Annual School Report
2014
About This Report

St Columbkille’s Catholic Primary School, Corrimal is registered by the Board of Studies Teaching and Educational Standards (BOSTES) 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 (SRI) 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 Action Plans.

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 BOSTES requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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: Andrew Heffernan
Date: 12 December 2014
Vision Statement

‘Learning together, Shaping futures’

Message from Key School Bodies

Principal’s Message

The Annual Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred this year.

St Columbkille’s Catholic Primary School is an energetic and vibrant learning community with an enviable reputation within the local community. Amongst the many achievements throughout 2014, has been the continued implementation of Focus on Reading (FOR) and the significant improvement in student learning gains, the success of the musical production, Guys and Dolls Jnr and the acknowledgement of St Columbkille’s as a highly professional and effective learning environment by the visiting Cyclic Review team, as part of the SRI process.

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 wonderful relationship between the Parents and Friends Association (P&F) and the school was again very much present in 2014. The community spirit is something that is very unique to St Columbkille’s where we aim to make sure that everyone feels a sense of belonging. The aim of the P&F is to support the school as much as possible through the many committees and fundraising initiatives. The commitment of every parent volunteer at our school is just so genuine and amazing. Fundraising this year has been fabulous with the many fundraising events organised, raising well over $16 000. We are excited to report that we have been able to contribute significantly to our schools resources, musical production and Year 6 Graduation.

Parents and Friends Association, President
**Student Leadership**

St Columbkille’s Student Council Representatives (SRC) consists of fourteen members from Year 6 (Two school captains, two vice-captains and ten student representatives). Each student leader represents a class from K-6. Throughout 2014, we have been given many opportunities to represent and support our school. These opportunities include leading the morning and award assemblies, liturgical celebrations, supporting student learning and student elections for 2015. We have also been involved in weekly meetings with the Assistant Principal to discuss student support within our school, fortnightly class visits promoting our school’s core values, ‘Our Time to Lead’ community service program, the Leaders Day and significant local events including; ANZAC Day, Remembrance Day ceremony and Spring into Corrimal.

As an SRC we have organised fund raising activities including a Busking Day and Crazy Hat Day raising in excess of $800 to support Catholic Missions. It has been an honour and privilege to represent and serve the students and wider community of St Columbkille’s, Corrimal.

*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 411 students.

Ours 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 P&F is active in supporting the school through a variety of social and fundraising events.
Student Enrolments

<table>
<thead>
<tr>
<th>2014 enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan Primary 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 2014.

Student Attendance

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>96.5%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.8%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.7%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.0%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.8%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.1%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8%</td>
<td>92.8%</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.8%</td>
<td>94.2%</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. Twice per term parents or caregivers are sent letters detailing the recorded dates of any unexplained absences,
requesting an explanation. In cases where the school records indicate an unacceptable level of absenteeism the principal contacts parents or caregivers requesting a meeting.

Parents requesting exemption from attending school for any period of time must complete a Request for Exemption Application and obtain approval from the principal. This process is consistent with the CEO Student Attendance Guidelines and Procedures (Nov 2012).

**Staffing Profile**

There are a total of 26 teachers and 8 support staff at St Columbkille’s Catholic Primary School. This number includes 11 full-time, 15 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
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*Australian Education Institution – National Office of Overseas Skills Recognition Staff

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 95.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 92% with 2 staff members retiring from the teaching profession at the conclusion of the school Year.

**Professional Learning**

During 2014 St Columbkille’s Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through SRI priorities.
These included, St Columbkille’s Catholic Primary School whole school development days involving all staff. These days focused on:

- School Wide Positive Behaviours for Learning (SPB4L);
- Technology - Using Google to engage students and create opportunities for collaboration;
- Staff Spirituality and Formation;
- Australian Curriculum (Science and Technology);
- First Aid Training - Cardiopulmonary Resuscitation (CPR) and Emergency Care; and

