St Columba's School
Ballarat North

2014 Annual Report to the Community

Registered School Number: 924
Principal: Ms. Kim Butler

School Contact Information

Address:	306 Howard St Soldiers Hill Vic. 3350
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Minimum Standards Attestation

I, Kim Butler, attest that St Columba's Primary School is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

This Annual Report is written under the headings of the five 'Key aspects of schooling': Catholic School Culture, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management.

These key aspects are not distinct characteristics; they are connected and interdependent, as shown in the diagram below. Our School Vision is firmly embedded in these five key aspects of schooling.

In each of the key aspects, our goals and intended outcomes for the year (taken from our 2013 Annual Action Plan) and some of our achievements in each area have been identified.

St Columba's Vision Statement

The St Columba's school is a learning community that is:

Engaging, Inspiring, Empowering

CATHOLIC SCHOOL CULTURE

GOALS AND INTENDED OUTCOMES
To strengthen the Catholic identity and culture of the school
To strengthen the relationship between the school and the parish

1. That the prayer and liturgical life of the school is further increased
2. To increase the awareness of the Catholic nature of the school within the school community
3. Improved connection between the school and parish/Diocesan organisations e.g. St Vincent de Paul
4. Improved understanding and participation in school led masses/liturgies by the students
5. Further improve the links between parish and school

ACHIEVEMENTS

- The Awakenings Religious Education Curriculum was delivered in all classrooms
- The school supported the Parish based Sacramental Program by working with the Parish Sacramental Coordinator to prepare children for the celebration of the Sacraments
- Students and staff regularly pray together
- The school celebrated the Feast of St Columba's
- The children have learned about the work of Catholic Mission and Caritas Australia and have raised money for Catholic Mission and Caritas Australia, through Project Compassion
- The school celebrated significant feasts through shared liturgy, such as Ash Wednesday, Lent, Easter, Advent and Christmas
- Each 3-6 class celebrated a class Mass
- A joint Advisory Board-Parish Leadership Team meeting was held
- A whole staff development day focusing on the strand of God was organised
- Staff attended a retreat day, led Sr. Veronica Lawson and focusing on building a relationship with God
- Each Learning Community held planning sessions at school and at the CEOB Resource Centre to help teachers collaboratively plan and improve their teaching of RE

LEARNING AND TEACHING

GOALS AND INTENDED OUTCOMES

To improve teacher understanding in how to use a range of data to guide teaching and learning practice

To improve student achievement in Literacy

To improve student results in Numeracy

Evidence of an improvement in levels of student engagement

1. Improved levels of student achievement P-6 in working mathematically strand of numeracy (Semester One)
2. Improved levels in a focus area of Literacy (Prep-2 & 3-6) as decided by these Learning Communities from a range of data sources (Semester Two)
3. Improvement in ability of teachers to use data to guide their educational programs
4. Improved levels of student engagement

ACHIEVEMENTS

Over the course of the 2013 year the school:

- Engaged in regular assessments using a battery of standardised assessments
- Adapted our reporting to cover the requirements of the Australian Curriculum in English, Maths, Science and History
- Continued to develop and implement a *'needs based approach'* in numeracy in order to meet each child at their point of need
- Engaged mentors from the CEOB and Walker Learning to work with teachers to help them reflect on and improve their practice
- Used key staff as Instructional Coaches in order to affirm and challenge staff to help them improve on their practice
- Engaged in targeted PD to help teachers reflect on and improve on their practice

NATIONAL TESTING RESULTS

The Victorian Government requires that schools report the past three years of National testing results.

## PROPORTION OF STUDENTS MEETING NATIONAL MINIMUM STANDARDS

The table below shows the percentage of students in Year 3 and Year 5 who were at or above the National Minimum Standards 2011-2013.

