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), 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 CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2014.

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

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Parish Priest: Fr Graham Schmitzer
Principal: Andrew Heffernan
Date: 13 December 2013
Vision Statement

‘Learning Together, Shaping Futures’

Message from Key School Bodies

Principal’s Message

The Annual School Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred this year. In 2013 a major school initiative has been the implementation of Focus on Reading (FOR) in Stage 2 and 3. FOR is characterised by intensive professional learning and innovation at the classroom level, focusing on reading comprehension, reading to learn and how student learning is planned and assessed.

School-wide Positive Behaviours for Learning (SPB4L) has also been implemented K-6. SPB4L focuses on ensuring a safe and supportive environment with the aim of nurturing children towards their full potential. This project continues to be a key agent of change in our school.

St Columbkille’s Catholic Primary School is an energetic, vibrant learning community with an enviable reputation within the local community. I would like to take this opportunity to thank all those who have helped to make St Columbkille’s the school we enjoy today. I thank our Parish Priest for his wonderful support and guidance, the staff for their expertise and generosity of spirit, the Parents and Friends Association (P&F) and the general parent community for their continued support and encouragement, and our students who have worked so hard to achieve their personal best in all areas.

Parent Involvement

The relationship between the Parents and Friends Association and the school has been wonderful this year. The aim of the P&F is to support the school as much as possible through the many committees. The commitment of the many parent volunteers at our school is just phenomenal and something to cherish. Our fundraising this year has been outstanding with the many fundraising events, excluding the fete, raising close to $15 000. Our bi-annual Fete raised $30 000 and the organisation and execution of this big event was a real testament to the school’s community spirit. We are excited to report that we are again able to contribute significantly to our schools resources.

Parents and Friends Association, President
Student Leadership

St Columbkille’s Student Council Representatives (SRC) is made up of fourteen members from Year 6. Throughout 2013, we have been given many opportunities to represent and support our school. These opportunities include leading the morning and award assemblies, liturgical celebrations, greeting visitors and student elections for 2014. The SRC have also been involved in fortnightly class visits promoting our school’s core values, ‘Our Time to Lead’ community service program, Leaders Day and significant local events including ANZAC Day, Remembrance Day ceremony, St. Columbkille’s fete and Spring Into Corrimal.

The SRC have organised fund raising activities including the Easter Egg Raffle and Busking Day to raise in excess of $900 to support St. Vincent de Paul and Catholic Missions. It has been our privilege to represent and serve the student community of St. Columbkille’s.

School Leaders

School Profile

School Context

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 415.

It is a vibrant school community that strives 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 relevant and engaging learning experiences, underpinned by the Diocesan Learning and Teaching Framework (DLTF). In a technology rich environment, we strive to cater for individual learning differences and promote lifelong learning, together with active participation in the Australian community. The school has a diverse cultural enrolment of students and offers a wide range of cultural, 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. 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.
Student Enrolments

The Diocesan Enrolment Policy and Procedures exists 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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

<table>
<thead>
<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.2</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.9</td>
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<tr>
<td>Year 3</td>
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</tr>
<tr>
<td>Year 4</td>
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<tr>
<td>Year 5</td>
<td>93.7</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.4</td>
<td>93.3</td>
</tr>
<tr>
<td>Whole school</td>
<td>93.5</td>
<td>92.9</td>
</tr>
</tbody>
</table>
Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Student attendance rolls are marked daily in accordance with the Education Act (1990). Records are kept electronically and where a written explanation for an absence has not been received within five days the absence is recorded as unexplained. Parents or caregivers are then sent a letter from the school requesting a written explanation for the absence. In cases where the school records indicate an unacceptable level of absenteeism the Principal contacts parents or caregivers.

In accordance with the Diocesan Student Attendance Policy parents must complete a request for exemption and have Principal approval, prior to any planned leave from school.

Staffing Profile

There are a total of 26 teachers and 8 support staff at St Columbkille’s Catholic Primary School. This number includes 13 full-time, 13 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 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 2013 was 97.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100%.