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

- Focus on Reading (Phase 2) – (12 Staff);
- Lamplighters & Shining Lights (Spirituality) – (6 staff);
- Berakah - Spiritual Formation – (1 – Staff);
- Reading Recovery (Ongoing Professional Learning) – (1 staff);
- The Successful 1:1 Primary iPad Classroom – (2 staff);
- SPB4L - (4 staff);
- Learning Technologies Network Meetings (2 staff);
- Religious Literacy Assessment Marking – (1 staff);
- Sentral Student Management System training – (2 staff);
- Leading Primary Curriculum Implementation (Science) – (1 staff);
- National Consistent Data Collection (All Staff);
- Work Place Health and Safety Training Modules – (1 staff);
- Disability Standards for Education (Primary) – (All Staff);
- Library Network Meetings – (1 staff);
- Annual First Aid, CPR, Anaphylaxis Training – (All Staff);
- Reading Recovery Support Teacher Day – (1 Staff);
- Australian Literacy Educators’ Association (ALEA) - Playing with Grammar in the Primary School - (8 staff);
- Assistant Principal, Middle Leader and Religious Education Coordinator Days – (4 staff);
- NSW Syllabus for the Australian Curriculum (English K-6 Primary) – (3 Staff);
- Google in the Classroom (Mike Reading) – (All Staff);
- Learning Technology ‘Teach Meets’ (12 staff);
- Teacher Librarian Network Meetings (1 staff); and
- Mathematical Association of New South Wales (MANSW) Conference – (2 staff).

The average expenditure by the school on professional learning per staff member was $204. In addition, CEO provided professional learning opportunities with an additional average expenditure per staff member of $851.
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. Staff are firmly committed to providing quality Religious Education nourishing and developing the faith formation of all students.

The school continues to support the Parish in the formation of children and in the reception of the Sacraments of Baptism, Penance, Eucharist and Confirmation, through a series of Parish-based Sacramental programs. The Parish Priest and a team of catechists, supported by staff, coordinate and facilitate the preparation of children for the Sacraments.

Students are rostered to attend the parish Mass each Friday and have participated in a number of Liturgical celebrations during the year including; Ash Wednesday, Holy Thursday, ANZAC Day, World Environment Day, National Aboriginal Islander Day Observance Committee (NAIDOC) Week, Grandparents Day as well as Advent Liturgies for each week of the season. Year 6 students attended Mass with Bishop Peter at the Co-Cathedral, St John Vianney’s Catholic Church, along with students from thirteen other Diocesan schools.

The Diocesan Religious Education Curriculum is used in all classes from Kindergarten to Year 6. 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 ‘Mary Mother of God’. The Year 4 students produced some outstanding work, demonstrating creativity and originality, achieving impressive results. The students’ creative, extended works were displayed for all of the school and Parish community to observe and celebrate.

Student representatives attended the Diocesan Project Compassion and World Mission Month launches. In attendance were Caritas representatives, CEO staff, teachers and student from across the Diocesan schools and other Catholic agencies. Staff participated in a spirituality day facilitated by representatives from CEO, a day of reflection focusing on prayer, one of the nine formation capacities that reflect the core characteristics of a Catholic School community.

This year the families and students raised $9160 for Caritas Australia, $1180 for Catholic Missions and $1000 for St Vincent de Paul.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 53 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and
58 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noted in the following areas where students gained a score above 98%:

- recalling key events in the Scriptures that tell of Mary's openness to God;
- describing and explaining an image of God from the Scriptures;
- identifying some saints and recalling how they loved and served others;
- demonstrating an understanding of the Commandments and relate to own life;
- identifying how groups can act in service to others like Jesus did;
- describing the presence of God in creation;
- recalling and sequencing the story of the Prodigal Son;
- describing how they can show forgiveness to others;
- recognising qualities of saints who are models of love and service; and
- demonstrating a basic understanding of the Sacrament of Penance.

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:

- demonstrate a basic understanding of the Sacrament of Penance; and
- identify the concept of Trinity.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

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, 3.8% of students were placed in the developing level, 79% in the achieving level and 17% were in the extending level.

For Part B, 8.9% of students were placed in the developing level, 76.8% in the achieving level and 14.3% were in the extending level.
Combining Parts A and B, 11.5% of students were placed in the developing level, 75% in the achieving level and 13.5% were in the extending level for Religious Literacy.

