St Columbkille’s
Catholic Primary School
Corrimal

Annual School Report
2010
About This Report

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.

The Report also outlines information regarding School Review & 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: 10 November 2010
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

The 2010 school year has been another exciting and very busy year for our school community. The first stage of our building program (BER) was completed and we now boast a new and very modern school administration area. Work has also commenced on the final stage of this project, a new school hall, with a planned completion date of April 2011.

This year our school was engaged in the process of Cyclic Review as a component of the Diocese of Wollongong School Review and Improvement (SRI) Framework. The external validation of the school’s strategic planning was a very affirming process, highlighting the significant improvement in school facilities and future planning for enhancing the educational outcomes for all children.

I acknowledge the ongoing commitment and dedication of the staff and all who have worked tirelessly in maintaining our School’s reputation as a place of faith and educational excellence. In particular, 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) for 2010 again has enjoyed great support from the school and wider community. We continue to attract pleasing numbers for our fund raising and P&F committee meetings and, as such, we end the year with a very healthy bank balance and an active committee. The committee identified and prioritised several key projects to support for the year and a key focus was aimed at improving the grass playground. We have applied to the NSW State Government for funding to improve the playground area and if successful we will direct our support to this or other listed projects. During the year the P&F responded positively to requests to fund the purchase costs for much needed resources, including new rugby league strips, sporting equipment and computer hardware.

I acknowledge the work our Principal undertakes regularly to keep parents informed about the school as we continually strive to improve educational and social outcomes for our children in a mutually supportive and cohesive environment.

Parents and Friends Association, President

Student Leadership

As St Columbkille’s 2010 school leaders, we have been fortunate to have been provided with many opportunities to represent our school. These included leading each Friday school
assembly, presenting awards, greeting visitors and playing an active role in the St Mary Of the Cross MacKillop Canonisation Mass at the WIN Entertainment Centre. We have also taken part in a variety of community celebrations, such as the Corrimal RSL Remembrance Day ceremony and Spring Into Corrimal.

Our school organised several major fundraisers during this year to support our local St Vincent de Paul and the victims of the Pakistan floods, for whom we managed to raise over $6,000, a wonderful achievement for a school of our size.

Throughout our time as the school captains of St Columbkille’s we have enjoyed much support from our parents, our Parish Priest, Fr Schmitzer and school staff. It has been a privilege for us to have been able to lead the student body of such a vital and genuine Catholic school.

School Captains 2010

School Profile

School Context

St Columbkille’s Catholic Primary School is a community of God’s people striving to live out our motto, ‘Christ is the Way’. In partnership, we endeavour to foster a love of God through our Catholic identity and provide a safe, supportive and caring environment for all. Established by the Sisters of St Joseph in 1904, we continue to draw on the charism of St Mary of the Cross MacKillop, Foundress of the Sisters of St Joseph.

At St Columbkille’s we provide quality learning experiences, underpinned by the Diocesan Learning and Teaching Framework (DLTF). In a technology rich environment, we cater for individual differences and promote lifelong learning in newly renovated, flexible learning spaces. The school features a diverse cultural enrolment of students and offers a wide range of academic, social and sporting opportunities within an atmosphere of mutual respect, in which all individuals are valued. We have strong links with our Parish and the wider community and our award winning school choir performs at nursing homes and community events. Parent involvement is encouraged in all aspects of school life and our Parents and Friends Association is active in supporting the school through a variety of social and fundraising events.

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 374 students.

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>2010</td>
<td>183</td>
<td>191</td>
<td>374</td>
<td>7</td>
<td>78</td>
</tr>
</tbody>
</table>

St Columbkille’s, Corrimal ASR 2010
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 both the school website www.sccdow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

**Student Attendance**

<table>
<thead>
<tr>
<th>2010</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></td>
<td>88.5%</td>
<td>91.4%</td>
<td>92.5%</td>
<td>93.7%</td>
<td>90.4%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

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). Parent or care giver explanations for student absenteeism are filed each Term, together with the Term attendance sheets. Parents are contacted by the Principal if school records indicate an unacceptable level of absenteeism.