Professional Learning

During 2013, St Columbkille’s Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. St Columbkille’s Catholic Primary School whole school development days involving all staff.
   These days focused on:
   • Focus on Reading (FOR) & School Wide Positive Behaviours for Learning;
   • Implementation of Australian Curriculum (Overview);
   • Staff Spirituality and Formation;
   • Australian Curriculum (English and Mathematics – Scope & Sequence and Units of Work);
   • First Aid Training - Cardiopulmonary Resuscitation (CPR), Anaphylaxis and Diabetic management; and,
B. Other professional learning activities provided at school level including CEO run courses:
   • School-wide Positive Behaviours for Learning (SPB4L) (5 staff);
   • Focus on Reading (FOR) - Modules 1-4 (13 staff);
   • Lamplighters (Spirituality) – (4 staff);
   • Reading Recovery Training – (1 staff);
   • K-2 Learning Pedagogies – (2 staff);
   • K-2 Religious Education Curriculum – (1 staff);
   • Gifted Education – (2 staff);
   • Learning for Leadership – (1 staff);
   • Leading Effective Teaching – (2 staff);
   • Encountering God’s Word – (1 staff);
   • Effective Integration of 1:1 iPads – (2 staff);
   • Collaborative Classrooms – (2 staff);
   • New Individual Planning (IP) Tool – (2 staff);
   • Implementing the Australian Curriculum Leaders day – (3 staff);
   • Religious Literacy Assessment Marking – (1 staff);
   • Australian Institute for Teaching and School Leadership (AITSL) – (6 staff);
   • DOW Cloud - Google the Next Level – (2 staff);
   • Apple Schools Technology Day (ASTD) – (2 staff); and,
   • Growth Coaching – (2 staff).
The average expenditure by the school on professional learning per staff member was $765.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of $922.

**Catholic Life & Religious Education**

St Columbkille’s Catholic Primary School is an authentic Catholic Parish Primary School, evidenced by the strong relationship between the Parish Priest, the school and Parish communities. Throughout the school year each cohort has again experienced a family Parish Mass where, by invitation, they join with the Parish community in celebrating the Eucharist, followed by a sausage sizzle and light refreshments.

Daily Religious Education is a core focus of the St Columbkille’s school and is integrated in all aspects of school life. The Diocese of Wollongong Religious Education Curriculum is used in all Grades from Kindergarten to Year 6.

The liturgical dimension of the school year commenced with a whole school Mass on 8 February followed by a badging ceremony in the Monsignor Downey Hall where 2013 school leaders were presented with their leadership badges. This year teams of Faith, Learning, Community and Celebration were introduced to promote and foster our core values and build student leadership capacity across the school. Masses were also celebrated throughout the year for the start of each new Term, Ash Wednesday, Our Lady Help of Christians, the feast of the Sacred Heart of Jesus, Feast of St Mary of the Cross MacKillop, The Assumption, Feast of All Saints and an end of year Mass to give thanks for the 2013 school year. Primary classes are rostered to attend the Friday Parish Mass.

Students participated in a number of Liturgies during the year including Ash Wednesday for Infants classes, Holy Thursday, Anzac Day, World Environment Day, National Aboriginal Islander Day Observance Committee (NAIDOC) Week, Grandparents Day and weekly Advent Liturgies. Year 6 students attended Mass with the Bishop at All Saints Parish Church, Shellharbour City, along with students from Diocesan schools in the South East cluster.

St Columbkille’s hosted the Diocesan Project Compassion Launch on Shrove Tuesday. In attendance were Caritas representatives, Catholic Education Office (CEO) staff, teachers and students from across the Diocesan schools and other Catholic agencies. The very talented St Columbkille’s Year 6 singers provided a rich musical flavour to this significant Lenten appeal. In Term 2, our Stage 3 ensemble (singers) worked with CEO staff to write a new school song using our rich school history, motto and core values as the inspiration. The song ‘Christ is the Way’ was professionally recorded and was launched on the last Friday of Term 2 at our weekly award assembly.
Year 4 students participated in the Diocesan Religious Education Literacy Assessment, completing the Workbook Assessment (Part A) and submitting an Extended Task (Part B) based on the unit ‘One With God’s Creation’. Results of the Work Book Assessment was collated by the Australian Catholic University and combined with the Extended Task mark. St Columbkille’s Year 4 students produced some outstanding work and achieved very impressive results. The students’ creative, extended works were displayed for all of the school and Parish community to observe and celebrate.

