About This Report

St Columbkille’s Catholic Primary School, Corrimal is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school’s website by 30 June 2016.

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

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

Parish Priest: Fr Patrick Vaughan
Principal: Andrew Heffernan
Date: 11 December 2015
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. The school prides itself on its welcoming and supportive community and the level of parent involvement. Amongst the many achievements throughout 2015, has been the continued implementation of Focus on Reading (FOR), the significant improvement in student learning gains, the outstanding performance of the school choir at the Northern Illawarra Catholic Schools (NICS) Showcase of Talent, the vast array of sporting achievements and the highly successful biennial school Fete, to mention just a few.

I would like to take this opportunity to thank all who have helped to make St Columbkille’s the wonderful school that we enjoy today. I thank the Parish Priests for their continued support and guidance and the schools deeply committed and professional staff. Thank you also to the Parents and Friends’ Association (P&F) for the many ways they have assisted within the school and the fundraising initiatives that have supported resourcing and school improvements.

Parent Involvement
We are very blessed to have a very active Parents and Friends’ Association (P&F). Together with the wonderful cooperation and guidance of the School Principal and the very committed staff, we have had another enormously successful year in regards to funds raised and parent involvement. The highlight this year was the bi-annual School Fete which was organised by a new Fete committee. The organisation and dedication by the Fete committee was second to none and ensured that together with the many parent volunteers, this Fete was the most successful to date with a profit of over $40,000. Most evident though was the community spirit. This year the P&F have contributed funds to purchase: Air conditioning for the Library, Year 1 and Year 2 classrooms, refurbishment of the Library, new technology and World Teacher’s Day gifts. It has been a difficult year with the passing of a staff member in July. The school community came together to support the family in many ways, including providing food for the wake. It is just so wonderful to be part of this special community called St Columbkille’s Catholic Primary School Corrimal.

Parents and Friends Association, President

Student Leadership
Student leadership at St Columbkille’s is inclusive of all students across Year 6. Leadership Teams have been developed and include: Student Council Representatives (School Captains, Vice-Captain and ten class representatives), Sports Captains and Leaders of Faith, Learning, Celebration and Community. Each leadership Team has key responsibilities in supporting the school community.
The Student Council Representatives (SRC) play a significant role in representing the student body. Each SRC member represents a class from K-6. Throughout 2015 they have been given many opportunities to represent and support the school. These opportunities include leading the morning and award assemblies, liturgical celebrations, supporting student learning and the student elections for 2015. The SRC have also been involved in weekly meetings with the Assistant Principal to discuss areas of student support within our school, fortnightly class visits that promote the school core values focus, ‘Our Time to Lead’ community service program and significant local events including ANZAC Day, Remembrance Day ceremony, Waratah March and Spring into Corrimal.

School Leaders

School Profile

School Context

St Columbkille’s 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 417.

St Columbkille’s Catholic Primary School is a Catholic systemic co-educational school located in Corrimal. It is a vibrant school community that strives to live out the school 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 a vast range of 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 local community and beyond. 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 the Parish and the wider community. Parent involvement is encouraged in all aspects of school life and the school P&F is active in supporting the school through a variety of social and fundraising events.

Student Enrolments as at August 2015 census

<table>
<thead>
<tr>
<th>2015 enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>205</td>
</tr>
<tr>
<td>Girls</td>
<td>212</td>
</tr>
<tr>
<td>Total</td>
<td>417</td>
</tr>
<tr>
<td>Indigenous</td>
<td>6</td>
</tr>
<tr>
<td>LBOTE</td>
<td>64</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 CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

**Student Attendance**

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>92.9%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.7%</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.9%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.9%</td>
<td>92.0%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.5%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.0%</td>
<td>90.6%</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.6%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Whole school</td>
<td>92.3%</td>
<td>91.8%</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, monitor part or whole day absences.