**Staffing Profile**

There are a total of twenty-five teachers and eight support staff at St Columbkille’s Catholic Primary School. This number includes eleven full-time and fourteen 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>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 AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>00%</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>00%</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 2010 was 97.51%. This does not include planned leave, such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 100%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Columbkille’s Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- David Langford – Quality Learning and Teaching Conference;
- Learning For Leadership;
- Leading Literacy and Numeracy – Stage 2;
- Bethsaida – Spiritual Formation;
- Special Education Conference – Mater Dei;
- Australian Council of Educational Leaders Conference;
- Supporting Learning and Thinking – Lane Clark;
- Reading and Comprehension in the Classroom – Peter Freebody; and
- Technologies for Learning (K-2).

School based expenditure on professional learning in 2010 was $13,538. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per teacher was $542.

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. Morning assembly commences each new day with our school prayer. Staff members come together for prayer and reflection on Thursday mornings. The responsibility for preparation and presentation of staff prayer is shared throughout the year on a rotational basis.

As a Catholic primary school, we are fortunate in being able to join with the Parish in celebrating Mass most Friday mornings. Children in Stages Two and Three are invited to celebrate the Sacrament of Penance and also to attend Benediction at least once each Term.

St Columbkille’s Parish Priest, Fr Graham Schmitzer, visited all classes during the year to support the units of work being covered in Religious Education, the Sacraments and current events in the life of the Church. Following each visit, Father joins the staff for morning tea to further strengthen the links between Parish and school.

The school continued to celebrate its Catholic identity through prayer and liturgy. Significant
feast days were highlighted and acknowledged during the year in prayer, liturgy and at Mass. These included Ash Wednesday, the Feast of Blessed Mary MacKillop, the Assumption of the Virgin Mary and the Feast of our Patron, St Columba. A special Mass and morning tea honouring the gift of our grandparents was celebrated on the birthday of the Virgin Mary. During Holy Week the children participated in a whole school paraliturgy. We also acknowledged National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, World Environment Day, ANZAC Day and Remembrance Day with whole school liturgies.

The school celebrated the canonisation of St Mary of the Cross in a number of events spanning over four weeks. These celebrations included a whole school Mass, followed by a day of old fashioned games. Students from each Grade, together with several staff members, painted nine images on canvasses that reflect the history and charism of our school. The combined images have been displayed in our school foyer. A number of students and staff from our school attended the Mass to celebrate the canonisation of St Mary of the Cross MacKillop at the Wollongong Entertainment Centre (WEC).

Our student leaders were actively involved in a number of celebrations outside our school, including attendance at the blessing of the Diocesan St Mary of the Cross Icon. Our Year Six children participated in Prayer and Conversation with the Bishop at St John Vianney’s, Fairy Meadow. Our school provided the music and led the singing at this liturgy.

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. These included resource books, posters and CDs. A candle displaying St Mary of the Cross was presented to representatives of each class during Mass at the commencement of the school year.

During 2010 children from St Columbkille’s joined with those from local government schools in Parish-based Sacramental Programs. Year Three children received the Sacrament of Penance, and then made their First Communion on the Feast of Christ the King. Year Six children received the Gifts of the Holy Spirit when confirmed during a special Mass celebrated by Bishop Peter Ingham.

Caring for those less fortunate in the world remains a priority at St Columbkille’s. During Lent a total of $3,574 was raised for Catholic Mission and a ‘Dance-a-thon’ raised $6,499 for the Pakistan Flood Appeal. A Mission Concert was also held for the St Vincent de Paul Winter Appeal, raising $538. Guest speakers from both St Vincent de Paul and Caritas also visited the school to thank the children for their generosity.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2010. In 2010 the school cohort consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 30 and 51 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 religious tradition. This was particularly noticeable in the following areas:

- Saints, especially Mary MacKillop; and
- key symbols, signs and rituals of the Catholic tradition and of Scripture stories.

The students’ responses showed a need for them to develop their capacity to work with and apply religious tradition, especially in relation to traditional prayers, such as, the Hail Mary.

For Part A 10% of students were placed in the developing level, 50% in the achieving level and 40% were in the extending level.

For Part B 5.4% of students were placed in the developing level, 78.5% in the achieving level and 16.1% were in the extending level.

Combining Parts A and B, 8.3% of students were placed in the developing level, 58.3% in the achieving level and 33.4% were in the extending level for Religious Literacy.

Financial Summary

The following graphs reflect the aggregated income and expenditure for St Columbkille’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

St Columbkille’s is committed to providing the highest quality Catholic education for all students, spiritually, academically, physically, socially and emotionally. The well-being of students is at the heart of all that is undertaken within the school. They are our core business.