The school acknowledges and celebrates Australia’s first saint, St Mary of the Cross MacKillop, as the foundress of the Sisters of St Joseph and acknowledges the significant contribution that they made in establishing St Columbkille’s School. This year a staff member travelled to Penola and purchased for the school an original wood carving of St Mary of the Cross MacKillop and a cross, made from a fence post on Penola station, as a visible reminder of the sisters.

Sacramental Programs are Parish based with an enrolment night for parents held in Term 1 in the Monsignor Downey Hall. The Parish Priest and a team of catechists coordinate and facilitate the preparation of children for the Sacraments of Penance, First Eucharist and Confirmation.

A Spirituality Day for all staff was held at Billowview Gerringong and was facilitated by Sr. Anna Warlow.

All staff members are dedicated to providing a quality Catholic education whilst acknowledging the need to work closely with families and Church. This year saw the formation of a St Columbkille’s Mini Vinnies Chapter, with 27 students from Yr 5 commissioned at the Year 5 Parish Mass on the 19 May. The chapter has coordinated a winter clothing and food appeal and Christmas hampers and a raffle to support the Vinnies food van.

This year the families and students raised $1,411 for Caritas Australia, $880 for Catholic Missions and $1,820 for St Vincent de Paul.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2013. In 2013 the school cohort consisted of 48 Year 4 students. 42 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 47 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. Part A consisted of 30 multiple choice/restricted answer and short answer/open ended questions which reflect Stage 1 and 2 outcomes and content in Religious Education.
Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in the following areas where students gained a score of 100%:

- demonstration of an understanding of the creation story;
- demonstration of a basic knowledge of Jesus and His teachings;
- identification of ways that they continue the ministry of Jesus;
- identification of a gift and describe how they share their gift with others;
- demonstration of an understanding of Lenten practices that bring us closer to Jesus;
- demonstration of an understanding of the gifts of the Holy Spirit;
- description of how they can respond to Jesus' command to love God and others; and,
- ability to recall and sequence the story of the Good Samaritan.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- identify key symbols of Baptism;
- recall the key events of Easter; and,
- recall details from the life of St Peter.

Part B, The Extended Task consisted of one main task with four components, the focus derived from the Year 4 Unit One With God’s Creation. Students planned, drafted and put considerable time and effort into their project. Students found this task to be a very valuable and challenging learning experience. Students were enthusiastic and produced some excellent products including works of art, Information Technology (IT) presentations, storybooks, posters and models.

For Part A, 12.20% of students were placed in the developing level, 65.80% in the achieving level and 13.10% were in the extending level.

For Part B, 11.90% of students were placed in the developing level, 63.50% in the achieving level and 24.60% were in the extending level.

Combining Parts A and B, 20.90% of students were placed in the developing level, 62.40% in the achieving level and 16.70% were in the extending level for Religious Literacy.
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 2013:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.2 Religious Education
    To develop and practise the storytelling component (K-6) of the curriculum Assessment tasks to be designed to provide students with a selection of rich tasks

- **Key Area 2: Students and their learning**
  - 2.2 Rights and Responsibilities and
  - 2.5 Pastoral Care
    A whole school approach to behavior management through the implementation of School wide *Positive Behaviours for Learning (SPB4L)*.

- **Key Area 3: Pedagogy**
  - 3.3 Teaching Practice
    To build staff capacity and commitment in teaching practice through ongoing and rigorous improvement, based on contemporary reading pedagogy.
    School Reading average in 2014 will be above State Reading average and all students achieve their expecting learning growth in reading (NAPLAN).
  - 3.7 Professional Learning
    To develop a whole school shared understanding to reading pedagogy through rigorous and relevant professional learning (*Focus on Reading – FOR*).

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.2 Professional Development of Staff
    Establish a professional learning culture through the implementation of FOR & SPB4L programs.
Key Area 5: Resources, Finances & Facilities

5.1 ICT Resources

Foster the innovative and effective use of ICLT by staff and students across the curriculum.