St Columbkille’s notify parents of the importance of school attendance in the school’s newsletter and parent handbook. Student attendance is electronically entered daily by 10:00 am into Sentral (Student Management System) by the classroom teacher, Grade partner or office staff. Office staff members enter late arrivals and early departures using the NSW Attendance Register Codes. System generated ‘Student Unexplained Absence Letters’ are printed once a Term or as required. The Principal notifies parents in writing if a child has an excessive number of days absent. Parents are required to complete and submit an ‘Application for Leave’ request for foreseen absences to be approved by the Principal.

Non-attendance is monitored regularly by teaching staff, Principal and the office staff, to ensure records are current, accurate and accessible. If a student is consistently late or has continuous unexplained absences, teachers liaise with parents to advise the impact to their child’s learning and social well-being. All student absences must be explained. When the parent’s written or electronic notifications are received, both the medium and the reason are recorded in the computer system. The hard copies are signed, dated and filed in the class absentee folder. Notifications are emailed to the relevant class teacher, as well as approved extended leave applications. A printed daily report shows students with explained and unexplained absences and this is signed by both the Administrative staff member that generated the report and the Principal. A register of parent letters for unexplained absences is maintained, together with a student summary of unexplained absences listing the number of days. Each term the Principal verifies and signs that the Term’s Official Record of Attendance is a true and accurate record of student’s attendance for the term. These processes are consistent with the Diocesan Student Attendance Policy and the School Attendance Guidelines and Procedures (January 2015).
**Staffing Profile**

There are a total of 28 teachers and 10 support staff at St Columbkille’s Catholic Primary School. This number includes 13 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>
</table>

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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 92.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 94.7%.

**Professional Learning**

During 2015 St Columbkille’s staff have undertaking a range of professional learning activities related to improving student outcomes, particularly through key School Review & Improvement priorities. These included:

A. St Columbkille’s whole school development days involving (39) staff.
   These days focused on:
   - Term 1 Staff Development Day- SPB4L, CEDoW Policies and Procedures, PAT-R Assessment;
   - Term 2 Staff Development Day- Spelling;
   - Term 4 Spirituality Day- Journey; and
   - Term 4 First Aid - Cardiopulmonary Resuscitation (CPR) Emergency Care and Anaphylaxis training.

B. Other professional learning activities provided at school level including CEDoW run courses:
   - Australian Curriculum (History and Geography) - (16 staff)
   - Transition from Exchange to Google Mail - (16 staff)
   - Moving from Exchange to Google (1 staff)
   - Focus on Reading (New Intake) – (4 Staff)
   - Focus on Reading (Phase 2) - 10 Staff - Quality Teaching Rounds (QTRs)
   - Lamplighters & Shining Lights (Spirituality) – (5 staff)
   - Igniting the Fire (Religious Education) - (2 staff)
   - Reading Recovery (Ongoing Professional Learning) – (1 staff)
   - Reading Recovery Support Teacher Day – (1 Staff)
   - The Successful 1:1 Primary iPad Classroom – (2 staff)
● SPB4L - (4 staff)
● Religious Literacy Assessment Marking – (2 staff)
● K-2 RE Curriculum Pedagogy - (1 staff)
● Sentral Student Management System training – (2 staff)
● Leading Primary Curriculum Implementation (Science) – (1 staff)
● Leading Primary Curriculum Implementation (History) – (1 staff)
● Diocesan History Implementation Planning - (1 staff)
● National Consistent Data Collection (All Staff)
● Workplace Health and Safety Training Modules – (1 staff)
● Disability Standards for Education (Primary) – (All Staff)
● Library Network Meetings – (1 staff)
● Principal, Assistant Principal and Religious Education Coordinator Days – (3 staff)
● eSmart – (2 staff)
● Learning Technology ‘Teach Meets’ (12 staff)
● Mathematical Association of New South Wales (MANSW) Conference – (2 staff)
● Raising the Ceiling - Gifted Conference - (2 staff)
● Growth Coaching (1 staff)
● BEST Start 2016 (3 staff)

The average expenditure by the school on professional learning per staff member was $490.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $575.

