



St Columba's Primary School, Berrigan

2018 Annual Report

Principal: Damien Taylor

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About this Report

St Columba's is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about St Columba's performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the St Columba's community and Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors the St Columba's has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to St Columba's newsletters and other forms of communication. Further information about the St Columba's may be obtained by contacting the St Columba's or by visiting the St Columba's website.

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

St Columba's Primary School Berrigan offers a unique and personal schooling experience. The open plan style of learning spaces and high teacher to student ratios ensures that every child is treated as an individual. The School encourages our students to be responsible, optimistic, accepting and respectful learners who draw on the Gospel Values that Jesus has taught us. Through inquiry based learning, using up to date technology and collaborative learning practices we ensure that every child is getting the best possible education.

Message from the Parent Body

St. Columba's School Council meets once a term to discuss what has been happening in the School with the Principal, Parish Priest and School Executive. Parents are invited to these meetings which gives them an opportunity to hear first hand about their child/children's education and fundraising ideas.

During 2018 the Parent Council helped fund many projects and activities throughout the year. They contributed to the school excursion costs including an excursion for the whole school to the Melbourne Zoo and to the 'School of Rock' concert at Her Majesty's Theatre. They also contributed to the cost of our presentation night and purchased a book for each of the students. The Parent Council hold several fundraising events throughout the year and are always very supportive towards the school.

Message from the Student Body

The students at St Columba's enjoy the many opportunities that the school provides. Being a small school gives us many unique experiences, not to mention the small community atmosphere where everyone knows and supports each other. The lower student to teacher ratios ensure children are treated as individuals and staff have the ability to work very closely with each of the students.

Students are always given opportunities to participate in various sporting activities, community events and incursions and excursions.

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Some of the highlights for 2018 include our excursions to the Melbourne Zoo and the "School of Rock" production. The students regularly visit the town library and the local Nursing Home and Children's Centre. Opportunities are also created where the children visit other schools including the local Public School in Berrigan and St Joseph's Primary School in Finley as well as the older students getting the opportunity to visit the local Finley High School. Students are always given the chance to participate in a variety of sporting activities including the annual Swimming Carnival, Cross Country and Athletics events. The students have also participated in other sports including golf, lawn bowls, football and cricket.

The families and the students of St Columba's always refer to the "Small Family Like Community" and enjoy the fact that everyone knows each other really well.

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Section 2 : School Features/Context

Berrigan is one of four towns within the Berrigan Shire. There are 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 conduct 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.

St Columba's Primary School is a small rural school. The School has a very rich history and has been in operation for over 100 Years. The school was originally opened by a lay principal in 1898. In 1904 5 Presentation Sisters arrived and began teaching at the school. The Presentation Sisters continued to work in the school and the parish until 1989.

During the 1960's the school was upgraded and in 1970 a new church building was opened next door to the old building. The School currently has 2 classrooms, a hall, an office, a staffroom and the Nagle Centre. The Nagle Centre is the newest building and was opened in 2010. The 'Building the Education Revolution' funding that was given by the government was used to complete this building.

In 2018 a maintenance plan was carried out at St Columba's. This included refurbishments to some of the buildings with a new administration building, renovations to the staffroom and a new staff toilet completed. The buildings were painting inside and out and the main areas, including the classroom, had new carpet added.

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Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Indigenous	Total
7	8	0	0	15

*Language background other than English

1. Enrolment Policy

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The Diocese of Wagga Wagga has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

St Columba's Enrolment Policy:

St Columba's Catholic Primary School adopts the Catholic Schools Office Wagga Enrolment Policy and Enrolment Procedures.

St Columba's Catholic Primary School is a community in which Catholic beliefs are taught and the Catholic faith is experienced, witnessed and shared. In this way the school is sharing the Mission of the Church.

The community acknowledges those children in greatest need ensuring that no child is deprived of a Catholic Education because of genuine financial hardship.

