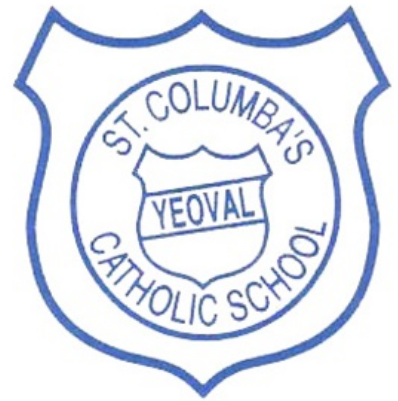


# 2016 Annual School Report to the Community

## St Columbas Primary School Yeoval

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Principal Mr Glen Brown



### Principal's Message

St Columba's is committed to providing a comprehensive Catholic education in a caring, family focused environment. We celebrate Catholic life and have a focus on Gospel values in the daily life of the school community.

Our core values include honesty, forgiveness, understanding, care, compassion, trust, respect, integrity, tolerance, acceptance and inclusion. The school recognises and celebrates God in everyday life. We strive to foster the dignity, self-esteem and integrity of each person. The school acknowledges the partnership between home and school as vital in building a vibrant school community and it has a proud tradition of strong parent support.

St Columba's experiences success across all facets of school life. Whether it is on the sporting field, in the classroom or being involved in numerous community activities, the students continue to strive for improvement.

It has been a most rewarding year of learning and teaching with many highlights. Again it has been a pleasure working with committed staff, supportive families and their enthusiastic children.

Glen Brown - Principal

### Parent Body Message

St Columba's has a very supportive and active Parents and Friends Association. The P and F works very hard to raise much needed funds for the improvement of the school's resources for the betterment of the students. All parents are encouraged to be actively involved in the various activities that take place throughout the year. The P and F has had a very successful year with fundraising, the major tasks being catering for a number of community events. All members enjoy socialising when they come together which creates a happy and healthy environment. The P and F meets at least once per term and minutes are distributed to all families through the school newsletter. At no stage is the P and F Association a forum for complaints and grievances regarding the school.

### Student Body Message

As St Columba's is a small school, all students are involved in leadership activities and contribute greatly to the life of the school. We enjoy our buddy system which enables younger students to have the support of older students. Our school has two team houses, Patrick and MacKillop. All the students work very hard to gain points for their house and there is also friendly rivalry between the teams. The Primary Students are members of the Junior Josephite Association. We work very hard to raise funds for a special program each year. In 2016 our funds were used to purchase work boots for Pro Medical Rescue in Vanuatu. We also spend time with the residents at the local aged care facility as part of our service to others.

School Captains 2017

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## SECTION TWO: SCHOOL FEATURES

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St Columbas Primary School is a Catholic systemic Co-Educational School located in Yeoval.

St Columba's School is a small K - 6 Catholic school in the Bathurst Diocese. It is located in Yeoval, a small rural community with a population of 280 in the Central West of NSW.

The school was established in 1929 and was operated by the Good Samaritan Sisters. In 1943 the Sisters of St Joseph arrived to take up the operation of the school. In 1975 St Columba's Convent closed after half a century of dedicated teaching and the sisters were replaced with lay teaching staff.

The two multi-graded classes at St Columba's consist of a wide range of ability levels and interests that stem from a variety of backgrounds.

Almost all families have both parents working full-time and all families rely on the agricultural industry as their main source of income.

St Columba's School strives for academic success. High achievement is celebrated and the school has a strong teaching priority for English and Mathematics. Provision of a well-resourced learning environment at the school is another focus with each student being provided with a Chromebook to have access to online learning programs and capabilities to produce and share a variety of documents online.

A variety of stimulating extra-curricular activities are offered as part of our commitment to educate the whole child. These include the Life Education Program, University of NSW competitions, Wellington Eisteddfod, CWA Public Speaking and weekly interest groups. The school values friendly competition, fair play, exercise and a healthy lifestyle and joins with two other local schools for swimming and athletics carnivals. The use of robotics has been a major focus this year with robotics and coding lessons being integrated throughout the curriculum. We value the school library as an important learning environment. It supports the teaching of English and contributes to important skill development as well as an understanding of literature. Learning support at the school exists to help students to maximise their learning in the classroom.

### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
6	20	1	26

\* Language Background Other than English

### Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

### Student Attendance Rates

The average student attendance rate for 2016 was 95.26%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.96%
Year 1	94.44%
Year 2	96.04%
Year 3	95.45%
Year 4	92.17%
Year 5	96.72%
Year 6	96.02%

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	4	9

\* This number includes 1 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	Professional Learning Communities
<b>Term 2</b>	Educating Boys and Challenging Behaviours Day
<b>Term 3</b>	Literacy Blocks, timetabling and specifying English learning
<b>Term 4</b>	STEM Integration

St Columba's School ensures all professional learning opportunities initiated by the Catholic Education Office are offered to staff. PD in 2016 included; Teaching Primary Science, Teaching Sentence Structure, NAPLAN Analysis, PM Readers, MaLit Reading Program, in-school Support, WH&S e-learning modules, Principals' Resilience, Best Start for Kinder, First Aid, Principals' Governance Training Modules.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	4
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

St Columba's School is readily recognised as being distinctly Catholic. There are close relationships between the Catholic community of Yeoval and the school. Staff members are involved within the various ministries of the parish. The school's newsletter is used as an avenue of further identifying the school as part of the St Patrick's Parish by carrying information relevant to the parishioners.

