



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 2019

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 through the use of digital technologies. We have a 1:1 BYOD program from Years 4 to 6.</p> <p>Extracurricular activities in sport, music, dance, 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Students requiring support are identified from assessments conducted in Term 1 and are withdrawn during Literacy Dedicated Time.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="694 981 1359 1890"> <tr><td>Masters Degree Education (MED)</td><td>2</td></tr> <tr><td>Masters Degree Arts (MA)</td><td>1</td></tr> <tr><td>Bachelor of Education (BED)</td><td>15</td></tr> <tr><td>Bachelor of Arts (BA)</td><td>2</td></tr> <tr><td>Bachelor of Law (BL)</td><td>1</td></tr> <tr><td>Bachelor of Music (BM)</td><td>1</td></tr> <tr><td>Bachelor of Science (BSC)</td><td>2</td></tr> <tr><td>Bachelor of Teaching (BTE)</td><td>1</td></tr> <tr><td>Bachelor of Primary Education (BEDP)</td><td>2</td></tr> <tr><td>Bachelor Arts in Education (BAED)</td><td>1</td></tr> <tr><td>Master of Teaching (MTE)</td><td>1</td></tr> <tr><td>Diploma of Teacher Librarianship (GSSCE)</td><td>1</td></tr> <tr><td>Diploma of Teaching (DIPTE)</td><td>5</td></tr> <tr><td>Graduate Cert in Early childhood Ed (GCECS)</td><td>1</td></tr> <tr><td>Post Graduate in Music Education (PCED)</td><td>1</td></tr> <tr><td>Post Graduate Diploma in Education (PGDED)</td><td>1</td></tr> <tr><td>Certificate of Teaching (CRTCH)</td><td>2</td></tr> <tr><td>Graduate Dip in Reading Studies (GDRED)</td><td>1</td></tr> <tr><td>Graduate Diploma in Teaching (GDED)</td><td>1</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>	Masters Degree Education (MED)	2	Masters Degree Arts (MA)	1	Bachelor of Education (BED)	15	Bachelor of Arts (BA)	2	Bachelor of Law (BL)	1	Bachelor of Music (BM)	1	Bachelor of Science (BSC)	2	Bachelor of Teaching (BTE)	1	Bachelor of Primary Education (BEDP)	2	Bachelor Arts in Education (BAED)	1	Master of Teaching (MTE)	1	Diploma of Teacher Librarianship (GSSCE)	1	Diploma of Teaching (DIPTE)	5	Graduate Cert in Early childhood Ed (GCECS)	1	Post Graduate in Music Education (PCED)	1	Post Graduate Diploma in Education (PGDED)	1	Certificate of Teaching (CRTCH)	2	Graduate Dip in Reading Studies (GDRED)	1	Graduate Diploma in Teaching (GDED)	1										
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3	Workforce composition	The composition of staff consisted of 25 teaching staff (21 female and 3 male) and 20 non-teaching staff (18 female and 1 male). There are no Indigenous members on staff.																				
4	Student attendance at school	<table border="1" data-bbox="683 369 1369 750"> <thead> <tr> <th>Year</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>Pre-Kindy</td> <td>N/A</td> </tr> <tr> <td>K</td> <td>93.63%</td> </tr> <tr> <td>PP</td> <td>92.22%</td> </tr> <tr> <td>1</td> <td>94.13%</td> </tr> <tr> <td>2</td> <td>93.59%</td> </tr> <tr> <td>3</td> <td>94.83%</td> </tr> <tr> <td>4</td> <td>92.89%</td> </tr> <tr> <td>5</td> <td>95.75%</td> </tr> <tr> <td>6</td> <td>94.88%</td> </tr> </tbody> </table> <p data-bbox="627 754 1425 896">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	Pre-Kindy	N/A	K	93.63%	PP	92.22%	1	94.13%	2	93.59%	3	94.83%	4	92.89%	5	95.75%	6	94.88%
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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="627 1263 890 1294">Parent Satisfaction</p> <p data-bbox="627 1299 1417 1330">There is a high level of parent satisfaction based on the following:</p> <ul data-bbox="675 1370 1390 1989" 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 																				

		<p>Student Satisfaction Survey results indicate the student satisfaction levels are strong based on the following:</p> <ul style="list-style-type: none"> • Strategic Plan Survey • High level of cooperation with staff • 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 motivation <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>Graduating Year 6 students went to the following schools:</p> <table border="1" data-bbox="628 1283 1426 1626"> <tr> <td>Mercedes College</td> <td>8</td> </tr> <tr> <td>Santa Maria College</td> <td>3</td> </tr> <tr> <td>Trinity College</td> <td>1</td> </tr> <tr> <td>Ursula Frayne</td> <td>2</td> </tr> <tr> <td>Corpus Christi College</td> <td>0</td> </tr> <tr> <td>Penrhos College</td> <td>2</td> </tr> <tr> <td>St Norbert College</td> <td>1</td> </tr> <tr> <td>Rossmoyne SHS</td> <td>0</td> </tr> <tr> <td>Aquinas College</td> <td>4</td> </tr> </table>	Mercedes College	8	Santa Maria College	3	Trinity College	1	Ursula Frayne	2	Corpus Christi College	0	Penrhos College	2	St Norbert College	1	Rossmoyne SHS	0	Aquinas College	4
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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.. EI in spelling has continued to be embedded into the school teaching practices. A decision was made that for 2020 there would be a new Maths text introduced into the classes, this was based on the school student data discussions.