AIMS:

- To provide a Catholic Education for all children in our community irrespective of their differing needs, providing that school resources can support them.
- To ensure that no child is denied a Catholic Education because of genuine financial hardship.
- To ensure all parents will give a firm undertaking that they accept and support the life, nature and identity of the Catholic School, including participation in all aspects of Religious Education.

IMPLEMENTATION:

- Priority of access is given to Catholic children.
- Siblings of children already attending the school will be enrolled.
- Children of other Christian families may be enrolled after the other priorities for access have been taken into account. Parents of these children should indicate that they support the involvement of their children in their own faith communities.
- Children of non-Christian families may also be enrolled in keeping with the above principles.
- All parents wishing to enrol their children at St Columba's Catholic Primary School must complete the application for enrolment form, return it to the school by the due date and attend an interview with the Principal. A final decision regarding the child's enrolment will be made following the interview.

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ENROLMENT CRITERIA

- Parents who are willing to support the religious principles and practices of the Catholic faith are eligible to apply to enrol their children at St Columba's Catholic Primary School.
- The closing date for enrolments for Kindergarten in the following year is advertised through School Newsletter, Parish Newsletter and SRN.
- At the close of the enrolment period, all applications and documentation will be reviewed before an interview is offered. Baptismal, Birth and Immunisation Certificates must accompany application for enrolment.

ADMISSION TO KINDERGARTEN

There is one general admission of pupils to Kindergarten each year. Numbers will be determined depending on volume of applicants.

- Pupils may be admitted in first term
 - a) if they are already five years of age
 - b) they will have reached the age of five no later than 31st May.
- A priority order for enrolment will be made based on religion, address, age, and assessment of readiness at time of interview.
- Children who turn five years of age after 31st May will not be admitted before the first term of the following year.
- An offer of enrolment will be made after taking all above matters into consideration.
- The Principal has the ultimate decision when accepting an enrolment. This decision may be made in consultation with the parish priest and staff at the Catholic Schools Office.

GENERAL

- Parents will be notified, in writing, by the Principal indicating the result of their application.
- A School Information Evening for parents will be offered early in Term 3 (parents only).
- A Transition Program for prospective kindergarten children will be held in Term 4 of the year preceding the child's enrolment.

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- Subject to enrolment criteria, children with special needs, whose needs are able to be met by the school, are welcome to apply for enrolment. A formal assessment process must be undertaken before enrolment.
- Every application must be accompanied by the child's baptismal certificate (where applicable), birth certificate and immunization certificate.
- The payment of fees and levies is an expectation of all families. However, with the agreement of the School Principal and Priest, inability to pay school fees and other charges fully or in part, because of circumstances beyond the control of parents, will not be an obstacle to admission.
- Once an enrolment has been accepted all data needs to be recorded on SAS 2000
 1. To comply with legal requirements
 2. For school administration purposes
 3. For accountability and reporting requirements

ENROLMENT OF CHILDREN WITH SPECIAL NEEDS:

Prior to enrolling a student with special needs, it is essential that the school community is sure that the Diocese and school can provide the services and facilities necessary for the student's education "without imposing unjustifiable hardship on the education authority" (Disability Discrimination Act).

When initial contact is made with the school the following steps should be followed (from Ascertainment Guidelines for the Enrolment of students with disabilities):

- The Principal arranges an interview with the parents and the child. (The Principal may request that a School Service Officer be present.)
- The Principal may be notified by the CSO/Special Services if an "Early Childhood Transition Form" or a "Transition To High School Form" is received.
- The Principal requests relevant reports, documentation and assessments.
- A diary of all conversations/meetings regarding enrolment should be kept.
- Parents are asked to sign a Release of Information Form.
- The School Service Officer will contact appropriate personnel who are familiar with the child (Pre-school, Early Intervention, Therapist,

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Psychologist etc) and speak with them regarding the child's proposed needs in the school environment.