Catholic Life & Religious Education

St Columbkille’s Catholic Primary School is an authentic Catholic Parish School, deeply committed to the faith development of students, staff and the wider school community.

The school continues to maintain a strong link with the Parish community of St Columbkille’s. Each Term a Family Mass is planned and organised, where students from a Stage group come together with their families and join in the celebration of Mass with the Parish. The Parish provide hospitality for the students and their families at the conclusion of Mass.

In February a relieving Parish Priest was appointed to the Parish of St Columbkille’s, Corrimal when the long serving Parish Priest accepted a new appointment within the Diocese. In October, the Bishop appointed a new Parish Priest for the newly formed, Northern Pastoral Region which includes the St Michael’s Thirroul, St Joseph’s Bulli and St Columbkille’s Corrimal.

The Sacramental Program is a Parish based program where students from St Columbkille’s come together with other Catholic children from the Parish to prepare for the Sacraments of Penance, Confirmation and Eucharist. School staff support the work of the Parish Sacramental Team in leading evening workshops for students and their parents and retreat afternoons to prepare the students to receive the Sacraments. Year 6 students from the School Representative Council lead the morning assembly with the school prayer each day and the staff come together for prayer and reflection on a fortnightly basis. The responsibility for preparation and presentation of prayer is shared throughout the year on a rotational basis. Teachers work in clusters, under the guidance of the ‘Lamplighters Team’ to plan prayer experiences that reflect the Church’s Liturgical Seasons, significant Feast Days and any school intentions.
that may arise. Family Prayer boxes which contain material to represent the Liturgical Season of the time and other resources to encourage prayer amongst families are sent home with students during Lent, Month of the Rosary (October) and Advent. The staff spirituality day was held in Term 4 and was led by the school’s Lamplighter’s Team, with the focus being Journey.

Liturgical Celebrations have a central place in the life of the school and this year the school community were involved in a number of Masses and Prayer celebrations. These included: Ash Wednesday, Lent, Holy Week, ANZAC Day, Mother’s Day, Grandparent’s Day, Feast of St Joseph and St Columbkille, The Annunciation, Feast of St Mary of the Cross MacKillop, Mission Month, Remembrance Day, Advent and Christmas. Year 6 students attended Mass with Bishop Peter at St Therese Catholic Church, along with students from seven other Diocesan schools in the Northern Cluster. Classes were placed on a rotating roster to attend the Parish Mass on Fridays.

Students continue to be encouraged to live the life of Christ in their daily interactions with others. This is achieved through Religious Education and the example displayed by their teacher’s parents and significant others. All classes use the Diocesan Religious Education Curriculum and teacher’s link knowledge and tradition with the student’s own lives, allowing them to journey in their personal relationships with God.

Student representatives attended the Diocesan Project Compassion and World Mission Month Launch. This year, students, their families and staff raised $5 000 for Project Compassion and Catholic Missions and other charities. The Year 6 Leaders of Faith Team visited the classrooms and spoke at the assemblies to encourage students to support such causes through a range of fundraising initiatives.

All Year 5 and 6 students participated in the annual Christmas Story Art Competition at a school level and six students were selected to enter the Diocesan Competition. One Year 5 student and two Year 6 students were selected as finalists, competing with other Diocesan schools and showcasing their work in the Crypt at St Mary’s Cathedral, Sydney, with one Year 5 and Year six student receiving highly commended awards for their work.

**Religious Literacy Assessment**

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of 58 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 59 completed the Extended Task (Part B). The Extended Task was based on the Unit: *One with God’s Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students in Part A 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 above 93%:

- identifying key symbols, signs and rituals of the Catholic Tradition
- demonstrating growing familiarity with Scripture stories
- identify and describe parts of the Mass
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:

- explain the message in Parables
- describe the season of Advent
- identify how many times people should be forgiven
- recall prayers said in the Sacrament of Penance

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 major task with four open ended responses, the focus derived from the Year 4 Unit - One with God’s Creation. Students spent time planning, drafting and publishing their work, putting a great deal of effort into this task. The students found this task to be a valuable and challenging learning experience. Students were enthusiastic and produced work using a variety of presentation techniques, including posters, sculptures, storybooks, presentations using Information Technology and artworks.