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2011** **%**	**2012** **%**	**2011–2012 Changes %**	**2013** **%**	**2012–2013 Changes %**
YR 03 Reading	100.0	100.0	0.0	97.9	-2.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	97.8	100.0	2.2	93.8	-6.2
YR 03 Grammar & Punctuation	100.0	100.0	0.0	97.9	-2.1
YR 03 Numeracy	97.9	100.0	2.1	97.8	-2.2
YR 05 Reading	100.0	97.1	-2.9	100.0	2.9
YR 05 Writing	100.0	97.1	-2.9	90.9	-6.2
YR 05 Spelling	100.0	97.1	-2.9	95.3	-1.8
YR 05 Grammar & Punctuation	100.0	85.7	-14.3	100.0	14.3
YR 05 Numeracy	100.0	94.3	-5.7	95.5	1.2

NAPLAN Year 3

2011   2012   2013

NAPLAN Year 5

2011   2012   2013
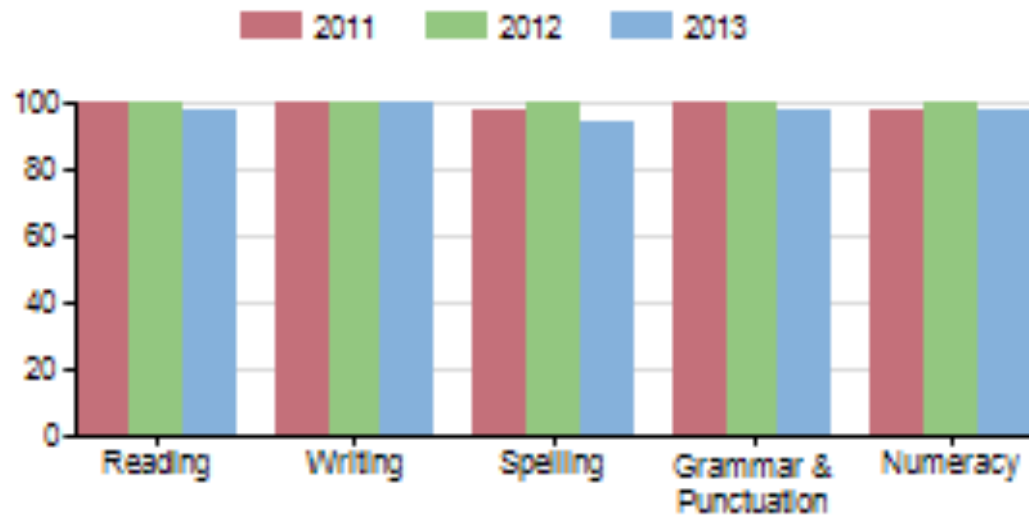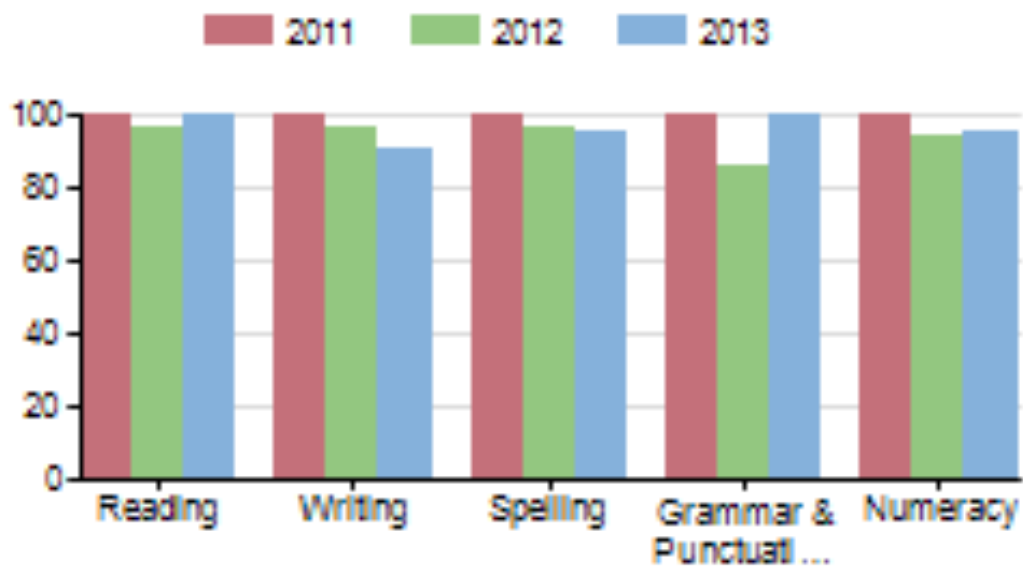
GOALS AND INTENDED OUTCOMES