- If possible, the child is observed in Pre-school or school setting.
- An interview is held with the Education Officer, prospective class teacher and other relevant school staff to discuss all information gathered.
- An interview is held with parents to discuss progress of application.
- An Ascertainment Support Meeting is held to determine what is required to assist the student to access the curriculum and to support their social and physical needs.
- A decision is made concerning the enrolment of the child in consultation with the Principal, parents, Education Officer and, in the case of a child with moderate to high needs, the School Consultant and the Director.

St Columba's Attendance Policy:

St Columba's Catholic Primary School adopts the following Diocesan Guidelines

School Attendance Procedures

Electronic Roll Marking Procedures

Class Roll

- These are Legal documents, and must be marked daily by the class teacher, or casual teacher in class teacher's absence
- Electronic Roll is maintained in the office, but completed by the classroom teacher daily.
- Rolls MUST be marked in accordance with instructions set out in the diocesan roll marking procedures (see appendix 1).
- Teachers record absences whether partial or full.
- Any unexplained absences need to be followed up by the classroom teacher.
- Students who have 15 absences per semester (full or partial) are reported to the school principal for follow-up
- If a student has 23 or more absences per semester (full or partial) must be referred to the Catholic School's Office
- Unsatisfactory attendance information will be retained in student files

Follow Up of Unexplained Absences

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1. Note sent to parents within 7 days (see appendix 2).
2. After 7 days unexplained absence marked with A
3. Official Rolls are printed off every two weeks any unexplained absences to followed up. These hard copies are retained as a permanent record of attendance.
4. An amendment can be made to the electronic and hard copy of the roll if an explanation is given but remains as an "A" (unexplained) if no explanation is forthcoming
5. Parents are regularly informed via our school newsletter that unexplained absences may be followed up by the principal, and if warranted, by the Catholic School's Office
6. Should a child accumulate 15 absences (full or partial) in one semester, parental contact will be made by the Principal. Should a child accumulate 23 absences (full or partial) in once semester, they will be referred to the Catholic School's Office
7. All absentee notes will be collected at the end of each year and archived.

Partial Absences

- Parents of children arriving to school late, leaving early or collected throughout the normal school day are requested to sign the sign-on sheet in the office.
- The class teacher records details in class roll.
- All required details are entered into the SAS System by the School Secretary and the register of attendances to be retained for 7 years after the last entry is made.

Absences Sent Via the School App

- Parents are also able to advise the school of a student's absence by remitting details via the "School App", which then comes to the school via an email.
- This is printed by the school secretary and a phone call is made to confirm the absence.

Guidelines for Exemption from Attendance in NSW Catholic Systemic Schools

The school follows the guidelines set out in the Guidelines for Exemption from Attendance in NSW Catholic Systemic Schools adopted by the CSO.

Legal Action Guidelines School Non Attendance

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The school follows the guidelines set out in the Legal Action Guidelines School Non Attendance in NSW Catholic Systemic Schools adopted by the CSO.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website or by contacting the Catholic Schools Office phone: 0269370000.

1. Student Attendance and Retention Rates

Year	Attendance %
Kinder	93
Year 1	98
Year 2	87
Year 3	96
Year 4	84
Year 5	72
Year 6	91

The average student attendance rate for 2018 was 88 %.

Regular attendance at school is essential if students are to maximise their potential. The St Columba's, 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, College staff/ school staff as part of their duty of care, monitor part or whole day absences.

St Columba's 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 St Columba's 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;

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- all cases of non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.

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Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

Teacher Standards

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The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

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

d) The following information describes the staffing profile for 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
4	4	8

*This number includes fulltime teachers and 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 service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

Teachers have undertaken Professional Learning to meet the needs of today's students by spending time unpacking and coming to a deep understanding of the Australian Curriculum. There has been a large focus on the 'Open Plan' Style of Learning Spaces and collaborative teacher practices. The Staff visited several schools during the year to observe schools that are currently using this style of teaching. Staff also had training in compliance areas such as First Aid and CPR.

Mathematics has been a whole system focus and the Catholic Schools Office have committed to a 3 year process of improving teacher knowledge and practices in the area of Mathematics. A Targeted Maths Teacher works throughout the week with the current staff and looks at areas such as unpacking and understanding the syllabus, the use of language in Mathematics lessons and the development of learning intentions.



