



School Self-Evaluation Report (SSER)

School:	St Columbas Primary
Town:	Berrigan
School Code:	1608
Date of Report Completion:	Friday 8 th April 2011
School System:	Catholic Schools Office, Wagga Wagga
Principal's Name:	Mrs Irene Tubbs
	Phone: 03 5885 2428 Email: info@scww.catholic.edu.au

Please include the following attachments:

- Attachment A: NAPLAN School Summary Report**
- Attachment B: CSO Wagga On-line Survey 1 Results**

The following School Self-Evaluation Report (SSER) has been prepared as a requirement of the National Partnership Agreement for the *Smarter Schools* Partnership.

A. School self-evaluation team members and position on staff

Name of Team Member	Position on Staff
1. Mrs Irene Tubbs	Principal/Teacher
2. Mrs Katie Hickey	Teacher
3. Mrs Belinda Denny	Teacher

B. SSER authors and position on staff

Name of Report Authors	Position on Staff
1. Mrs Irene Tubbs	Principal/Teacher
2. Amanda Catena	Education Officer CSO
3.	
4.	

C. Principal's endorsement

As Principal, I endorse the contents of this report.

00/03/11

Principal's Signature

Date

A copy of this report is to be emailed, with attachments, to Michael Hopkinson @ mhopkinson@csoww.catholic.edu.au

1.0 SCHOOL CONTEXT

In approximately 200 words, outline the school context. This section could be taken from the Annual School Report and must state the number of Aboriginal students in the school.

The School

Berrigan is one of four towns within the Berrigan Shire. We have 2 primary schools which feed into Finley High School for the student's secondary education. The main employers within the town are the Berrigan Shire Council, Local Hospital and Aged Care Facility.

The farming community which surrounds the town conducts cropping and rearing of livestock. The town has a very active community which despite several drought years is able to support several sporting clubs and numerous other recreational activities.

At the school there are 32 students. At present the school has two teachers, one part-time teacher and a part-time secretary.

The school currently has no Aboriginal or Torres Strait Islander students.

2.0 SCHOOL REVIEW AND IMPROVEMENT (SRI)

Every Catholic systemic school in the Diocese of Wagga Wagga is committed to implementing strategies for creating the culture and practice of continuous school improvement. As a self-reviewing, self-improving school, focusing on student learning, each school engages in an annual evaluation process.

School's Summary:

Key Area	What Did You Notice?
External Assessment	<ul style="list-style-type: none">The teaching staff requires professional development in the accessing and interpreting of NAPLAN data to inform whole school strategies and individual teaching programs.

Literacy	<ul style="list-style-type: none"> The need to provide intensive and ongoing professional development in the area of literacy, particularly in the area of writing.
Leadership	<ul style="list-style-type: none"> The need for teachers to develop greater leadership capacity in the school in which they teach.

3.0 FINDINGS

A. On-line Survey 1

Please include comments and relevant information from the analysis of the data collected.

School's response:

Survey 1

Leadership

Strengths

- All teachers believe that the leaders improve the school through an understanding of the schools strengths and weaknesses
- All teachers at St Columbas believe that school leaders build relationships based on trust, collegiality and mutual respect
- All teachers at St Columbas believe that they're modeling commitment to school improvement

Challenges

- Not all staff believe that leaders encourage staff to constructively challenge educational practice
- 75% of staff at St Columbas believe that school leaders don't encourage teachers to reflect on their practice

Literacy & Numeracy -Teacher

Strengths

- All teachers at St Columbas believe that they are responsible for the literacy skill development and hold high expectations that all students will succeed in literacy
- All teachers believe that they have a deep understanding of the English K-6 syllabus and the Mathematics K-6 syllabus

Challenges

- One third of teachers feel that they do not have the confidence to implement the English K-6 syllabus and the Mathematics K-6 syllabus

Literacy & Numeracy Teacher - Planning/Programming & Teaching

Strengths

- All teachers believe that they explicitly teach students how to comprehend texts and provide the students with explicit criteria as a reference point for assessing student work in literacy
- All teachers feel that the professional learning provided for teachers at this school in the teaching of literacy skills meets their needs
- 100% of teachers believe that they explicitly teach problem solving strategies
- All teachers believe that their lesson activities and their assessment tasks given to students require them to use higher order thinking skills

Challenges

- One third of staff don't believe that they understand the continuum of literacy development
- Not all teachers believe that they integrate the teaching of numeracy across other Key Learning Areas besides Mathematics

Teacher Survey - Data

Strengths

- 100% of staff use data from NAPLAN in both literacy and numeracy to inform whole school strategies