For Part A, 8.6% of students were placed in the developing level, 75.9% in the achieving level and 15.5% were in the extending level.

For Part B, 6.8% of students were placed in the developing level, 69.5% in the achieving level and 23.7% were in the extending level.

Combining Parts A and B, 8.6% of students were placed in the developing level, 75.9% in the achieving level and 15.5% 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 2015

- **Key Area 1: Catholic Life and Religious Education**
  1.4 Catholic Life and Religious Education
  
  Goal: The school community (students, staff and parents) have varied opportunities to participate in the life of the Parish and the Broader Church

- **Key Area 2: Students and their Learning**
  2.3 Reporting Student Achievement
  
  Goal: Implement quality assessments FOR, AS and OF learning across all key learning areas K-6.

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Needs of Learners
Goals: (1) PAT-R assessment spelling age appropriate for all students in final semester 2 assessments (2) NAPLAN 2016 80% of Year 5 student reach their expected learning gains in spelling.

- **Key Area 3: Pedagogy**
  3.6 School Climate, Learning Environment & Relationships

  Goal: All staff have a shared understanding and consistent approach when dealing with behaviour management.

- **Key Area 4: Human Resources, Leadership & Management**
  4.1 Recruitment, Selection and Retention of Staff, 4.4 Succession Planning

  Goal: Strategic professional development, recruitment and active role descriptions of staff

- **Key Area 5: Resources, Finance & Facilities**
  5.3 Environmental Stewardship

  Goal: To raise awareness of, and engagement with, environmental stewardship through information, education and action.

**School Review and Improvement components to be reviewed and rated in 2016:**

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

- **Key Area 3: Pedagogy**
  3.3 Teaching Practices

- **Key Area 4: Human Resources, Leadership and Management**
  4.3: An ethical workplace culture

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of resources and space

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

- **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, Development and Change

The above SRI components will be reviewed and rated in 2016 as per the School’s Strategic Plan (2013-2017). A wide-ranging process of consultation and collaboration will be used to develop evidence based action plans for improvement. The key areas targeted in 2016 are reflective of the school’s intent to further strengthen teacher capacity within a school climate built on mutual respect and trust, improve student learning outcomes through the effective use of data and to actively engage with the parent community by promoting opportunities available to them.
Financial Summary

In 2015, a commitment to improving and maintaining school facilities has continued as priority. A major component of school expenditure was on providing teaching resources, Focus in Reading (FOR) professional development and related resources, guided reading books, technology, School Wide Positive Behaviours for Learning (SPB4L) and a range of school improvement initiatives.

New furniture was also purchased for the Year 4 classrooms, completing a K-6 furniture upgrade over three years. Strategic financial planning to support a capital works project that includes the student toilets, canteen and equitable accessibility improvements 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 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.

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 wellbeing of all students is central to all that is undertaken within the school. The school continues to work 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.

An MSPEC (Managing Student and Educational Concerns) Team was formed to support the individual needs of students. The team attended three training days and continue to meet fortnightly to develop school procedures and agreed practices for responding to concerns that arise, and to review and plan for appropriate intervention strategies.

A whole-school fortnightly Core Value focus (respect, responsible, faith, learning, celebration and community) 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 is also used to acknowledge positive student behaviour and student achievement across the Key Learning Areas (KLAs). The system is based on levels of achievement, students reaching 5 merit certificates become eligible for a Mary MacKillop Award. Once three of these have been received this culminates with a School Medallion. All students are acknowledged for their efforts through a sticker book award system, progressing through bronze, silver, gold and Principal Awards.

The 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 2015, the school continued to focus on the non-classroom settings and consolidate practices involving behaviour management. As a school community, staff were involved in documenting a Behaviour Management Policy and Anti-Bullying Procedures. This was launched with parents through an information and workshop session run with an Education Officer from the Catholic Education Office. The ‘Friendly Schools Plus’ Anti-Bullying Program has been implemented from K-6 specifically focusing on Social-Emotional Learning. The program was taught by a specialist health teacher to ensure consistency throughout the school.