To strengthen student wellbeing in a safe and inclusive environment
To improve levels of student engagement

1. That student morale and motivation is increased
2. That levels of student distress reduce
3. That the levels of student engagement improve

ACHIEVEMENTS

Over the course of the 2013 year the school:

- Altered the way in which we recognised students, no longer using Student of the Week or Act of Kindness Awards but using student affirmations
- Reflected on how we cover aspects of social-emotional learning, using the developmental domains at the heart of the Walker Learning Approach rather than a whole school stand-alone social-emotional learning program. Where necessary, we have used targeted, evidence-based programs to meet the needs of specific children
- Supported children who require additional levels of support through specific support programs such as Reading Recovery, ERIK, MULTILIT, EMU and Cued Articulation
- Updated the school's Positive Behaviour Policy and worked with staff in order to develop a consistent approach to student behaviour

STUDENT ATTENDANCE

Attendance records are kept for all students, with attendance being checked and marked twice daily.

Students are not reported as being absent when they are on school-approved activities such as camps/excursions, sporting events etc

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	95.86
Year 2	97.00
Year 3	96.81
Year 4	95.85
Year 5	96.70
Year 6	95.94
Overall average attendance	96.36

Non – Attendance

- If a child comes to class after the roll has been submitted, the child must be sent to the Office for a late note. Parents of children who are 'absent without reason' will be sent a text message from the office.
- Parents of absent students are required to phone the school and/or provide a written note, detailing the reason/s for absence.
- Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular or whose absences appear unwarranted.
- The Principal will, after consulting with the class teacher, attendance records and the student, decide upon a strategy to be employed. As truancy is often indicative of other problems including engagement and family issues, the support strategies employed by the Principal will be determined on a case–by-case basis.
- Ongoing truancy issues will be reported by the Principal to the appropriate welfare and government agencies

LEADERSHIP & MANAGEMENT

GOALS AND INTENDED OUTCOMES

To develop a culture of shared leadership
To strengthen the professional learning culture of the school

1. That staff are actively involved in the decision making processes of the school
2. That staff have a greater sense of ownership of the goals of the school
3. To develop a clearer understanding among the staff in relation to role clarity; both their role and that of specific staff members such as Development Coaches
4. To improve clarity in decision making
5. Greater accountability of staff to Leadership Team in relation to classroom practice

ACHIEVEMENTS

Over the course of the 2013 year, the school:

- Completed the school review process with Pam Burton, reflecting on areas of growth and areas in which improvement is required
- Supported staff with the implementation of the Walker Learning Approach in the P-2 Learning Communities
- Continued to develop the use of Instructional Coaching within the school in an effort to support staff and help them improve on their practice
- Continued to work with staff to help them work collaboratively using the PLC model in order to more effectively meet each child at their point of need
- Used the RtI model to improve the Special Needs systems within the school and help staff to differentiate more effectively
- Offered specialist programs in LOTE, The Arts and Sport
- Worked with the parent community to help them have a better understanding of the developments within the school

VALUE ADDED

In 2013, the school undertook the following activities to bring about overall School Improvement:

- Operation of the School Advisory Board
- Operation of the Parents & Friends, Buildings & Grounds
- Committee, Technology Committee and the Communications and Engagement Committee
- Development and review of school policy documents
- Staff participation in professional development programs and activities
- Preparation and distribution of the student progress reports
- Regular school newsletters
- School camps and excursions
- Use of information and communications technology (ICT)
- Involvement in student leadership
- Participation in environmental programs