Section 5: Catholic Life and Religious Education

St Columba's Primary School, Berrigan follows the Wagga Wagga Diocesan Religious Education Curriculum, Sharing Our Story.

Catholic Heritage

The Presentation Sisters' story begins with Nano Nagle (1718-1784), born in Ballygriffin, Ireland, during the persecution of Irish Catholics under the English Penal Laws. Having received her education in France, she returned to Ireland only to be confronted by the squalor, ignorance and accompanying social ills which surrounded her, especially in the city of Cork. She saw as the immediate need of the children of Cork that they be educated. On Friday, 20 July, 1866, a small group of Presentation Sisters left Ireland, their homeland and friends, to make a three month journey by boat to Tasmania. When this group of four professed sisters and five postulants arrived at Hobart they opened the first Presentation convent and school in the Southern Hemisphere at Richmond. In May 1874, five sisters arrived from Kildare and started the Presentation Congregation at Wagga.

The Presentation Sisters came to Berrigan from "Mount Erin", Wagga in 1904 at the request of the Parish Priest, Rev. Father Vaughan. The five Sisters, Sr. M. Alacoque (Superior) Fogarty, Sr. M. Aquinas Cunningham, Sr. M. Catherine Kerrigan, Sr. M. Patrick McMahon and Sr. M. Anthony Sweeney arrived by train on the 30th September, 1904, and were accompanied by Rev. Father Michael Slattery, the Parish Priest of Wagga, who also stayed for the opening of the School.

Liturgical Life of St Columba's

There are several special Liturgies held throughout the year where students and their families are involved. These include our Easter and Christmas Ecumenical Services where children from the local Public School are invited to attend a service in our church. Students always attend special Masses throughout the year and are regular attendees to the weekly Friday morning Masses.

Staff and Student Faith Formation

The staff at St Columba's are encouraged to take part in a variety of Spiritual Professional Development to assist in their own personal growth. CEDWW regularly offers staff the opportunities to attend a variety of Staff Spirituality days including the Connections programs.

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Students participate in regular Religious Education lessons, attend local events such as the ANZAC Day March and the Easter Masses and are given daily opportunities to develop their own personal faith formation.

Social Justice

Caritas and Project Compassion are an important part of the school year at St Columba's. The children spend this time learning about people throughout the world who are less fortunate than themselves. Fundraising is an important part of Project Compassion. The students at St Columba's are also heavily involved in the local community and help out with different fundraisers throughout the year to help others in need. We regularly visit the local Retirement Village.

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Section 6: Curriculum

St Columba's follows the National Education Standards Authority, NSW syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

The School is a Kinder to Year 6 Primary School and covers all the NESAKey Learning Areas required for these Year Levels.

Although the students work in one space they typically split into two groups, K/1/2/3 and 4/5/6.

Students at St Columba's are involved in the following Curriculum areas:

English (Reading, writing, spelling and speaking and listening)

Mathematics

Religious Education

Personal Development, Health and Physical Education

Science

History

Geography

Creative Arts (Music, Visual Art, Dance and Drama)

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Section 7: 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 College planning and is used to support teaching and learning programs.

Due to small student numbers in this cohort, and as such, the possibility of identifying individual student results, percentages of children achieving at certain 'band' levels will not be reported.

St Columba's trend data indicates that we are showing strengths in all of the areas for the Year 3 cohort. The data indicates that during 2018 there were substantial improvements in all areas, with a trend of this occurring over the past three years.

An area of focus would be with the Year 5 cohort. The data indicated that there were declines in some areas. This will need to be a focus area for St Columba's as the school moves forward.