**School Review and Improvement**

School Review and Improvement (SRI) is an on-going 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 schools of excellence 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 2014:**

- **Key Area 1:** Catholic Life and Religious Education
  
  1.3 Catholic Life and Culture
  Goal: To promote the prayer life of the students and their families within the school community and to provide more initiatives to educate and engage students with social justice issues and related Church agencies.

- **Key Area 2:** Students and their Learning
  
  2.4 Integration of Information and Communication Learning Technology (ICLT).
  Goal: To embed ICLT into the learning and teaching cycle K-6, and to effectively use the Google Suite with staff and students (Years 4-6) to improve student leaning outcomes.

- **Key Area 3:** Pedagogy
  
  3.1 Curriculum Provision
  Goal: To develop school practices to determine student’s prior learning so as to inform learning and teaching. To use Focus on Reading (FOR) and The National Assessment Program - Literacy and Numeracy (NAPLAN) data to develop learning teaching programs that target the individual needs of students.

  3.4 Planning, Programming and Evaluation
  Goal: To implement the Australian Curriculum (K-6) in all Learning and Teaching Programs. To utilise contemporary pedagogy in the teaching of Grammar and Punctuation in Years K-6.
3.5 Assessment
Goal: To use quality assessment tasks in English and Mathematics, that allow for differentiation for all students.

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

  6.2 Reporting to the Community
Goal: To provide timely and accessible information for upcoming events and school reminders and to develop an effective means for different cultural and language groups to access relevant school information.

**School Review and Improvement components to be reviewed and rated in 2015:**
- **Key Area 1 Catholic Life and Religious Education**

  1.4 Parents, Parishes and the broader Church

- **Key Area 2**: Students and their Learning

  2.3 Reporting Student Achievement

- **Key Area 3**: Pedagogy

  3.2 Provision for the diverse needs of Learners
  3.6 School Climate, learning environment and relationships

- **Key Area 4**: Human Resources, Leadership and Management

  4.1 Recruitment, selection and retention of staff
  4.4 Succession Planning

- **Key Area 5**: Resources, Finance and Facilities

  5.3 Environmental Stewardship

The above SRI components will be reviewed and rated in 2015 as per the School’s Strategic Plan (2013-2017). A wide-ranging process of consultation and collaboration will again be used to develop evidence based action plans for improvement. The key areas targeted in 2015 are reflective of the schools intent to further build teacher capacity within a positive school climate, engaging widely with the parents, parish and the broader church and with deepening understanding of our stewardship responsibilities.
Financial Summary

Throughout 2014 ongoing improvements and maintenance of the school facilities continued as priority. A major component of school expenditure was on providing teaching resources, Focus on Reading professional development and related resources, technology, SPB4L and SRI Action Plans.

The P&F have continued to support the purchase of SMART interactive whiteboards, air conditioning and literacy resources for the classroom, library and other general resources.

New staffroom furniture, the replacement of the Infants playground retaining wall and general playground improvements are priorities planned for early 2015. Strategic financial planning for future expenditure in refurbishing the library and the purchase of a new photocopier 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 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations. (DEEWR)
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.

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.

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 (KLAs). 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.

Implementation of the SPB4L framework at St Columbkille’s Primary School has focused on building a positive school environment by establishing clear expectations of behaviour for all staff and students, and explicitly teaching, modelling and reinforcing these across all school settings. The behaviour expectations are at the core of the SPB4L framework and the statement; “At St Columbkille’s, we value learning by being respectful, responsible and safe”, is a reflection of the school’s vision, mission and core values.

In 2014, the school focused on non-classroom settings and developed practices involving behaviour management. Students revised the expectations for non-classroom settings through the implementation of the Statement of Expectations Unit of Work in Term 1.

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 counselors facilitated the day, supported by Head Space and teaching staff from the NICS schools.