The Diocesan Youth Liaison Officer presented workshops to the Stage 3 students 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 day at their respective schools and in preparation for the student elections, Year 5 participated in a leadership formation day, led by an external facilitator.

As part of the National Safe Schools Framework, St Columbkille’s places due emphasis on the importance of Workplace Health and Safety and any 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.

As a school community we have commenced the journey towards becoming an accredited eSmart school. An eSmart school is the smart, safe and responsible use of information and communication technology is a cultural norm. The program is a behaviour-change initiative, designed to assist schools in improving cyber safety education and reduce incidents of cyberbullying and bullying. As part of the eSmart journey, St Columbkille’s participated in National eSmart Week which highlighted the importance of being smart, responsible and safe when online.

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 commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

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 fostering a Catholic community founded on mutual respect and trust, where all are nurtured to grow as individuals, within the love of God. We are a learning community that delivers quality learning and teaching that supports and empowers all, as lifelong learners as evidenced in the Vision Statement ‘Learning together, Shaping futures’. Both school and system based initiatives are developed and implemented to enhance and further promote quality learning and teaching for the school community.

All learning and teaching programs implemented fulfil the Australian Curriculum, BOSTES and Diocese of Wollongong requirements. Compliance with mandated Australian Curriculum (English, Mathematics and Science and Technology) and BOSTES syllabus (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 2015, the school priorities have focused on:

- Quality practice in English, with particular focus on the explicit daily teaching of Spelling;
- The continued implementation of Focus on Reading in Years 2 to 6;
- The development of Scope and Sequences in Human Society and Its Environment in preparation of the implementation of the new History and Geography syllabus in 2016;
- The continued use of iPads 1:1 in Years 5 and 6; and
- The creation and use of quality assessments FOR, AS and OF learning across all Key Learning Areas K-6.

In 2015, Focus on Reading saw a new group of teachers commence Phase 1 training. They participated in 4 professional learning modules and accompanying planning days, equating to 48 hours of professional development for each teacher over the year. Phase 1 focused on comprehension routines being implemented into the daily English block. 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 allowing the teacher to closely work with and monitor any students requiring further input.

The full implementation of Focus on Reading incorporated a daily Focus on Reading lesson, Comprehension Centres with Comprehension Routines (Reciprocal Teaching, Questioning the Author and Literature Circles) and Guided Reading. The online PAT-R Vocabulary and Comprehension assessments were purchased to inform and monitor the teaching of reading.

Quality Teaching Rounds continued in 2015 as a professional development focus for teachers. The priority this year was the teaching of a Focus on Reading Lesson with careful attention given to text selection and higher-order questioning. Teachers were given a matrix based on the Diocesan Learning and Teaching Framework and used the matrix to design a lesson, implement the lesson, while 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 subsequent lessons. The inclusion of Quality Teaching Rounds equated to 36 hours of professional development.
The implementation of the explicit teaching of spelling (explicit, modelled, guided and independent) became a focus for all teachers K-6. The successful model of Focus on Reading was used to structure this initiative. Staff were involved in professional learning in the teaching of spelling, utilising the expertise of the SRI team in consultation with CEDoW staff. The online PAT-R spelling assessment was also purchased to inform and monitor the teaching of spelling.

The 1:1 Bring Your Own Designated Device (BYODD) program continued in Year 5 and Year 6. Using such technologies and online tools has enabled students to create knowledge and social contexts for sharing and celebrating their learning. All classes have Internet access and three additional LCD TV screens were installed in Year 4, 3 and 2, respectively. Students worked through Digital Citizenship modules, Year 6 completed the eSmart Digital License program and Year 4 students and parents actively participated in five workshops preparing the students and their parents for the 1:1 iPad initiative in 2016. Workshops included setting up an Apple ID account, Cyber safety, choosing a Device, My iPad, My Learning with Year 5 & 6 Students and an iPad, A Teaching Resource with Year 5 Teachers.