School Review and Improvement components to be reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.3 Catholic Life and Culture

- **Key Area 2: Students and their Learning**
  - 2.4 Integration of Information and Communication Technology (ICT)

- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision
  - 3.4 Planning, Programming and Evaluation
  - 3.5 Assessment

- **Key Area 6: Parents Partnership, Consultation and Communication**
  - 6.2 Reporting to the Community

We will plan and implement our SRI Plans to fully implement the Australian Curriculum in English and Mathematics in 2014.
Financial Summary

Throughout 2013 ongoing improvements and maintenance of the school facilities continued as priority. A major component of school expenditure was on providing teaching resources, Focus in Reading (FOR) professional development and related resources, technology, School Wide Positive Behaviours 4 Learning (SPB₄L) and School Review and Improvement Action Plans.

The P&F have continued to support the purchase of SMART Interactive Whiteboards ($25,000), literacy resources for the classroom, library and other general resources.

Work to be undertaken during the school holiday period includes further installation of air conditioning (Year 3), new shelving in the school archive room and a SMART Interactive Whiteboard and 65’ LCD screen (Year 6).

New staffroom furniture, the replacement of the Infants playground retaining wall and general playground improvements are priorities planned for early 2014. Strategic financial planning for this expenditure has resulted in the current reserved funds.

The following graphs reflect the aggregated income and expenditure for St Columbkille’s Catholic Primary School, Corrimal for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

St Columbkille’s School is committed to providing the highest quality Catholic education for all students, spiritually, academically, physically, socially and emotionally. The well being of all students is central to all that is undertaken within the school.

A whole-school fortnightly Core Value focus aims to promote positive behaviour with the school community. The fortnightly focus is reported in the school newsletter and discussed at the morning assemblies as a reminder to the students. Students identified as displaying these values receive a Core Value Award at the weekly Award assembly. A school merit system also acknowledges positive student behaviour and student achievement across the Key Learning Areas. The system is based on levels of achievement, and as students reach 5 merit certificates they become eligible for a Mary MacKillop Award. Once three of these have been received this culminates in a School Medallion. All students are also acknowledged through a sticker book award systems progressing through bronze, silver, gold and Principal Awards.

Managing Student Pastoral and Education Concerns (MSPEC) has allowed the school to provide a clear approach to the response and management of student welfare. The school worked in collaboration with CatholicCare Family Welfare Services in providing a school counselling service for students. The counsellor is available weekly and one additional day per month, to support students and their families. The counsellor not only provides one to one counseling, but also educates and supports staff with implementing programs for both small groups and whole class. The social skill programs, Everyday Peace Makers and Being the Best I Can Be have continued to be implemented in both Year 3 and Year 4. In 2013 Everyday Peace Makers was again delivered to Year 2 with the assistance of the school counselor.

Structured play has continued to be successfully implemented at St Columbkille's to support the social interactions of students on the playground. Organised activities with school agreed rules for participation and designated areas, have reduced the number of reported playground incidents. A passive play area has been introduced and Kid’s Club continues to operate on two days to support social skill development and peer relationships. The implementation of the SPB4L framework in 2013 has further supported the promotion of a safe and supportive school environment through the development of a statement of expectations; At St Columbkille’s we value learning by being respectful, responsible and safe.

The Diocesan Youth Liaison Officer, presented workshops to the Stage 3 children that focused on social media, cyber bullying, student leadership, peer group influence and developing a positive self image. Year 6 also participated in a transition to high school program, together with students for other Northern Illawarra Catholic Schools (NICS). CatholicCare counsellors facilitated the day, supported by teaching staff from the NICS schools.
As part of the National Safe Schools Framework, St Columbkille’s places due emphasis on the importance of attending to Workplace Health and Safety issues as soon as they are identified. Most matters are attended to by the employment of regular maintenance personnel. Suitably accredited trades people are employed accordingly.

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 school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2013.

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**

St Columbkille’s Catholic Primary School is committed to providing quality Catholic learning and teaching that engages and challenges students in reaching their full potential as life-long learners. Both school and system based initiatives are designed to enhance and further promote teacher quality and student learning.

**Curriculum and Pedagogy**

All learning and teaching programs implemented at St Columbkille’s Catholic Primary School fulfil the NSW Board of Studies (BOS) and Diocese of Wollongong requirements. Compliance with mandated BOS syllabus documents is offered across six key learning areas, English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development/Health/Physical Education and Creative Arts, and in the study of Religious Education based on the Diocesan, ‘To Know, Worship and Love’ Syllabus.