The analysis of playground behaviour data resulted in the Anti-Bullying Program ‘Friendly Schools Plus’ being purchased for implementation across all classrooms (K-6) in 2015. The program is recognised nationally and internationally as a comprehensive, evidence-based
framework that can effectively reduce bullying behaviour. The Friendly Schools initiative has been designed to align with both the Australian Curriculum and the National Safe Schools Framework.

A parent workshop was also presented by Coaching Psychologist entitled ‘My self, My Parenting’. Parents explored a range of strategies to support their children in building resilience and building stronger relationships.

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 is 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 CEO website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2014.

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 is committed to providing quality Catholic learning and teaching that engages and challenges students in reaching their full potential, as life-long learners. This is evident in the Vision Statement ‘Learning together, Shaping futures’. Both school and system based initiatives are designed to enhance and further promote quality learning and teaching for our school community.

All Learning and Teaching Programs implemented at St Columbkille’s Catholic Primary School fulfil the Australian Curriculum, BOSTES and Diocese of Wollongong requirements. Compliance with mandated Australian Curriculum (English and Mathematics) and BOSTES syllabus (Science and Technology, Human Society and Its Environment, Physical Development, Health and Physical Education and Creative Arts) are used to support learning and teaching.
programs across K-6. The Religious Education syllabus is used across the Diocese of Wollongong, Armidale and Lismore and the Archdiocese of Sydney, K-6.

**Curriculum and Pedagogy**

In 2014, the school priorities have focused on quality practice in English, with particular focus on Reading Comprehension in Stages 2 and 3, the implementation of iPads 1:1 in Year 5, the continuation of 1:1 iPads in Year 6, developing Scope and Sequences, Units of Work in English, Mathematics and Science using the Australian Curriculum and the embedded use of the Google Suite in Year 4 to 6 and with staff.

Focus on Reading 2014 saw Phase 2 of the program implemented involving 4 professional learning modules taking place, equating to 48 hours of professional development for each teacher over the year. Phase 2 brought about the inclusion of Comprehension Routines such as Reciprocal Teaching, Literature Circles and Questioning the Author being used in small group settings. Each routine is explicitly taught and monitored by the classroom teacher. In many instances the classroom teacher becomes an active learner in each of these routines. The aim is to bring about student autonomy and independence, slowly and steadily the teacher releases the explicit direction and begins to closely work with and monitor any students requiring explicit teaching intervention. Teachers maintain regular contact with each group throughout the process.

The full implementation of Focus on Reading also saw the incorporation of Comprehension centres to follow on from and to support the learning occurring in the main Focus on Reading lesson. Comprehension centres allow for further practice in using comprehension strategies in small group settings and with greater independence. Whilst children are involved in Comprehension centres, the classroom teacher is training and supporting a small group of children in one of the comprehension routines, allowing for differentiated learning as required.

2014 also saw the inclusion of Quality Teaching Rounds as a professional development practice for training teachers and giving feedback. Whilst initially confronting for staff it proved to be an excellent learning tool for all involved. Teachers were given a matrix developed around the Diocesan Learning and Teaching Framework and used the matrix to design a lesson, implement the lesson in front of peers and discuss the particular successes and future directions. Teachers received feedback from their peers and were given a set of future directions, to be implemented in future lessons. A week later, teachers reconvened with each teacher again designing a lesson and implementing it in front of their peers and again receiving feedback on whether they had successfully implemented the previous recommendations. The inclusion of Quality Teaching Rounds equated to 12 hours of professional development for each Teacher, in addition to the 48 hours already achieved by individuals through the Focus on Reading process.
Throughout the duration of 2014, Teachers have carried out an Action Research Plan, closely monitoring a specific group of students in their class for a variety of reasons. Teachers chose a particular area to research based on evidence from within their classroom. The culmination of the research undertaken involved a presentation to colleagues and representatives from the CEO. The learning gains of the students in the area of reading comprehension throughout 2014 have been significant with 66% of Year 5 students achieving their expected learning gains in their NAPLAN results. Using Hattie’s ‘effect size’ formula, students from Years 3-6, achieved 0.81 points placing students in the ‘highly effective’ range. This is the second year in which the students from Years 3-6 have scored in the ‘highly effective’ range.