Cross Curriculum

Environmental stewardship has an authentic focus within the school, with a recycling program and an active participation in Clean up Australia Day. ‘Trash Free Tuesday’ was introduced to help create greater awareness and reduce the volume of packaging that is present within the school. Food scraps from daily Crunch and Sip are collected and used in a worm farm. St Columbkille’s students also have the opportunity to participate in ‘The Patch’, a school vegetable garden, organised by parent and parishioner volunteers. It involves students from Years 4-6 in weekly gardening and harvesting of produce. Produce is sold to the school community through the canteen in a variety of special meals.

The teaching of Italian has continued from K-6, with students exposed to the language and culture through song, online learning tools and art and craft. The teaching of Music K-6 also continued and all students in Years 3-6 were afforded the opportunity to participate in the school choir. The students were entertained by the Edmund Rice Band Stage Band during Term 4 as part of their local school’s tour. A school band has commenced and practice and play each week at the School Award Assembly. The ‘Music Bus’ operates after school for students K-6 throughout the year.

The school celebrated Literacy and Numeracy Week, participating in a variety of activities throughout the week, including Problem or Poem in My Pocket, Mathematical Problem Solving competition and an afternoon of Working Mathematically session in each classroom.

Indigenous students received additional assistance on an individual basis from an appointed School Support Officer (SSO). Support was allocated on a needs basis and is delivered within the context of the classroom. The School Support Officer worked collaboratively with teachers and the Indigenous Education Officer from the CEDoW. National Aboriginal Islander Day Observance Committee (NAIDOC) Week was celebrated across the school, with Indigenous students engaging in a cultural immersion day at Holy Spirit College, Bellambi. The mural created by Uncle Kevin Butler and the staff and students of the school was blessed earlier in the year as a part of a whole school assembly.

Meeting the needs of all students

Reading Recovery continued to be successfully implemented, supporting the literacy learning needs of students in Year 1 with 16 students accessing 1:1 intervention this year. The reading recovery teacher also provided ongoing support to ex reading recovery students within the context of the classrooms, carefully monitoring the students reading levels. St Columbkille’s has 4 qualified reading recovery teachers.
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. The work of this committee has now transferred to the MSPEC Team.

Personal Plans (PPs) and the Catholic Education Commission (CEC) planning tool are utilised to support the educational requirements of students who have additional learning needs. The PPs 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 CEDoW 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 15 students who participated in the SPLICED program in 2015.

**Expanding Learning Opportunities**

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 16 students gaining further recognition by being named in Diocesan, MacKillop and NSWPSSA teams for athletics, swimming, cross country, basketball, netball, rugby league, football, tennis and touch. In rugby league the St. Columbkille’s Cobra’s won a variety of competitions including the Rod Wishart Shield, Illawarra/South Coast All-Schools Carnival and the NSW Legends Rugby League Competition. Eight students were acknowledged and commended for their sporting achievements at the 2015 Annual Diocesan Sporting Awards. 6 students received Primary Medallions, 2 students received a Primary Red award for representing NSW at the National Tennis Titles in Hobart and National Rugby League Titles in Darwin. Throughout the year the school entered teams in football, dragon tag and netball gala days. The school also competed in Catholic Development Fund (CDF) sponsored Diocesan public speaking competition having a representative from both Year 5 and 6.

For a third year, Stage 1 students have participated in a Learn to Swim Program, consisting of a 30 minute swimming lesson once a week for 5 weeks. The program supports the learning and teaching within Personal Development and Health and Physical Education.

