length (Year 5).

Literacy

Analysis of results indicates that students at St Columbkille’s performed strongly in locating and interpreting information, identifying word meaning and errors and in spelling. These strengths were common to both Year 3 and Year 5, as were the weaknesses, namely identifying pronoun references and connecting certain information. Reading and spelling results improved in both Year 3 and Year 5 in comparison to the 2008 NAPLAN results.

Student Achievement in Bands

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.
### 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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN % in Bands</th>
<th>2009:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td>Reading School</td>
<td>5%</td>
<td>29%</td>
<td>67%</td>
</tr>
<tr>
<td>Reading National</td>
<td>15%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>Writing School</td>
<td>6%</td>
<td>35%</td>
<td>59%</td>
</tr>
<tr>
<td>Writing National</td>
<td>9%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling School</td>
<td>7%</td>
<td>32%</td>
<td>61%</td>
</tr>
<tr>
<td>Spelling National</td>
<td>15%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation School</td>
<td>7%</td>
<td>23%</td>
<td>70%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation National</td>
<td>15%</td>
<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td>Numeracy School</td>
<td>14%</td>
<td>32%</td>
<td>54%</td>
</tr>
<tr>
<td>Numeracy National</td>
<td>16%</td>
<td>50%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

A survey of parents, staff and students was carried out during Term Four to gain feedback on the school’s performance. The results indicated high affirmation for the school in delivering quality learning and educational experiences. All Stage Three students also completed the survey. The students overwhelming indicated that they felt very proud of their school. They felt safe and were positive about their teachers and all the experiences that the school provided.

An analysis of the responses from staff indicated that they were very positive in their feedback about the school. The parent responses overwhelmingly agreed that the school provided a good understanding of the Catholic tradition for their child, various opportunities to become involved and that the teachers were genuinely interested in the welfare of the students.

The parent survey did indicated that a small percentage of the parents felt their child was not challenged to maximise his/her learning outcomes and that the school needed to provide a greater range of extra-curricular experiences. These concerns will be further investigated.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 1: Catholic Life and Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and Their Learning
  - 2.3 Reporting Student Achievement
- Key Area 3: Pedagogy
  - 3.5 Assessment
  - 3.7 Professional Learning
- Key Area 5: Resources, Finances and Facilities
  - 5.2 Use of Resources and Space;
  - 5.3 Environmental Stewardship
School Review and Improvement components to be reviewed and rated in 2010:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.1 Vision and Mission

- **Key Area 2: Students and Their Learning**
  - 2.1 Educational Potential

- **Key Area 3: Pedagogy:**
  - 3.2 Provision for the diverse needs of learners
  - 3.4 Planning, programming and evaluation

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.2 Professional Development of staff

- **Key Area 5: Resources, Finance and Facilities**
  - 5.4 Financial Management

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.1 Parent Involvement