The School's Mission and Vision Statements were rewritten in 2016 to reflect 21st Century Learning and our rich Catholic curriculum. All stakeholders were consulted and we are very pleased with our new statements.

### *Mission*

*Through the eyes of Jesus, we, at St Columba's Catholic School, strive to achieve high levels of learning for all. This is achieved through our School Motto "Faith Friendship Futures".*

*Faith – Through Gospel Values, we foster our faith with an understanding of its relevance to life and contemporary culture.*

*Friendship – In partnership with family, parish and community St Columba's is committed to the development of the dignity of each person and the nurturing of self-esteem.*

*Futures - In a Christ centred differentiated environment, St Columba's encourages high levels of achievement, inspiring students to be lifelong learners.*

### *Vision*

*St Columba's Catholic School aims to provide a well-rounded high quality education that empowers students to achieve their potential and use their gifts to serve God and others.*

St Columba's celebrates all important feast days and has on average two school Masses per term. Prayer is an important ritual in everyday school life with students having the opportunity to pray at the beginning and end of the day as well as before each meal break.

Regular class visits from the Parish Priest reinforce and support Catholic values being upheld at St Columba's. Teaching staff follow the Religious Education Units from the Bathurst Catholic Education Office. All staff come together each fortnight for staff prayer.

Sacraments are celebrated throughout the year with parent meetings and home Masses celebrated. The End of Year Mass concludes the year and allows us to celebrate as a school community and thank God for our achievements throughout the year.

St Columba's performs extremely well in the Diocesan Year 6 Religious Education Test with scores being well above the diocesan average.

St Columba's School is part of the St Patrick's Parish Wellington.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	41.00

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school curriculum offered by St Columba's is determined by the requirements of NESAs and the Catholic Education Office Bathurst. Teachers are then able to modify their teaching programmes in order to meet these requirements and the needs of the students in their class. Teaching programmes and student work samples are collected by the principal each term in order to make sure that all requirements are being met. A learning support program exists at the school to assist students needing extra help with literacy and numeracy and class teachers facilitate extension and enrichment activities for students. Students who identify as Aboriginal also participate in extra activities with a class teacher and local elder. St Columba's is very conscious of keeping abreast of Contemporary Learning in the 21st Century and the need to ensure the students are receiving a quality Catholic education. St Columba's is working very hard to embed the culture of a Professional Learning Community where the teachers regularly meet, share and work collaboratively to improve student learning and achievement.

## SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.00%	53.00%	0.00%	10.00%
	Reading	80.00%	48.00%	20.00%	11.00%
	Writing	100.00%	49.00%	0.00%	6.00%
	Spelling	80.00%	46.00%	0.00%	12.00%
	Numeracy	100.00%	36.00%	0.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	50.00%	36.00%	50.00%	15.00%
	Reading	50.00%	35.00%	50.00%	16.00%
	Writing	0.00%	17.00%	0.00%	18.00%
	Spelling	50.00%	30.00%	0.00%	17.00%
	Numeracy	50.00%	28.00%	0.00%	17.00%



### Student Welfare Policy

St Columba's School has developed a comprehensive Pastoral Care/Student Welfare Policy based on the Gospel values of justice and respect for the individual. Just as a shepherd watches over his flock so a teacher watches over and cares for a child. As Christ cares for us, we should care for one another. Therefore the school is built on care and service to one another.

At St Columba's we believe that Pastoral Care/Student Welfare is the concern the school has for the development of the whole person to reach their full potential - socially, emotionally, morally, intellectually, spiritually and physically. It is the responsibility of all staff members and is built on foundations established by parents and the traditions of our faith. It is aimed at promoting personal dignity, self-esteem and respect for Christian Values.

This policy can be accessed through the parent handbook or by contacting the school secretary.

There were no changes made to the Pastoral Care/Student Welfare Policy during the year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

### Discipline Policy

St Columba's Discipline Policy deals with bullying, classroom behaviour, the merit system, rewards, respect for others and overall attitude and conduct. The staff continually monitors this policy throughout the school year and is always ready to discuss the application of the policy with all who are affected by it.

This policy aims:

- \* To establish a framework for discipline and communicate this structure to the school community.
- \* To encourage the students in their understanding of appropriate and inappropriate behaviour.
- \* To ensure that recognition is given to those with acceptable, positive behaviour and general good manners.
- \* To ensure that students are aware that continuing unacceptable, inappropriate behaviour is their choice and will result in specific consequences.