Pastoral Care

A key element in ensuring that this commitment becomes reality for our students is to make the school as safe as possible. In 2010 all playground areas and procedures were evaluated and reviewed by a specially convened committee. Staff visited several Diocesan schools to observe good practice in action. As a result structured play was introduced, new play areas were created, games and equipment purchased and allocated in an equitable manner. A Kids’ Club operates twice per week to cater for the social needs of students who do not always feel comfortable in the larger outdoor environment.

There is a whole-school fortnightly focus on specific values and desirable behavioural attributes that are promoted on assemblies and within the school newsletter. Children identified as displaying these values receive a Code of Conduct award at the weekly Friday assembly. A new merit system has also been introduced to acknowledge positive student behaviour. The system is based on levels of achievement, with students progressing from bronze, silver, gold and Principal Awards and culminating in a Mary MacKillop Award.

As part of the National Safe Schools Framework, St Columbkille’s places due emphasis on the importance of attending to Occupational Health and Safety issues as soon as they are identified. Most concerns are able to be attended to by the employment of regular maintenance personnel. Suitably accredited trades people are employed to deal with specialised needs.

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. No changes were made to these Diocesan documents in 2010.

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 Catholic Primary School meets all NSW Board of Studies (BOS) requirements through 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 a course of study in Religious Education based on the “To Know, Worship and Love” syllabus, which is used at a systemic level across the Diocese of Wollongong. The teachers follow the Diocesan Programming Guidelines, ensuring that all components of learning teaching programs are fulfilling requirements and are compliant, thus meeting BOS expectations.

Curriculum & Pedagogy

Assessment and Reporting
Student progress is formally presented to parents twice a year in the form of a written A to E graded report. An optional parent teacher meeting is offered following the distribution of reports. In 2010 Kindergarten teachers reported to parents orally mid-year and used the indicators of the competency for the end of year report. Reporting guidelines implemented throughout the school ensure consistent teacher judgment for allocation of grades across the peer groups against the Common Grade Scale.

Year Four students also completed the Religious Literacy Assessment that was marked and graded by teachers within the Diocese of Wollongong and the Australian Catholic University. Results were provided to parents formally 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 National Assessment Program – Literacy and Numeracy (NAPLAN). Students in Years Four, Five and 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 continues to be used for the assessment for learning and of learning. It is an evolving process that involves teachers planning collaboratively and engaging in professional dialogue on a regular basis. Opportunities have been provided for teachers to meet as a Stage throughout the year to further develop collaborative planning across the Grades. As part of a Learning Community Project, with the support from the Catholic Education Office Learning Support Team, teachers have been participating in the critical analysis of classroom practice and making links to the Diocesan Learning and Teaching Framework (DLTF). Stage Two teachers have participated in numeracy assessment and planning throughout the year, developing strategies as a part of their professional learning and supporting students in their understanding and implementation of Mathematics.

Technology Supporting Learning
An emphasis on integrating Information Communication and Learning Technologies (ICLT) across the curriculum has continued in 2010. Teacher workshops have been conducted
throughout the year to support their professional learning in this area. Access to necessary hardware has been assisted by the purchase of twenty MacBooks, ten iPads, two laptop trolleys and a network printer/photocopier. The replacement and upgrading of the wireless network was also undertaken, ensuring full coverage across the site. Laptops are stored in four pods and a booking system continues to provide equitable access for all classes. The ICLT budget, supported by the Parents and Friends Association, has provided these necessary upgrades. Touch technologies have been introduced into Kindergarten for whole class and specific learning needs in those classes and will continue to expand into Stage One.

Cross Curriculum

Literacy

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 the second year of primary school who require additional support in reading. The Reading Recovery teacher works with individual students for thirty minutes each day for a period that averages between twelve to fifteen weeks. The Program allows for individual planning, as it is adapted to suit individual needs. In 2010 eleven children completed the program successfully and were discontinued and one child was referred off.

Teachers participated in Northern Illawarra Catholic Schools (NICS) network with St Joseph’s Bulli, St John Vianney’s Fairy Meadow, St Michael’s Thirroul and Holy Spirit College in professional learning sessions focusing on development of comprehension and literacy skills for students across all Key Learning Areas (KLAs).

During Book Week students experienced a walk across the Sea Cliff Bridge as a part of the theme ‘Across the Story Bridge’. Students picnicked at Stanwell Park beach where they were joined by parents and participated in a variety of literacy activities.