In 2013 school priorities have focused on quality practice in English with particular focus on Reading Comprehension, Focus on Reading (FOR) in Stages 2 and 3, the implementation of iPads 1:1 in Year 5 and the development of Scope and Sequence for learning and units of work in English and Mathematics, for the Australian Curriculum.

The fundamental focus of the FOR program is the professional development of teaching staff in the area of reading comprehension. A teacher educator has been employed to work with teaching staff both in the professional development phase and within the classroom.
Teachers have completed the first phase of the program, which included 4 professional learning modules throughout the year, with Phase 2 commencing in 2014. Teaching staff collected baseline data in Term 1 using a variety of standardised tests and this was followed by the collection of final data early in Term 4. An analysis of the data shows that learning gains in the area of reading comprehension have been significant.

The Australian Curriculum has been of significant focus at both a systems and school level throughout 2013. Several staff members were afforded professional learning opportunities from the Catholic Education Office (CEO) to gain greater insight and understanding of the English and Mathematics syllabus and how it will be implemented at a school level. A Teacher Professional Planning Day (TPPD) focused on the development of units of work in Mathematics with the support of CEO personnel. All staff attended the workshop including teachers from Holy Spirit College, Bellambi. Staff meetings throughout the year focused on the development of scope and sequences and units of work in English and Mathematics.

1:1 iPads were introduced and integrated into Year 5 classrooms in 2013. Students have used these learning devices to support their learning with tremendous success. With the support of CEO personnel and school’s Technology leader, teaching staff further enhanced student learning through the implementation of the iPads across all Key Learning Areas. All children from K-6 have completed the Australian Governments ‘Digital Citizenship’ online program aimed helping students use the internet and keeping themselves and others safe and healthy in an online world.

Year 3 and Year 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in Years 4, 5 and 6 were also afforded an opportunity to participate in the University of New South Wales English, Mathematics, Science, Writing and Spelling competitions. Year 4 students also completed the Diocesan Religious Literacy Assessment.

Professional learning opportunities and staff meetings have focused on the Australian Curriculum in the areas of English and Mathematics and further developing the understanding and importance of assessment for, of and as learning. The three forms of assessment form a crucial component in developing units of work relating to the Australian Curriculum.

Formal and informal reporting opportunities are provided to parents and caregivers. Reports are sent home twice a year (mid-year and end of year) with compulsory parent-teacher interviews held at the end of Term 2 and optional interviews at the end of Term 4.

In preparation for the implementation of the Australian Curriculum in the Key Learning Areas of English and Mathematics several staff meetings have focused on Learning Across the Curriculum. This focus has enabled teaching staff to develop their knowledge and understanding about the following priorities - Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. Excursions were planned to support and enhance learning across the curriculum K-6. These included visits to the Rocks in Sydney, the Nan Tien Temple, Wollongong Science Centre
Minnamurra Rainforest, Wollongong Botanical Gardens, BHP Industry World, Symbio Wildlife Park and Year 6 enjoyed a two-day excursion to Canberra and a three day excursion to Berry Sport and Recreation Camp. A number of incursions also took place to support planned learning. These included NSW Fire Brigade, NSW Ambulance, Police Officers and a number of guest speakers.

St Columbkille’s Catholic Primary School offers Information and Communication Technology Lessons for all lessons, Kindergarten to Year 6 for 40mins per fortnight. The focus for Years 4-6 in 2013 was digital citizenship, cyberbullying (information and support) and the use of Google Drive to collaborate and share documents. Year 4 received individual email accounts to enhance and support planned learning and access to the Google suite. Using Google Drive, Year 5 have developed new skills in collaborating, sharing and showcasing their learning through Google Site designed specifically for this purpose by the Year 5 teachers.

Kindergarten and Year 1 have learnt about digital citizenship, how to make sensible choices when using technology (i.e. what to do if a pop up window appears) and whom they could ask for help when using technology. They also learnt about the difference between software and hardware and could name, draw and discuss different types of software and hardware.

In Year 3 the digital citizenship focus was on how to be respectful, responsible and safe when accessing technology. They have also used a variety of software applications to share their learning.

The integration of Information Communication and Learning Technologies (ICLT) across the curriculum has continued in 2013. Teacher workshops have been conducted throughout the year to support professional learning across a range of areas including the Google Suite. The Parents and Friends Association (P&F) provided the resourcing for two additional SMART Interactive Whiteboards and one 65’ LCD screen. A school plan has been implemented for the ongoing upgrade of technology resources across the school.