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Section 8: Pastoral Care and Well Being

Student Welfare

When a child is enrolled at St Columba's

Primary School, Berrigan, we undertake the total care of the student:

- The spiritual
- The emotional
- The social
- The physical, and
- The academic

The term Pastoral Care is used to describe an attitude and a process, and it is based upon the belief in the dignity of the person. In a school, it is expressed through:

- The development of quality relationships
- The provision of satisfying learning experiences
- The establishment of an effective network
- The provision of a stable environment where learning can occur
- The development of self-discipline and growing into responsible members of the community

The staff aim to support, assist and consult with parents and advise them of their child's progress and attainment in the above areas. It is part of the staff's duty to endeavour to address any areas that appear during the child's schooling.

The school follows the CEDWW policy which is available at www.csoww.catholic.edu.au

Discipline Policy

If a child at St Columba's is displaying an inappropriate behaviour it is important that the matter is dealt with consistently and immediately after the fact. Behaviours are recorded using a behavioural form. This data is kept and is often used in wellbeing meetings, parent meetings and to assist future planning if trends seem to form with challenging behaviours. The behaviours displayed are typically put into a severity category.

Minor

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If the behaviour is considered minor the teacher dealing with the behaviour needs to make a fair and just call on whether there needs to be a consequence and/or if the behaviour needs to be recorded on our Behavioural Form.

Moderate

If the behaviour displayed is considered moderate it is important that it is immediately followed up, the principal or teacher in charge is informed, there is a consequence for the child's actions relevant to the behaviour. All moderate behaviours must be recorded on a Behavioural Form. Parents may also be contacted if the behaviour is ongoing or of concern.

Severe

If a child is displaying a severe behaviour the principal or teacher in charge must be contacted immediately. Parents will need to be informed, this is the responsibility of regular staff at St Columba's, not the relief teacher at school. Consequences will be followed up by the Principal or teacher in charge and the Behavioural Form must be filled out.

Staff Meetings

Staff meetings are held every Monday afternoon. On the agenda at each and every staff meeting time is put aside to discuss common traits/trends with behaviours and different strategies or changes that need to be put into place for dealing with these concerns.

Wellbeing Meetings

Wellbeing meetings are held each Term. The teaching staff along with a Centacare staff member discuss any new or ongoing welfare or wellbeing issues as a group and put potential programs or supports in place where needed.

Anti Bullying Policy

Students and staff have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is taken seriously and is not acceptable in any form. The school follows the CEDWW policy which is available at www.csoww.catholic.edu.au

Initiatives Promoting Respect and Responsibility

St Columba's Primary School has implemented a Positive Behavioural Support plan for the students who attend our school. Our program is called ROAR and we aim to create Responsible, Optimistic, Accepting and Respectful Behaviours from all of our students. If students display positive behaviours they will be handed a ROAR token that they keep a tally of. These moments are considered teaching moments and all staff use this moment to encourage positive

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behaviours. Each week we have a 'Lion King Award' for the student who is displaying positive behaviours at school. We also have weekly whole school awards if the students reach particular totals with their ROAR tokens.

Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

Complaints and Grievances Resolution Policy

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

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Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Education Diocese of Wagga Wagga personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

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Section 9: School Review and Improvement

Each year the St Columba's develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from Catholic Education Diocese of Wagga Wagga Annual Improvement Plan. The St Columba's engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