Numeracy

Parent workshops were conducted with a focus on numeracy particularly addition and subtraction strategies across the Stages. The workshops were strongly supported by parents at all sessions and allowed parents to provide input into the future direction of such workshops.

Students also participated in World Maths Day and Literacy and Numeracy week – Reach for the Stars.

Indigenous

The Koori Rangers from the National Parks and Wildlife Service visited for a three-day intensive workshop where students learned about traditional culture, weaving, face painting, weapons, boomerang throwing and dance.
Environmental
The school maintains a strong environmental focus with a composting program and a gardening team who care for the school’s garden and our active participation in Clean Up Australia Day. Students also participated in National Walk Safely to School Day and World Environment Day.

Multicultural
St Columbkille’s Catholic Primary School offers weekly Italian lessons for students from Kindergarten to Year Two. 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 students with a greater insight into, and the experience of, another culture.

Other
The Edmund Rice School Band entertained the children by performing a variety of songs during their annual visit, encouraging both students and teachers to participate in singing and learning a new dance.

Students also participated in Grandparents’ Day, and listened to a number of guest speakers.

Meeting the Needs of all Students
Individual Plans (IPs) devised by the Catholic Education Commission (CEC) are utilised to develop individual learning plans that meet the educational requirements of students who have additional learning needs. The IP includes details of any specialist reports, as well as psychometric assessments. They are evaluated throughout the year so as to continue meeting the needs of students. Teachers regularly liaise with Speech Therapists, vision support organisations, Occupational Therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists and support personnel from the Catholic Education Office in order to best fulfil the requirements of all students.

Teachers have attended sessions at the Catholic Education Office in order to effectively analyse the 2010 NAPLAN data so as to provide feedback to fellow staff and to make use of the data to inform learning and teaching planning.

A transition program has been developed to enable several students to become familiar with their 2011 class and teacher, thus alleviating anxiety and concerns surrounding this change. A transition program is conducted with students in Year 6 facilitating their move from primary to secondary school.

A Review Committee, led by a member of the Leadership Team, meets regularly to discuss the needs of students who have been referred by teachers. 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. Teachers meet with School Support Officers (SSOs) to cooperatively plan for the learning needs of the students each Term.
Indigenous students receive additional assistance on an individual basis from an SSO. Support is are allocated on a needs basis to best address the areas in which students require support. As far as possible, SSOs 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 daily where Year Six tutors read with selected students from Kindergarten to Year Five. This initiative provides additional reading opportunities for those who would benefit the most. The Year Six peer tutors were trained at the commencement of the school year. Workshops were also provided so that parents could be better equipped to support their children’s reading in the home environment.

School assemblies each Friday feature a timetabled 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 to present eisteddfod program items. School awards, Code of Conduct, Merit, Principal and Mary MacKillop Awards are presented weekly at the assembly.

**Expanded Learning Opportunities**

All students were provided with the opportunity to participate in the school athletics and cross country carnivals, with Stages Two and Three participating in the swimming carnival. Children from Stage One who can confidently swim fifty metres were also invited. A number of students were selected to represent the school in the regional carnivals, with students gaining further recognition by being named in MacKillop teams in athletics, swimming, cross country, athletics, soccer, touch football and rugby league. Several children were selected to represent the Diocese at the PSSA athletics and swimming competitions. One student was commended for their sporting achievement at the 2010 Diocesan Sporting Awards. Throughout the year the school entered teams in soccer, touch football, basketball and netball gala days. The school also participated in public speaking, chess and debating competitions.

All Grades travelled on planned excursions to support and enhance learning in selected topics of study. These included visits to the Rocks precinct in Sydney, Symbio Wildlife Park, Mary MacKillop Place at North Sydney, St Vincent de Paul, Jumbulla Education Centre and Wollongong Harbour, Minnamurra Rainforest, Canberra, the steelworks and the Science Centre. Year 6 enjoyed a three-day excursion to our national capital, Canberra.

St Columbkille’s actively promotes a school choir comprised of ninety members who participate in a voluntary capacity and practise during lunch breaks. The choir competed at the 2010 Wollongong Eisteddfod in choral events, winning two sections. The choir also performed for the residents at Diggers’ Rest Home, at school and Parish Masses and celebrations.
Members of the Student Representative Council attended the ANZAC Day and Remembrance Day community commemorations, and a number of students participated in the street parade for the Spring into Corrimal festival.