**Cross Curriculum**

St Columbkille’s Catholic Primary School offers both Library and fortnightly Italian lessons for students from Kindergarten to Year 6. The teaching of Italian has enabled the students of St Columbkille's not only to learn another language, but to grow in their appreciation for other cultures and languages. Through Library the students have the opportunity to further develop their appreciation of literature, borrow books and deepen their knowledge of library processes including cataloguing and the location of resources. The Library is open at during lunch twice weekly.

The Edmund Rice School Band entertained the students by performing a variety of songs during their annual visit. The Music Bus, choir and drama led by a specialist teacher continue to provide students further opportunities for new learnings and rich experiences in the area of Creative Arts. Environmental stewardship has an authentic focus within the school, with a recycling program and an active participation in Clean Up Australia Day. Students in Years 4
and 6 have been actively involved with the parent community in maintaining our school veggie patch. They were allocated roles including the planting of vegetables, adding to the worm farm and watering the garden.

Students have also participated in Literacy and Numeracy Week where students were involved in several activities including Reach for the Stars, Indigenous Reading book donation, Read for Australia Shared Reading, peer reading and reading workshops presented by Year 5G, World Math’s Day and a special Book Week assembly.

To further develop the student’s literacy knowledge and skills, a variety of programs and frameworks have been put into place throughout 2013. These include Focus on Reading (FOR), Reading Recovery, Best Start and Parent Workshops for the support of reading comprehension and transition for school reading strategies.

The collection of student data from NAPLAN, FOR, Reading Recovery and Best Start has provided teachers with a starting point for developing individual and class learning programs.

Through professional learning opportunities, particularly through FOR, teaching staff have further developed their knowledge and understanding of contemporary pedagogy around the literacy skills of identifying, understanding, interpreting and communicating. Students have been given opportunities to develop these skills whilst engaging in speaking and listening, reading and writing and viewing activities. Additional professional learning opportunities for staff have included developing teacher knowledge and understanding around the Australian Curriculum in Mathematics, and the development of units of work around the numeracy strategies which include identifying and using numerical, measurement and spatial concepts.

A School Support Officer (SSO) who works with the class teacher supports indigenous students at St Columbkille’s in their learning. Student learning is monitored to ensure the success of the learning programs and that stage appropriate outcomes are achieved. Significant days, such as NAIDOC Week and the Holy Spirit College Indigenous Day are recognised and celebrated.

**Meeting the needs of all students**

St Columbkille’s have had 11 Stage 2 and 23 Stage 3 students participate in the SPLICED program. SPLICED is an initiative of the Catholic Education Office (CEO), Wollongong that offers extension for gifted learners. Participating students completed engaging and challenging activities based on the seven Key Learning Areas. At the end of the first Semester one of our Stage 2 students was awarded the “The Spectacular Splicer” award for their work on the unit Reptiles and Rollercoasters.

During 2013 all students in Year 3 participated in the Australian Council of Educational Research (ACER) General Ability Test. Learners identified in stanine 8 and 9 were further tested using the SLOSSON Intelligence Test for Children and Adults. In 2013, 6 additional learners were identified in the superior to very superior range. Teachers were assisted by CEO
Education Officers to plan Individual Programs that challenged and extended these gifted learners.

St Columbkille's has commenced the implementation (5 Years) of the SPBxL framework that aims to create and maintain a consistent and safe learning environment. Our school expectations are taught explicitly and affirmed using positive reinforcement. This explicit teaching occurs through a process of modelling, practice and affirmation and requires a whole-school commitment. Students who require further support in demonstrating the desired school expectations are given the opportunity to "re-practice" in a supportive and structured environment, which meeting the needs of all students.

Children with special education needs continued to be supported in their learning through the development of individual learning plans and curriculum provision. A Review Committee operates to support teachers who express concern regarding a child's learning progress. Through the development of Individual Education Plans (IEPs), student's learning is monitored throughout the year by the Review Committee. In some circumstances additional support was sort from CEO personnel and outside agencies.

Students whose learning needs qualified them for Student With Disability (SWD) funding, had IEPs developed by their class teachers at the beginning of the year, in consultation with their parents and other specialists involved in their care. These were updated throughout the year.