Teachers in Early Stage 1 (Kindergarten) and Stage 1 (Years 1 and 2) were involved in professional learning in the teaching of spelling. Staff from the CEO provided professional input and met with teachers on numerous occasions to support their implementation of strategies. Data was collected prior to implementation and post implementation showing the success of the strategies trialled.

**Cross Curriculum**

The teaching of Italian has continued from K-6, where students were exposed to the language and culture through song, online learning tools and art and craft and so to have the teaching of Music in Years K-6. Students also have the opportunity to be a member of the school choir and were entertained by the St Mary’s Choir and Ensemble and the Edmund Rice Band during Term 4. The ‘Music Bus’ continued to operate for students K-6 throughout the year.

Environmental stewardship has an authentic focus within the school, with a recycling program and an active participation in Clean Up Australia Day. St Columbkille’s students also have the opportunity to participate in ‘The Patch’, a school vegetable garden, organised by parent volunteers. It involves students from Years 4-6 in the weekly gardening and harvesting of produce. Produce is sold to the school community, or through the canteen in a variety of special meals.

Students participated in Literacy and Numeracy Week, where they were involved in a variety of activities throughout the week. Chess Club was held each Monday during lunch and was open to students in Years 3-6.

**Meeting the needs of all students**

A Review Committee, led by a member of the Leadership Team, continued to meet regularly to discuss the learning needs of students following referral by their teachers. The meetings also review psychometric assessments and other specialist’s reports. Individual Plans are developed, evaluated and assessed each Term as a regular inclusion of each teacher’s class program.

Indigenous students receive additional assistance on an individual basis from an appointed School Support Officer (SSO). Support is allocated on a needs basis and is delivered within the
context of the classroom. The SSO works collaboratively with teachers and the Indigenous Education Officer from the CEO. NAIDOC Week is celebrated across the school, with Indigenous students engaging in a cultural immersion day at Holy Spirit College, Bellambi.

Students in Years K-6 were supported a local indigenous artist in creating a school mural representing the history of the Dharawal people, the indigenous community within the northern suburbs of the Illawarra and prominent features of the surrounding environment.

Reading Recovery continued to be successfully implemented, supporting the literacy learning needs of students in Year 1 with 17 students accessing 1:1 intervention this year. The Reading Recovery teacher also provides ongoing support to ex reading recovery students within the context of the classrooms, carefully monitoring the students reading levels. St Columbkille’s has four qualified Reading Recovery teachers.

Individual Plans (IPs) and the Catholic Education Commission (CEC) planning tool are utilised to support the educational requirements of students who have additional learning needs. The IPs identify strategies and suggestions from specialist reports, as well as psychometric assessments. They are evaluated and updated each Term with parent meetings conducted in Terms 2 and 4. Teachers regularly liaise with speech therapists, vision support organisations, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists and support personnel from the CEO in order to best fulfil the requirements of all students.

Students who were successful in meeting the set criteria participated in the Stretching Potential for Learning through Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program. There were 28 students who participated in the SPLICED program in 2014. They were also given the opportunity to participate in the University of Wollongong’s (UOW) Learning Labs in the January school holidays (2015).

Three Year 5 students also participated in a Mathematical extension program held by Holy Spirit College. These students were selected as a result of their outstanding numeracy results in the NAPLAN.

Expanding Learning Opportunities

All students were 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 twenty four students gaining further recognition by being named in Diocesan, MacKillop and NSWPSA (Primary Schools Sports Association) teams for athletics, swimming, cross country, basketball, netball, rugby league, soccer, rugby union, tennis and touch football. In rugby league the St. Columbkille's Cobra’s won a variety of competitions, including the Paul McGregor Shield and the Regional All-Schools carnival.
Ten students were acknowledged and commended for their sporting achievements at the 2014 Annual Diocesan Sporting Awards. Five students received Primary Medallions, 1 student received a Primary Red award for representing NSW at the National Tennis Titles in Darwin and the Senior Girls 4x100m Relay was acknowledged for winning the MacKillop Athletics Trials at Homebush. Throughout the year the school entered teams in Australian Football League (AFL), soccer and netball gala days. The Senior Boys and Girls AFL teams successfully competed in the Southern Sydney/Illawarra Regional Finals.