Student Survey Literacy & Numeracy

Strength

- 88% of students believe that English is an important subject to learn
- 88% of students believe that they try to do their best and take pride in their learning
- 93% of students believe that they have good listening skills
- Over 90% of students believe that mathematics is an important subject and that their teacher expects them to do well
- The majority of students believe that their teacher tells them what they are doing well in Mathematics and what I need to do to improve their results

Challenges

- Almost one third of students don't know if the activities that my teachers uses in literacy help me to learn
- Almost one third of students don't know if their teacher clearly explains what they will be assessed on in tests and assessments
- 17.6% of students don't know if the skills they learn in English are used in other subjects
- 12.5% of students strongly disagree that the work they do in English challenges them and makes them think
- One fifth of the students believe that they don't have good space and measurement skills.
- 18% of students don't believe that their teacher finds new ways to help me understands

B. Focus groups and interviews

The report from the School Services Consultant on the findings from the focus group and interviews will be included when they are completed in early Term 1 2011.

Strengths

- Parents at St Columbas feel that teachers make professional judgments with regards to their child/children's academic learning
- Parents are aware that teachers at St Columbas fully understand the strengths and weaknesses and are attempting to address any of the children's weaknesses ie Dyslexia
- Parents at St Columbas believe that the school is an integral part of the wider Berrigan community therefore the school participates in the ANZAC ceremony, CWA study each year, visits Amaroo Hostel and so on

Challenges

- To fully engage the parents in meaningful literacy and numeracy activities in order to enhance their children's literacy and numeracy skills

NAPLAN School Summary Report

Please attach NAPLAN School Summary Report as Attachment A.

4.0 WHOLE SCHOOL FOCUS 2011

The area(s) chosen by the school as the key focus for 2011 is Writing.

5.0 METHODOLOGY

This section outlines the tasks needed to be undertaken to complete the school self-evaluation, including the collection of benchmark data on the area for improvement (**Literacy – Writing**) and the timeline for completion.

The methodology requires the use of data collected from the On-line Survey 1 and the NAPLAN School Summary Report.

The Catholic Schools Office, will facilitate focus groups and interviews in Term 1 2011 related to issues or achievements identified from the two data sources.

Timeline for the school self-evaluation process

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Date /s	Task /s	Required resource	Staff responsible
Feb 2011	Meeting with school teams & Michael Hopkinson to outline the process	Arrange date for the Launch of the National Partnership	Leadership Team/Principal
March 2011	On-line Survey 1 to be completed by all staff	Access to Internet.	Principal to attach copy of survey results to final SSER** as Attachment B and as baseline data for the NPA program

March 2011	On-line survey about the use of SMART technology.	Access to internet	Principal and school staff
March 2011	Surveys and the NAPLAN School Summary Report compiled and summarised.	Data	Principal
April 2011	School Self Evaluation Report completed and placed on School website	Data	Principal/Michael Hopkinson
27 th April	Launch of National Partnerships – Leadership Module and FSiW Sessions 1& 2	Team Leadership for School Improvement Handbook FSiW Resources	Cathy Gaskin, Michael Hopkinson, Carey Menz-Dowling & Mandy Catena
24 th May	FSiW Session 3 (4-6pm)	FSiW Resources	Carey Menz-Dowling & Mandy Catena
1 st June	Leadership Modules 2 & 3 (4-7pm)	Team Leadership for School Improvement Handbook	Cathy Gaskin
8 th June	FSiW Staff Meeting (4-6pm)	FSiW Resources	Carey Menz-Dowling & Mandy Catena
3 rd August	FSiW Session 4 (4-6pm)	FSiW Resources	Carey Menz-Dowling & Mandy Catena
17 th August	FSiW Staff Meeting (4-6pm)	FSiW Resources	Carey Menz-Dowling & Mandy Catena
31 st August	Leadership Modules 4 5 (4-7pm)	Team Leadership for School Improvement Handbook	Cathy Gaskin
7 th September	FSiW Session 5 (4-6pm)	FSiW Resources	Carey Menz-Dowling & Mandy Catena
12 th October	FSiW Session 6 (4-6pm)	FSiW Resources	Carey Menz-Dowling & Mandy Catena

6.0 CONCLUSIONS AND RECOMMENDATIONS

School's conclusions and recommendations:

Conclusion	Recommendation
Teachers require professional development in writing to improve student outcomes.	Teachers will participate in the First Steps Writing professional development commencing on the 27 th April, 2011. Whole school and intervention will be the two priorities.
Survey results indicated that not all staff were familiar with using the SMART2 package.	Provide SMART2 training for staff in Terms 3 and Term 4. This will enable staff to use the SMART2 to inform school wide priorities.
Survey results indicated that teachers needed to develop greater leadership capacity for guiding and managing results-focused whole school improvement.	All staff complete training in 'Team Leadership For School Improvement K-12' commencing at the beginning of Term 2. Modules 1-5 will be completed in 2011 with the final modules completed in 2012.