



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 2021

1	Contextual Information	<p>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 3 and single stream in Yrs4-6. 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Students requiring support are identified from assessments conducted in Term 1 and are withdrawn during Literacy Dedicated Time.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>Teacher Standards and Qualifications</p>	<p>Qualifications: Teachers - All teaching staff are registered with the T.R.B.W.A.</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>21</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)	21	Bachelor of Music (BM)	1	Grad Dip of Ed	2								
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3	Workforce composition	The composition of staff consisted of 27 teaching staff (24 female and 3 male) and 24 non-teaching staff (23 female and 1 male) There are no Indigenous members on staff.																				
4	Student attendance at school	<table border="1" data-bbox="686 369 1364 750"> <thead> <tr> <th>Year</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.09</td> </tr> <tr> <td>1</td> <td>93.61</td> </tr> <tr> <td>2</td> <td>94.62</td> </tr> <tr> <td>3</td> <td>92.93</td> </tr> <tr> <td>4</td> <td>94.2</td> </tr> <tr> <td>5</td> <td>93.29</td> </tr> <tr> <td>6</td> <td>93.88</td> </tr> <tr> <td>Overall Attendance</td> <td>93.94</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="630 750 1412 840">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>	Year	Attendance Percentage	PP	95.09	1	93.61	2	94.62	3	92.93	4	94.2	5	93.29	6	93.88	Overall Attendance	93.94		
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5	Senior Secondary Outcomes	Not Applicable																				
6	NAPLAN INFORMATION	Please refer to website www.myschool.edu.au																				
7	Parent, student and teacher satisfaction	<p data-bbox="630 1265 893 1299">Parent Satisfaction</p> <p data-bbox="630 1299 1412 1332">There is a high level of parent satisfaction based on the following:</p> <ul data-bbox="678 1366 1388 2027" style="list-style-type: none"> • Strategic Plan Survey • Strong community support for all functions and events • Positive parent interaction with staff • Strong level of involvement and support of the education program • Strong attendance levels for Information Evenings • High levels of volunteers for sporting carnivals and excursions • High level of pastoral care is demonstrated within the community • Prospective parents are seeking places based on recommendations of members of the school community • Extra-curricular activities on offer at the school • Safety of students in our school • Good student behaviour • Stimulating learning programs • Reporting on student progress to parents • Climate Survey Results 																				

		<p>Student Satisfaction Survey results indicate the student satisfaction levels are strong based on the following:</p> <ul style="list-style-type: none"> • High level of cooperation between staff around students • Students are proud of their school. This is evident when attending interschool events • The inclusive nature of the school • Minimal behaviour incidents among students • Willingness to learn and explore new opportunities • Consistent progress from students • Purposeful teaching • Learning confidence • Student Council meetings • School functions strongly supported by families <p>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.</p>																				
8	Post-School destinations	<p>Not Applicable</p> <table border="1" data-bbox="630 1283 1428 1626"> <tr><td></td><td></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> <tr><td></td><td></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>																				
9	School Income	Please refer to website www.myschool.edu.au																				

Reporting on School Improvement Plan

The classroom teachers have used the school and Naplan Data to inform their teaching and learning programmes. Teacher development took place in the form of assistant principals going into classes and providing coaching advice to teachers on their teaching practice.. El in spelling has continued to be embedded into the school teaching practices. A decision was made that for 2021 there would be a new Maths text introduced into the classes, 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 2021 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 at various stages during 2021.