PARENT, TEACHER AND STUDENT SATISFACTION

The following activities would strongly suggest there is a high level of satisfaction among staff, parents and students on the operation of the school:

- attendance at school liturgies
- regular productive School Advisory Board meetings
- support for the Parents & Friends meetings and activities
- positive feedback regarding the student mid-year and annual reports
- excellent attendance and engagement in parent teacher conferences
- effective functioning of the Student Leadership Groups
- regular parent attendance at school assemblies and special days
- willingness of parents to openly discuss issues with the principal and staff
- energetic, yet safe playground activity
- well-ordered and co-operative school environment

STAFF ATTENDANCE

In 2013, the average rate of attendance for teaching staff was 87.3%. This figure includes days when staff were engaged in professional learning activities and off-site activities (camps and excursions) but does not include days when teaching staff were on approved leave (eg long service, maternity leave, leave without pay, study leave).

STAFF RETENTION

Staff retention from the previous year was 85.71%.

STAFF COMPOSITION

PRINCIPAL CLASS	2
TEACHING STAFF (HEAD COUNT)	25
FTE TEACHING STAFF	28.800
NON-TEACHING STAFF (HC)	17
FTE NON-TEACHING STAFF	12.664
INDIGENOUS TEACHING STAFF	0

TEACHER QUALIFICATIONS

All teaching staff have appropriate qualifications and are registered with the Victorian Institute of Teaching.

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	5.26%
Graduate	26.32%
Certificate Graduate	0.00%
Degree Bachelor	68.42%
Diploma Advanced	57.89%
No Qualifications Listed	0.00%

TEACHER PROFESSIONAL DEVELOPMENT/LEARNING

The School actively encourages teachers to undertake Professional Development during the year.

In 2013, 25 teachers took part in professional learning activities. An average of $2174.36 was expended per teacher.

Teachers took part in professional learning activities related to:
- AusVELS Implementation
- Assessment and Reporting
- Religious Education and Awakenings
- Student Engagement in Learning
- Innovation in Schools
- ICT (Information and Communication Technology)

FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2013

Recurrent Income	
School fees	153268
Other fee income (books, stationary, excursions)	110327
Private income	85923
State government recurrent grants	688219
Australian government recurrent grants	1873173
Total Recurrent Income	**2910910**
Recurrent Expenditure	
Salaries, allowances and related expenses	2105198
Non salary expenses	221658
Total Recurrent Expenditure	**2326856**
Capital Income And Expenditure	
Government capital grants	
Capital fees and levies	35704
Other capital income	128157
Total Capital Income	163861
Total Capital Expenditure	**315599**
Loans (Includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total Opening Balance	**514184**
Total Closing Balance	**485002**

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the My School website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school includes both recurrent and capital school fees.

SCHOOL COMMUNITY

GOALS AND INTENDED OUTCOMES
To provide a contemporary, safe & stimulating school environment
To promote a greater empowerment of the whole school community in relation to the development of the school
To develop a greater knowledge among the parents in relation to teaching and learning
To promote a greater involvement in the school by the parents and the wider community
To engender a sense of pride in belonging to the St. Columba's school community

1. That a master plan for future development of the school site and maintenance of school facilities is formulated
2. That current and past students, parents and staff increase their sense of belonging and connectedness to the school
3. That parents and caregivers have opportunities to gain an understanding of contemporary teaching and learning
4. *To see more parents and volunteers from the community involved in a range of activities within the school 'Any Adult, Any Classroom, Any Time'*
5. *To continue to build on the sense of community within the school*

ACHIEVEMENTS

Over the course of the 2013 year, the school:

- Organised Information Nights, Walking Tours and a video to explain to parents what the developments within the school will mean for their children
- Worked with the School Advisory Board on a range of issues such as policy development, enrolment and the development of a Master Plan
- Worked as a community on a variety of funding activities through the P&F
- Worked with a number of staff-parent sub-committees focusing on communication and Building & Grounds
- Worked to improve the links between the school and the parish

COLUM CILLE