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Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
<p>For Severe and Moderate behaviours on our Behavioural Forms to be less than 50% of behaviours displayed at school.</p>  <p>2017 Data</p>	<p>Data collected through Behaviour Forms indicate that children are displaying more minor behaviours and less moderate and severe behaviours at school.</p>	<p>Behavioural plans in place for students with a need. Individual Learning Plans for Special Needs Teachers are assigned to a group of students for wellbeing and learning needs. Case Manager Wellbeing meeting on a weekly basis - Staff discuss how their children are tracking. Individual Learning Goals for each student, monitored by case manager/teacher.</p>	<p>Classroom Teachers Principal Occupational Therapist Monica Cameron Councillor</p>	<p>Behavioural Management PD Special needs Network Meetings</p>	<p>Data of less moderate and severe behaviours in behavioural forms Student behavioural forms are lower Parent contact/phones calls decrease.</p>
<p>80% of K-2 students will be at the expected growth point in the EMU MAI for their year level by the end of the year.</p>  <p>2017 Place Value Data</p>	<p>MAI and BEST START at the beginning of the year. Progressive testing throughout of those identified as at risk.</p>	<p>Targeted teaching aimed for the areas of need. Differentiated Mathematics Program. Introduction of Number Talks. EMU resource used for planning. Scope and Sequence updated. TMT visiting school 3 days a week. Brendan Spillane PD - South West Schools</p>	<p>TMT Classroom Teachers Principal</p>	<p>TMT Training MAI Training EMU lessons</p>	<p>Children on track with growth points. Monitored throughout the year and targeted teaching used when needed.</p>
<p>Students will be using the terminology of 'Missionary Discipleship' in the classroom and during their everyday lives.</p>	<p>Students will be finding moments and sharing these with each other about times when they have witnessed 'Missionary Discipleship' and will be involved in more Social Justice Activities.</p>	<p>Diary - collecting weekly journal entries of moments throughout the week where students have been involved in God Moments (Making Jesus Real) themselves and seen others do. Social Justice Activities, eg St Vinnies, Caritas, Mission Month, etc. Missionary Discipleship embedded in Religious Education lessons Morning Prayer - opportunities to share Godly moments.</p>	<p>Classroom Teachers Principal REC</p>	<p>REC Meetings Spiritual Days Social Justice days</p>	<p>Children sharing Godly moments more regularly Journal entries show an understanding of Missionary Discipleship.</p>

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Priority Key Improvements for 2019

Improvements Targets that the school is seeking /Strategic Priorities (What do you want to improve/ from the context in which the school operates, current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan)	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement- How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target- the school's intended improvement strategy, planned changes to practice from research, RST, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Financial, personal, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy. We will measure our performance by monitoring progress in- student/staff/parent data, milestones)
Capacity Building: a highly skilled System workforce focused on improving outcomes for all students.	Students achieving at least 1 year's growth using the EMU Growth Points	Engage with the EMU Mathematics Assessment Interview Ongoing implementation of the Targeted Mathematics Initiative with a focus on Individual teacher growth and further challenge to Kindergarten and Years 4-6 in Counting	TMT Classroom Teachers Principal	TMI Resources	On-going monitoring by Monash University TMT surveys and reflections NAPLAN results
Create a positive culture in the school environment that is consistent with the current community of staff, students and families. Develop a language that is consistent with the Gospel Values, our core values and is aligned to a mission.	Develop a new Vision and Mission Statement for the school.	Engage in Professional Development around positive cultures Review current Vision and Mission and collect data around this Engage in sessions to develop a new Vision and Mission for St Columba's	Staff Principal <u>CEDWW</u> Staff	CSO Other school V & M Statements	Parent, staff and student feedback Completion of V & M Website updated
Create an environment that establishes a professional learning community in the South West Deanery.	Create opportunities for staff and students to share and collaborate from different schools within our deanery.	Provide opportunities for staff to attend PD's with staff from other schools Arrange school visits Share resources and create a system that allows this to happen more efficiently Plan days and events where students gather from different schools for a range of purposes	Staff Principal <u>CEDWW</u> Staff Staff from South West Schools	ICT <u>CEDWW</u> Funding	PD opportunities occurring Schools combining
For Severe and Moderate behaviours on our Behavioural Forms to be less than 50% of behaviours displayed at school.	Data collected through Behaviour Forms indicate that children are displaying more minor behaviours and less moderate and severe behaviours at school.	Behavioural plans in place for students with a need. Individual Learning Plans for Special Needs Teachers are assigned to a group of students for wellbeing and learning needs. Case Manager Wellbeing meeting on a weekly basis - Staff discuss how their children are tracking. Individual Learning Goals for each student, monitored by case manager/teacher.	Classroom Teachers Principal Occupational Therapist Monica Cameron Councillor	Behavioural Management PD Special needs Network Meetings	Data of less moderate and severe behaviours in behavioural forms Student behavioural forms are lower Parent contact/phones calls decrease.