Teachers were supported in the use of MSPEC to access specialised support from the CEO in areas of Literacy, Numeracy and behaviour.

**Expanding Learning Opportunities**

Students have been involved in a variety of learning opportunities including the Wollongong University Science Fair (Year 6) where several students received highly commended awards for their scientific investigations, Science and Mathematics Challenge Day (Year 5 and 6) at Holy Spirit College, Life Education and the Christmas Story Art Competition, with one student in Year 5 selected as a finalist. Members of the Student Representative Council (SRC) attended several community events including ANZAC Day, Remembrance Day commemorations and a student leader expo. In excess of seventy of students including members of the Student Council participated in the street parade for the ‘Spring into Corrimall’ festival. Students from Stage 2 and 3 also performed in the NICS Showcase of Talent.

Students from Years 4-6 were afforded the opportunity to participate in the University of NSW University Competitions in the areas of Science, Mathematics, English, Writing and Spelling with a notable number of students being awarded Credit, Distinction and High Distinction certificates.
Students in Kindergarten to Year 2 were encouraged to participate in the ‘Paint the Gong REaD’ Competition to design a mascot to promote the fun of reading in the Wollongong City Council area with a Year 2 student being selected as the winner of the competition.

All students have been provided with the opportunity to participate in the school athletics and cross-country carnivals, with Stages 2 and 3 and several members of Stage 1 participating in the swimming carnival. Students were selected to represent the school in the Regional carnivals, with eighteen students gaining further recognition by being named in Diocesan and MacKillop teams for athletics, swimming, cross country, netball, rugby league, soccer, rugby union, tennis and touch football.

In rugby league the St Columbkille’s Cobra’s won and competed in a variety competitions including Paul McGregor Shield and Regional All-Schools Championships and NSW State invitational competitions where both teams finished 3rd respectively.

At a Diocesan level St Columbkille’s won the Athletics and Swimming and place third in the Cross Country Carnival. Five students were acknowledged and commended for their sporting achievements at the 2013 Annual Diocesan Sporting Awards with one student taking out the Outstanding Male Primary Athlete of the Year award.

Throughout the year the school entered teams in soccer, Dragon tag and netball gala days. The school also competed in the Catholic Development Fund sponsored, Diocesan Public Speaking Competition, placing third in the Year 5 category.
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 annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 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.

The National Assessment Program Literacy and Numeracy (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. Staff have had the opportunity to analyse data and reflect on areas of strength/improvement. This has been reflected in School Review and Improvement (SRI) plans. All staff have been encouraged and are expected to use SMART data to support the individual and collective learning needs of their students in their class learning plans.

Analysis of the 2013 NAPLAN reflects a number of strengths and areas for improvement in both Literacy and Numeracy, evidenced through our school’s SMART data.

Areas of strength include Year 3 Numbers, Patterns and Algebra, above State average and 37% students receiving Band 6 in Grammar and Punctuation. Year 5 were also above State and Diocesan average in all NAPLAN assessed areas, with Reading and Spelling being the most significant. There were substantial improvements in student learning growth with three students shifting 257, 235 and 222 points respectively in Grammar and Punctuation, Data, Measurement, Space and Geometry, and Spelling. Areas for improvement include Year 3 Number, Patterns and Algebra and Year 5 Grammar and Punctuation.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (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 2013: % 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>7%</td>
<td>55%</td>
</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>39%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>55%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>5%</td>
<td>41%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>64%</td>
</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>54%</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) are achieving AT the NMS. Students in all other Bands are achieving **ABOVE the NMS.**

<table>
<thead>
<tr>
<th>NAPLAN 2013: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

From the parent community 37% of families returned the survey completed, with 89% of surveys returned, indicating that they either strongly agreed or agreed that the school was meeting their expectations in all areas. Of this there were 8% who indicated that the school did not strive to meet the individual learning needs of their children and that their child was not challenged to maximise individual learning outcomes. A further 3% indicated that the school could improve the information reported about student progress and its effectiveness in communicating information about activities and school events.

The student survey overwhelmingly indicated that students were proud of their school, have an understanding of 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 feedback was very positive, indicating that the school strives to develop in student’s knowledge and understanding about Catholic tradition and actively promotes a safe and supportive learning environment that delivers quality Catholic learning and teaching.