No changes were made to this policy this year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### Initiatives Promoting Respect and Responsibility

The promotion of respect and responsibility amongst all members of St Columba's is always a priority. It is permeated throughout the school in everyday teaching, communication between staff and parents as well as a number of community events. These include; ANZAC and Remembrance Day Services, weekly visits to the aged care facility, anointing masses for the elderly, fundraising for Project Compassion and Catholic Missions and of course the students' work as Junior Josephites.

St Columba's is currently promoting respect and responsibility with all students participating in the whole school program "Friendly Kids, Friendly Classrooms" which focuses on 21 social skills required for students to be happy within the school environment.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

### **Key Improvements Achieved in 2016**

During 2016, St Columba's adhered to its Annual Improvement Plan to address the areas of Catholic Life and Religious Education, Learning and Teaching, Leadership for School Improvement, and Strategic Resourcing to ensure school improvement and a quality catholic education.

Major key improvements for the year included implementation of the new History and Geography Syllabuses, evaluating components from the Quality Catholic Education framework, the re-culturing of St Columba's as a Professional Learning Community and rewriting the school's mission and vision statements.

### **Priority Key Improvements for 2017**

During 2017 major key improvements for the year will include implementation of the new PDHPE Syllabus, evaluation of components from the Quality Catholic Education framework and the continuation of best practise for a Professional Learning Community focusing on student learning and achievement.

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

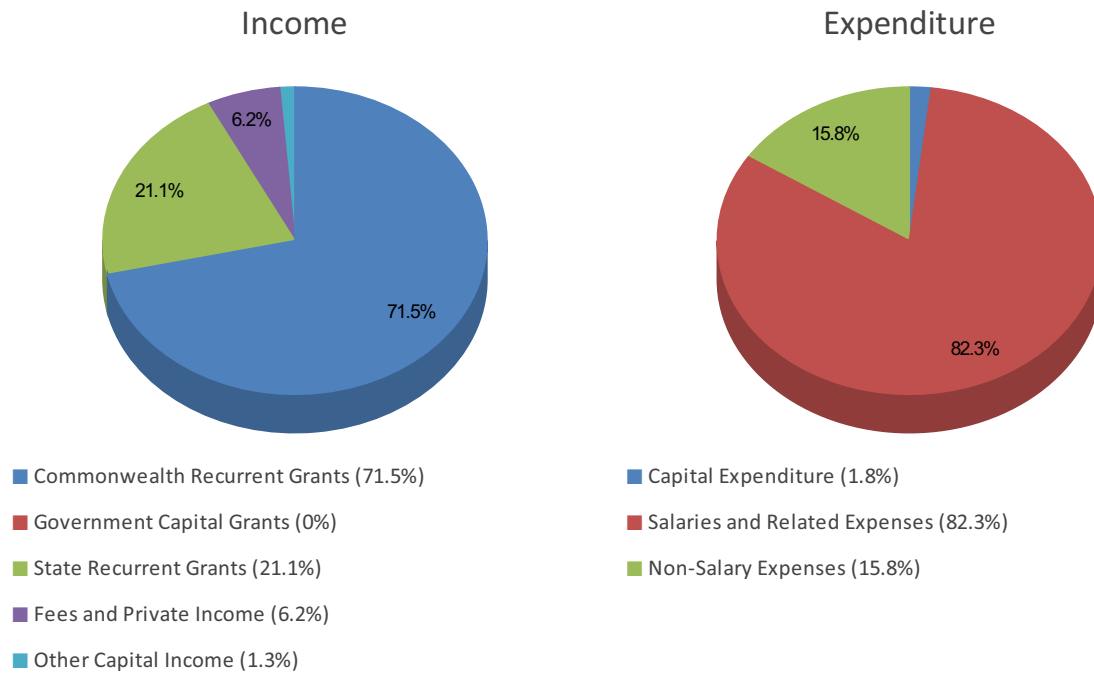
At the end of each year all parents are given the opportunity to complete a school satisfaction survey giving them the opportunity to comment on four main elements of the school; Catholic Identity, Learning and Teaching, Organisation/ Management and Resources/Facilities. All surveys returned indicated that they were most satisfied with these elements of the school.

### **Student Satisfaction**

All students indicate that they are satisfied with their schooling at St Columba's. Each student completes a personalised learning plan which gives them the opportunity to comment on what they do not like about school. This section of the plan indicated that all students were happy. Parents' responses during interviews indicated that their children enjoyed attending school. Parents also make the comment that students do not like missing school when they are sick.

### **Teacher Satisfaction**

All teachers thoroughly enjoy teaching at St Columba's and this is evident in the retention rate of teachers and their willingness to participate in all school activities and their enthusiasm for school improvement. Teachers are given the opportunity through meetings with the Principal and staff meetings to discuss any issues that may arise and these are dealt with in a timely manner.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

**Notes**

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.