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Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

Parents are the primary educators of their children and are always welcome at St Columba's Primary School. 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 St Columba's from parents, students and teachers.

St Columba's has a Parent Council which meet once a term. Parents are encouraged and welcome to attend these meetings which the principal, the secretary and the Parish Priest all attend. These meetings are a great way to discuss future planning for the school and allow parents to have a voice about improvements at St Columba's.

Throughout the year information sessions are held so that parents are informed about changes that are occurring at school. There is a weekly newsletter, information about events are regularly sent home and parents are always welcome to organise a meeting when they need to discuss their concerns.

Parent Comments

"St Columba's is a very friendly and inviting school. My children love coming to school every single day."

"The small family feel is important to us when choosing to attend St Columba's."

"The staff are always available and very approachable. I like that I am able to speak with them at different times throughout the day."

"Our questions are always answered quickly and our problems are dealt with in a prompt manner."

"Singing at St Columba's is great."

"Despite St Columba's being a small school my child has been given all the opportunities that have been available to him, particularly with sport."

"The higher teacher to student ratios ensures that my child has a much more one-on-one time with teachers."

"I like the fact that students get their own iPads and laptop computers and the music program is great."

Student Comments

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"We have our own iPads and laptop computers which is really cool."

"I love this school."

"I love playing with my friends."

"We have new teachers this year and they are all really kind."

"I enjoyed playing with the robots and drones."

"I enjoy playing sport at school. Swimming is my favourite sport."

"There are lots of teachers at our school and I really like how they are always saying hello to me in the morning."

"I have lots of friends at my school. Some are older than me and some are younger than me but we all have fun together."

Staff Comments

"I am grateful everyday for the opportunity to teach our students and work with like minded colleagues in a small rural school that is part of a faith based community. I am particularly proud that we offer a unique educational experience which encourages our children to develop as people of integrity, compassion, faith and wisdom."

"I believe our local parish offers our children a place of spiritual sanctuary that supports them to make sense of their world. St Columba's has a lot to offer its students, this is important to me."

