



## ANNUAL SCHOOL REPORT 2020

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

### CONTEXTUAL INFORMATION

St. Columba's Catholic Primary School is growing from a single-stream co-educational school to 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 Five and single stream in Year Six. St. Columba's Catholic Primary school serves the Parish communities of St Columba in South Perth and Holy Family in Como.

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.

There is encouragement for both staff and students to remain abreast of learning technologies in the classroom through the use of Digital Technologies. St Columba's Catholic Primary School have a 1:1 Bring Your Own Device program from Years Four to Six.

Extracurricular activities in Interschool Sports Carnivals, Korean, Music, Dance, Visual Arts, Technology and a range of academic competitions are on offer. The St. Columba's Catholic Primary School community focuses on creating an environment in which children are able to develop the skills, competencies and behaviours that will promote lifelong learning.

Teachers in consultation with our Learning Support Coordinator develop Individual Education Plans for students who require differentiated programs to access the West Australian Curriculum.

Students requiring support are identified from assessments conducted in Term One and are withdrawn during Literacy Dedicated Time. They may complete a 20-week MiniLit program after which time they are assessed and may complete an additional 20 weeks if needed.

Students are identified for Learning 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.

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.

### TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff are registered with the T.R.B.W.A.

Masters Degree Education (MED)	2
--------------------------------	---

## ST COLUMBA'S CATHOLIC PRIMARY SCHOOL

Masters Degree Arts (MA)	1
Master Degree of RE (MRE)	1
Bachelor of Education (BED)	11
Bachelor of Arts (BA)	1
Bachelor of Commerce (BC)	1
Bachelor of Music (BM)	1
Bachelor of Science (BSC)	2
Bachelor of Teaching (BTE)	1
Bachelor of Primary Education (BEDP)	4
Bachelor Arts in Education (BAED)	2
Bachelor of Education (Early Childhood)	3
Diploma in Education (DIPED)	2
Diploma of Teacher Librarianship (GSSCE)	1
Diploma of Teaching (DIPTE)	6
Graduate Cert in Early childhood Ed (GCECS)	1
Certificate of Teaching (CRTCH)	2
Graduate Dip in Reading Studies (GDRED)	1
Graduate Diploma in Education (GDED)	1
Graduate Diploma in Primary Education	1
Post Graduate in Music Education (PCED)	1

## ST COLUMBA'S CATHOLIC PRIMARY SCHOOL

Post Graduate Diploma in Education (PGDED)	1
Post Graduate Diploma of Religion (PGDRE)	1

### WORKFORCE COMPOSITION

The composition of staff consisted of 25 teaching staff (22 female and 3 male) and 23 non-teaching staff (21 female and 2 male) There are no Indigenous members on staff.

### STUDENT ATTENDANCE AT SCHOOL

Year	Attendance Percentage
Pre- Kindy	n/a
Kindy	92.88%
Pre-Primary	92.73%
Year 1	93.02%
Year 2	94.44%
Year 3	93.74%
Year 4	92.47%
Year 5	93.29%
Year 6	96.34%
<b>Overall Attendance</b>	<b>93.61%</b>

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.

### SENIOR SECONDARY OUTCOMES

Not applicable

### NAPLAN INFORMATION

NAPLAN was not administered in 2020 due to COVID.

### PARENT, STUDENT AND TEACHER SATISFACTION

#### PARENT SATISFACTION

Parents at St Columba's communicate a high level of parent satisfaction. This is based on the following:

- The current Strategic Plan is evident and communicated to parents.
- All functions and events are strongly supported by the community.
- High levels of volunteers for all sporting carnivals, excursions and parent help
- Staff interact positively with parents.
- Staff report openly and honestly with parents.
- Communication to parents is clear and relevant.
- Teaching and learning programs are stimulating and planned to accommodate different learning needs.
- Strong level of involvement and support of the education program, including extra-curricular programs offered to the students.
- A high level of pastoral care is demonstrated within the community.
- Prospective parents are seeking places based on recommendations from of the school community.
- Students display a good standard of behaviour.

#### STUDENT SATISFACTION

Overall student satisfaction levels are very strong. This is based on the following:

- Students are very proud of the school. This is evident when attending excursions and interschool events.
- Staff are inclusive and plan programs to allow students to succeed in their learning.
- Teaching and learning programs challenge students and set high expectations.
- Additional assistance is available for students who need it.
- Students are aware of the expectations of the school and consistently progress.
- There are minimum behaviour incidents among students and when they do occur staff deal with them straight away.
- Staff are willing to explore new teaching opportunities to allow students to experience a variety of programs.
- Students have confidence in the learning environment and the staff.
- Student are motivated to learn.

#### TEACHER SATISFACTION

- 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.
- Staff are dedicated and create inclusive teaching and learning programs that benefit all students.

**POST-SCHOOL DESTINATIONS**

Graduating Year 6 students went to the following schools:

High School	Graduating Year 6 Students
Mercedes College	7
Santa Maria College	5
Penrhos College	4
Ursula Frayne	2
Trinity College	1
St Norbet College	1
Wesley	1
Como Secondary College	1
Bob Hawke College	1

**SCHOOL INCOME**

Please refer to website [www.myschool.edu.au](http://www.myschool.edu.au)

**REPORTING ON SCHOOL IMPROVEMENT PLAN**

Student data has been collated on an individual student data sheet to enable staff to discuss student trends and class areas of concern. These discussions will take place during the 5 pupil free days at the end of each year. If there is a need the data sheets may be revisited on a regular basis throughout the year. The data is also used by the support teachers to identify students who require support and extension. Staff use ACER PAT testing, NAPLAN AGAT, PIPs, Ob Survey and Early Years Reading Levels as testing tools and the data is entered onto each individual student data sheet. NAPLAN was not utilised in 2020 due to COVID.

A decision was made that for 2021 Stars and Cars grammar and comprehension would only be used in Year Three. This was based on the school student data discussions.

St Columba's is a trial school for the MultiLit Group with their programmes and monitoring of student progress. Many schools both government and non-government visit St Columba's to look at the suite of programmes in action at the school. Schools from as far north as Geraldton and government schools from Perth have visited to view the programmes being used in classrooms and from this evaluate as to whether they will take the programmes on in their schools.

Professional Learning Communities (PLC's) are held on a regular basis. They vary from reviewing school wide programmes such as the Mathematics workbooks, in particular the switch from Stepping Stone Maths to iMaths. iMaths has been introduced in 2020 to provide a school wide approach and common language for our students and to improve student outcomes. Discussions were had around the spelling data and text required to improve student spelling results and the use of Brightpath for writing assessment and a teaching and learning tool. Pre-Kindergarten to Year Two have been involved in the development of a Quality Improvement Plan as required by the National Quality Standards and is organised through all junior staff involvement.

The school introduced an Aboriginal Education Plan (AEIM) utilising CEWA for staff professional development days to create goals for the remaining terms of 2020 and 2021.

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. A Learning Enrichment Academic Program (LEAP) has been utilised this year with Years Three to Six students to enable our brighter students to be extended. The STEM program was also extended with the introduction of a dedicated ICT staff and the introduction of the Robocup Competition.

COVID-19 impacted the teaching and learning program with staff being upskilled in the use of technology including TEAMS, Seesaw and OneNote. Staff provided online learning programs for the beginning part of Term Two. The decision was made to continue the use of Seesaw and OneNote with the teaching and learning program for the remainder of 2020.