



# ST. COLUMBA'S CATHOLIC PRIMARY SCHOOL

System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas

## Performance Data 2025

1	<b>Contextual Information</b>	<p>St. Columba's Catholic Primary School is a double-stream school. It currently enrolls from 3-year old Kindergarten to Year 6. The school is double stream from Pre- Kindergarten to Year 3 to Yr 6. St. Columba's Catholic Primary school serves the Parish communities of St Columba in South Perth and Holy Family in Como.</p> <p>St. Columba's Catholic Primary School is committed to providing an engaging learning environment through positive and caring relationships. It is committed to the development of the whole child, in a nurturing family community, revealing Jesus Christ.</p> <p>There is encouragement for both staff and students to remain abreast of learning technologies in the classroom with digital technologies. We have a 1:1 iPad program from Years 4 to 6.</p> <p>Extracurricular activities in sport, music, technology and a range of academic competitions are on offer. The St. Columba's community focuses on creating an environment in which children are able to develop the skills, competencies and behaviours that will promote lifelong learning.</p> <p>Teachers in consultation with our Special Needs coordinator develop Curriculum Adjustment and Individual Education Plans for students who require differentiated programs to access the Australian Curriculum.</p> <p>Students requiring support are identified from assessments conducted in Term 1 and are withdrawn during Literacy Dedicated Time. They may complete a 20</p>
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		<p>week MiniLit program after which time they are assessed and may complete an additional 20 weeks if needed.</p> <p>Students are identified for Enrichment programs based on assessment at the end of each year. The focus of the Enrichment program changes each semester to give children who need enrichment in a variety of learning areas an opportunity to participate in the program.</p> <p>A committed staff, supportive Parish Priest and parent body continually work together to ensure that we are constantly endeavouring to improve educational, spiritual and social opportunities for everyone within the community.</p>																
2	<p><b>Teacher Standards and Qualifications</b></p>	<p><b>Qualifications: Teachers -</b>  <b>All teaching staff are registered with the T.R.B.W.A.</b></p> <table border="1" data-bbox="699 981 1374 1285"> <tr> <td>Masters Degree Education (MED)</td> <td>3</td> </tr> <tr> <td>Bachelor of Education (BED)</td> <td>23</td> </tr> <tr> <td>Bachelor of Music (BM)</td> <td>1</td> </tr> <tr> <td>Grad Dip of Ed</td> <td>2</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Masters Degree Education (MED)	3	Bachelor of Education (BED)	23	Bachelor of Music (BM)	1	Grad Dip of Ed	2								
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3	<b>Workforce composition</b>	The composition of staff consisted of 30 teaching staff (25 female and 4 male) and 25 non-teaching staff (24 female and 1 male) There is one First Nations member on staff.																		
4	<b>Student attendance at school</b>	<table border="0"> <thead> <tr> <th style="text-align: left;"><b>Year</b></th> <th style="text-align: right;"><b>Attendance Percentage</b></th> </tr> </thead> <tbody> <tr> <td>PP</td> <td style="text-align: right;">93.01</td> </tr> <tr> <td>1</td> <td style="text-align: right;">92.52</td> </tr> <tr> <td>2</td> <td style="text-align: right;">92.98</td> </tr> <tr> <td>3</td> <td style="text-align: right;">93.59</td> </tr> <tr> <td>4</td> <td style="text-align: right;">93.86</td> </tr> <tr> <td>5</td> <td style="text-align: right;">93.93</td> </tr> <tr> <td>6</td> <td style="text-align: right;">92.54</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b><u>Overall Attendance 93.20</u></b></td> </tr> </tbody> </table> <p>Student attendance is recorded in SEQTA. Unexplained absences are followed up by phone calls to parents from the office daily. Non- attendance is managed by staff who request a written note or email confirming student absence.</p>	<b>Year</b>	<b>Attendance Percentage</b>	PP	93.01	1	92.52	2	92.98	3	93.59	4	93.86	5	93.93	6	92.54	<b><u>Overall Attendance 93.20</u></b>	
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5	<b>NAPLAN INFORMATION</b>	Please refer to website <a href="http://www.myschool.edu.au">www.myschool.edu.au</a>																		
6	<b>Parent, student and teacher satisfaction</b>	<p><b>Parent Satisfaction</b> There is a high level of parent satisfaction based on the following:</p> <ul style="list-style-type: none"> <li>• Strategic Plan Survey participation and comments</li> <li>• Strong community support for all functions and events</li> <li>• Positive parent interaction with staff</li> <li>• Strong level of involvement and support of the education program</li> <li>• Strong attendance levels for Information Evenings</li> <li>• High levels of volunteers for sporting carnivals and excursions</li> <li>• High level of pastoral care is demonstrated within the community</li> <li>• Prospective parents are seeking places based on recommendations of members of the school community</li> <li>• Extra-curricular activities on offer at the school</li> <li>• Safety of students in our school</li> <li>• Good student behaviour</li> <li>• Stimulating learning programs</li> <li>• Reporting on student progress to parents</li> <li>• CEWA Wellbeing Student Survey</li> </ul>																		

		<p><b>Student Satisfaction</b>  Survey results indicate the student satisfaction levels are strong based on the following:</p> <ul style="list-style-type: none"> <li>• High level of cooperation between staff around students</li> <li>• Students are proud of their school. This is evident when attending interschool events</li> <li>• The inclusive nature of the school</li> <li>• Minimal behaviour incidents among students</li> <li>• Willingness to learn and explore new opportunities</li> <li>• Consistent progress from students</li> <li>• Purposeful teaching</li> <li>• Learning confidence</li> <li>• Student Council meetings</li> <li>• School functions strongly supported by families</li> <li>• CEWA Wellbeing Survey</li> </ul> <p><b>Teacher Satisfaction</b>  The staff at St Columba's are very professional and support the school in all its endeavours. The high staff retention rate indicates that strong relationships and loyalty to the school are evident.</p>
7	<b>School Income</b>	Please refer to website <a href="http://www.myschool.edu.au">www.myschool.edu.au</a>

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## Reporting on School Improvement Plan

### Catholic Identity:

- Strengthen relationship with Parish and Fr Nino
- CEWA PD with staff on Sacraments

### Education:

- Continued implementation of Science of Reading
- Elastic being used to look at student data and then used to plan classroom lessons.

### Community:

- Easter Collection and Parade for St Vinnies Easter Egg collection
- Mini Vinnies has been introduced to Year 5 students

### Stewardship:

- Staff are implementing the Ruler Wellbeing programme in classes
- Fostering a Calm School Environment – Attention cue across school (1,2 – Eyes on me), Posters are being organised for classrooms outlining explicitly what instructions look like for a calm classroom.