**Professional Learning**

Many formal professional learning opportunities were provided that were directed at improving pedagogy. 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 experiences that address the various learning styles of students, as part of the Diocesan Learning and Teaching Framework (DLTF). Our school based Learning Community Project focused on the principles and implementation of the DLTF. Professional Development Planning and Review (PDPR) is a significant professional learning process undertaken by teachers on an annual basis to continually review their personal and professional goals.

Seven teachers attended the David Langford - Quality Learning and Teaching Conference over four days in the Easter holidays. Teachers and support staff have also undertaken significant courses in Reading - Comprehension Strategies, Reading Recovery Support Teacher training, ICLT, Numeracy (K-2), Bethsaida, Journey and Beginning Teacher Spirituality Day— adult spirituality, Leadership for Learning, Special Education Conference at Mater Dei, Australian Council of Educational Leaders Conference, Teacher/Librarian conference and Oliver training, Italian Teaching Support, Lane Clark - Supporting Thinking and Learning Conference, Beginning Teacher Support including Institute of Teachers compliance, development of KLA scope and sequences and BOS compliance for learning and teaching programs. Teachers have undertaken training in a new CEO developed database called Behaviour Analysis and Reporting Tool (BART) that has been implemented and supports the school’s Discipline Management Policy. Staff have also completed training in first aid, asthma and anaphylaxis management.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, capacity matrices, research 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 annually.

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.

Numeracy

Analysis of the 2010 NAPLAN results for Numeracy indicates specific areas of strength and those in need of development. Areas of particular strength include 2D space and time (Year 3), and patterns and algebra (Year 5). Areas identified as requiring development include patterns and algebra, data, 3D space and prisms, estimation of length and informal units of volume (Year 3), and 2-digit division with remainders, 2D tessellation and reflective symmetry and multi-step problems involving money (Year 5).

Literacy

Analysis of results indicates that students at St Columbkille’s performed strongly when inferring a character’s intention and combining sentences (Year 3), linking information across a text (Year 3 and Year 5), and punctuation and identifying conjunctions (Year 5). Areas where performance was not as strong included aspects of spelling (both grades), punctuation, linking ideas and identifying a point of view (Year 3), and making inferences, identifying forms of adverb and relative pronouns (Year 5).

Student Achievement in Bands

The NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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.
<table>
<thead>
<tr>
<th>NAPLAN 2010: % in Bands</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>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>46%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>46%</td>
</tr>
<tr>
<td>National</td>
<td>7%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>64%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>16%</td>
<td>32%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>36%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>54%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from 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.
Parent, Student and Staff Satisfaction

Parents, students and staff were surveyed in Term Four to seek feedback on the school’s performance in areas affecting the education of the students and overall management of the school.

From the parent community 35% of families returned the survey completed, with 31% indicating that they either strongly agreed or agreed that the school was meeting their expectations in all areas. Of this there were 4% who indicated that the school could offer a wider range of co-curricular activities and that their child was not challenged to maximise individual learning outcomes. A further 2% indicated that the school could improve the information reported about student progress.

The student survey overwhelmingly indicated that students were proud of their school, understanding their rights and responsibilities and felt safe. They also indicated that they were positive about their teachers and the experiences provided by the school.

Staff were very positive in their feedback, indicating that the school clearly provides a safe and supportive learning environment that delivers quality Catholic learning and teaching.

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 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 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

In 2010 a review of the present school Vision and Mission statement resulted in a timeframe for a new Vision and Mission statement to be developed. A collaborative approach to program supervision was implemented together with a new school Programming Policy and the Diocesan program compliance checklist. The implementation of the Diocesan Learning and Teaching Framework (DLTF) was a key component of staff professional development. Individual Learning Plans (ILPs) were also introduced and are now included in programs to identify areas of curriculum differentiation so as to meet the learning needs of individual children. Staff professional development has been linked to the teachers’ annual Professional Development, Planning and Review (PDPR) process to ensure a purposeful and equitable approach. New procedures were developed for the management of outstanding school fees and the school asset register has been reviewed and update as requested by the school auditor.

**School Review and Improvement components to be reviewed and rated in 2011:**
- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and the Broader Church
- Key Area 2: Students and Their Learning
  - 2.4 Integration of Information and Communication Technology
- Key Area 3: Pedagogy
  - 3.1 Curriculum Provision.
- Key Area 4: Human Resources, Leadership and Management
  - 4.3 An Ethical Work Place Culture.
- Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.1 Parent Involvement
- Key Area 7: Strategic Leadership and management
  - 7.2 Innovation, Development and Change.