Excursions were planned to support and enhance learning across the curriculum K-6. These included visits to the Rocks in Sydney, Symbio Wildlife Park, Police Citizens Youth Club (PCYC) Bike Park, Local Fire Brigade, The National Museum, Sydney Harbour Bridge and the Nan Tien Temple. Year 6 enjoyed a 3 day excursion to Berry Sport and Recreation Camp and Year 5 a two day excursion to Canberra. Additional learning opportunities included the Wollongong University Science Fair, Science and Mathematics Challenge Day (Year 5 and 6) at Holy Spirit College, Transition to High School (Year 6), L.E.A.D Leadership workshop (Year 5), Life Education and the Diocesan Christmas Art Competition, with three students being chosen as finalists for the NSW Diocesan Christmas Art Competition to be held at St Mary’s Cathedral, Sydney.
Members of the Student Council and Year 6 attended several community events including ANZAC and Remembrance Day commemorations, Waratah 100 Year Commemorative March, the school Fete and the Wollongong Central Christmas Tree Event. Seventy two students including members of the Student Council participated in the street parade for the ‘Spring into Corrimal’ festival.

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, through several staff meetings have had 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 and learning and teaching programs.

Analysis of the 2015 NAPLAN reflects a significant number of strengths, learning gains and identified areas for improvement in both Literacy and Numeracy. In Year 3 Reading 39% of students in Band 6 (Highest band for Year 3), Writing 60% of students in Band 5 (2nd highest band for Year 3). In Reading, Writing and Numeracy Year 3 were above all State, CEC School and Diocese of Wollongong averages.

In Year 5 Reading an 83.5 point average improvement for each student (on average each student has moved a full band). Our data for students moving from Year 6 to Year 7 indicated that in the areas of Reading, Grammar and Punctuation, Writing, Spelling and Numeracy, results were all above State, CEC School and Diocese of Wollongong averages. In Reading, areas of strength include a 564.1 scaled points for Reading (the schools best ever result), 577.1 scaled points for Spelling (the schools best ever result) and 71.9% of students equalled to or greater than their expected learning gains in Numeracy.

Numeracy has been identified as an area of improvement and will be an area of focus in the 2016 SRI action plans.
**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 2015: % in Bands</th>
<th>YEAR 3</th>
<th></th>
<th></th>
<th>YEAR 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>7%</td>
<td>34%</td>
<td>59%</td>
<td>10%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
<td>39%</td>
<td>48%</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>2%</td>
<td>31%</td>
<td>68%</td>
<td>9%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
<td>44%</td>
<td>47%</td>
<td>19%</td>
<td>62%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>12%</td>
<td>41%</td>
<td>47%</td>
<td>16%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
<td>43%</td>
<td>41%</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td>10%</td>
<td>37%</td>
<td>53%</td>
<td>16%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
<td>35%</td>
<td>52%</td>
<td>18%</td>
<td>46%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>12%</td>
<td>53%</td>
<td>36%</td>
<td>15%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
<td>49%</td>
<td>34%</td>
<td>18%</td>
<td>55%</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 2015: % 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>98%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Parent Student and Staff Satisfaction

Parents

Again this year an online parent survey was used to collect responses on the 8 key questions for the purpose of this Report. Parents who completed the survey overwhelmingly indicated that the school was meeting their expectations in all areas. 100% of families strongly agreed or agreed that the school helps to deepen their child’s knowledge and understanding of Catholic traditions and provided opportunities for parents to become involved. 87% indicated that the school provides appropriate feedback about their child’s learning and 96% acknowledged the wide range of extra-curricular activities offered. 100% of respondents either strongly agreed or agreed that the school provided a respectful, safe and supportive environment for all students. Of the survey responses received 9% indicated that the school did not strive to meet the individual learning needs of their children and 14% felt that their child was not challenged to maximise individual learning outcomes. A most significant outcome of the survey was that 100% of respondents indicated that as a school community, We Live our Vision, Learning Together, Shaping Futures’. 
Students

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

Staff

Staff feedback was very positive, indicating that the school is strongly committed to developing in students a deep knowledge and understanding about Catholic tradition and promoting a respectful, safe and supportive learning environment, through the School Wide Positive Behaviour for Learning (SPB4L) framework. Improving student learning outcomes through a range of targeted intervention initiatives was seen as a key priority for all staff.