In 2014, additional learning opportunities included the UOW Science Fair with two students receiving Highly Commended awards, Science Enrichment and Mathematics Challenge Days (Years 5 and 6) at Holy Spirit College, Transition to High School (Year 6), Leadership workshop (Year 5), Life Education and the Christmas Art Competition, with one student in Year 5 being chosen as finalist. Year 6 also participated in the Illawarra Mercury Advertising competition, with one student being awarded third place.

Students in Years 4 -6 were given the opportunity to participate in the University of New South Wales (UNSW) competitions, receiving awards of Distinction, Credit and Merit in areas of Science, English, Writing, Spelling and Mathematics. The school also competed in Catholic Development Fund (CDF) sponsored Diocesan public speaking competition having representatives from both Years 5 and 6.

Representatives of the Student Council (SRC) and Year 6 attended several community events including ANZAC Day, Mass with the Bishop, the opening of the Memorial Park Multi-Sensory Playground, Catholic Mission Month Launch and Remembrance Day commemorations. Sixty eight students including members of the SRC participated in the street parade for the ‘Spring into Corrimal’ festival. The school engaged with local pre-schools and participated in workshops, supporting the transition of students to primary school.

Students in Years 4-6 were given the opportunity to be involved in the schools’ highly successful musical production “Guys and Dolls Junior” at the Arcadians Theatre, Corrimal. The State Shadow Minister for Transport supported this success by affirming the outstanding performances of the cast and crew in a speech to the New South Wales Parliament.
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.

Staff members have been afforded the opportunity to analyse data and reflect on both areas of strength and areas for improvement. This has been reflected in development of the SRI action plans. It is expected that the School Measurement Assessment and Reporting Tool Kit (SMART) data be used to support the development of individual and collective learning plans.

Analysis of the 2014 NAPLAN reflects a significant number of strengths, learning gains and identified areas for improvement in both Literacy and Numeracy. Areas of strength include several students recording learning gains of 200 points or more in the areas of Grammar and Punctuation, Reading and Numeracy. In Reading, expected growth was 60 points, with the actual growth being 80 points. 67% of students in Year 5 recorded greater than or equal to expected learning growth and in Writing 68%. Year 5 was also above State and Diocesan average in all NAPLAN assessed areas, with Reading, Grammar and Punctuation and Numeracy being the most significant. In Year 3, 28% of students achieved Band 6 in Reading, with 43% and 35% of students achieving Band 5 in Writing and Numeracy. In Year 5, 17% and 25% achieved Band 8 in Reading and Grammar and Punctuation respectively.

Areas for improvement include Spelling in both Year 3 and 5. Spelling has been identified as a focus area in the 2015 SRI action plans. In Year 3, Numeracy is an area of need, particularly in the sub strands of Data, Measurement, Space and Geometry.

**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.

<table>
<thead>
<tr>
<th>NAPLAN 2014: % 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>Reading</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</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.
Parent, Student and Staff Satisfaction

This year an online survey was used to collect data, together with data from the school’s Cyclic Review. Parents completing the survey overwhelmingly indicated that the school was meeting their expectations in all areas, with 97% of respondents either agreeing or strongly agreeing. 94% indicated that school provides appropriate about their child’s learning, while 97% acknowledged the wide range of extra curricular activities offered and felt that the school provided a respectful, safe and supportive environment. Of the survey responses received 11% 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.

The student survey overwhelmingly indicated that students were proud of their school, having a clear understanding of their rights and responsibilities and felt safe. They indicated that the teachers were interested in their learning and that the school provided an extensive range of extra curricular experiences.

Staff feedback was very positive, indicating that the school strives to develop in students a deep knowledge and understanding about Catholic tradition and actively promotes a safe and supportive learning environment, through the SPB4L framework. They felt that there existed a strong sense of community and a collective responsibility for improving learning outcomes for all students and wellbeing.