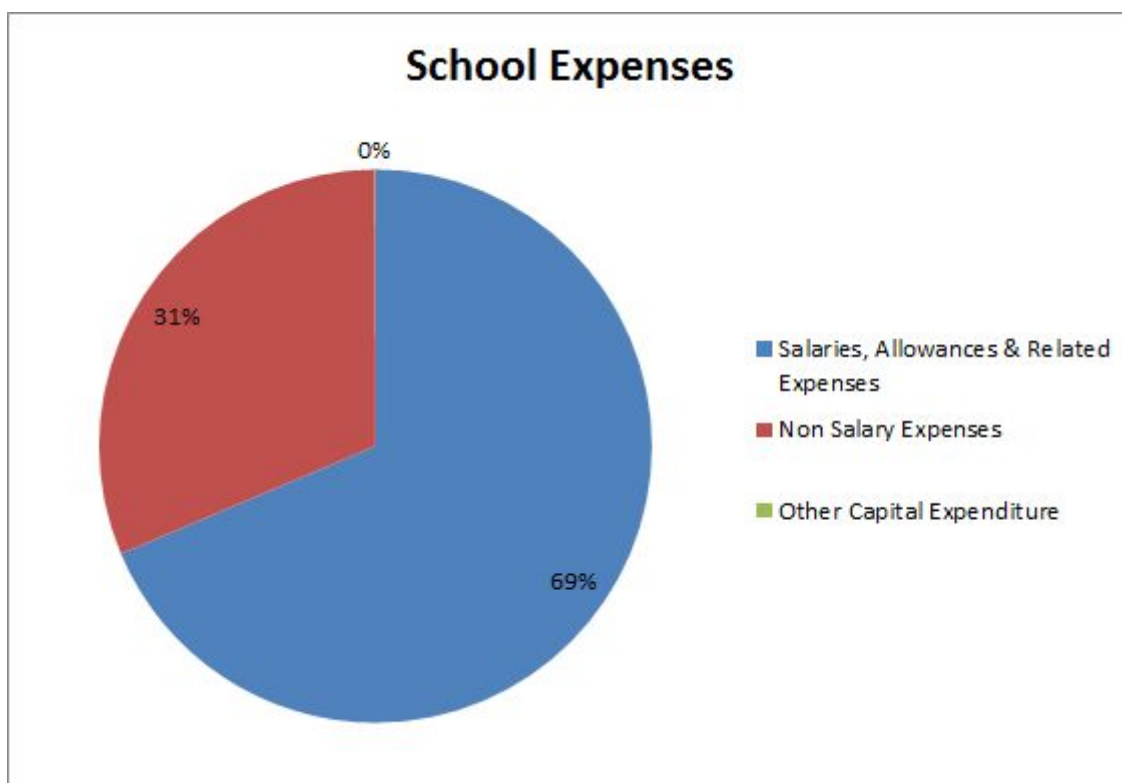
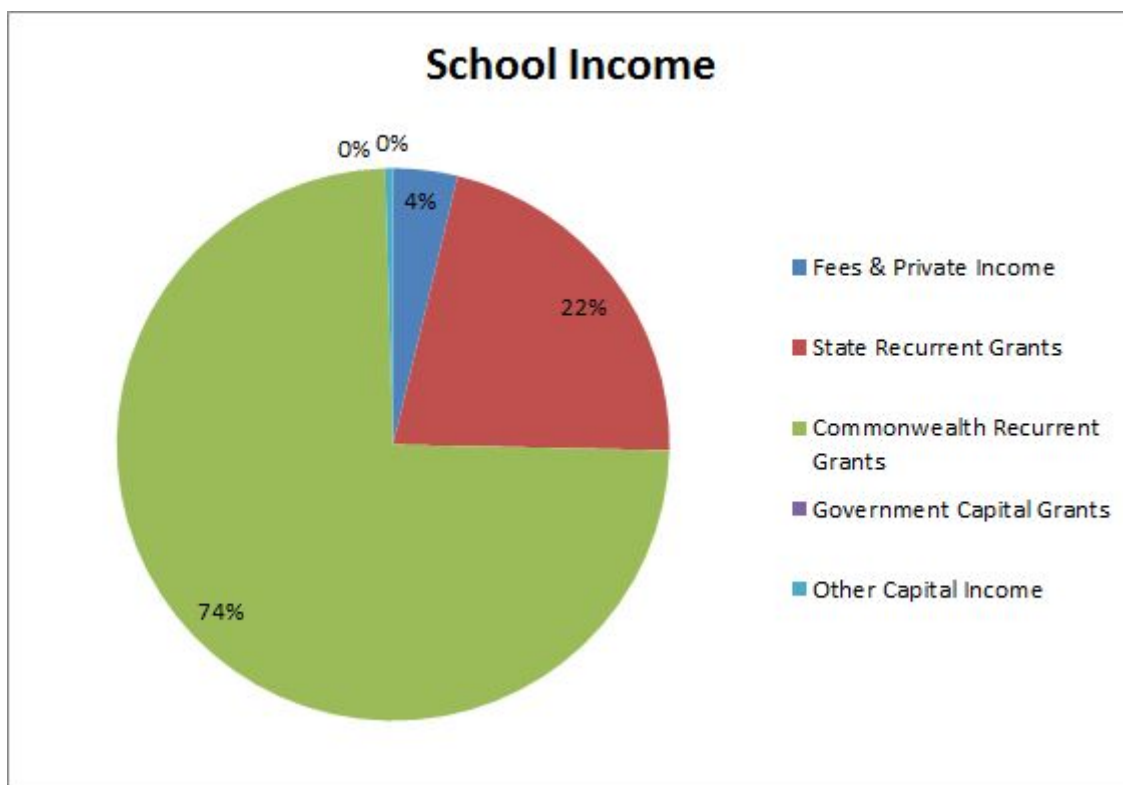
"I enjoy St Columba's primary because it is a small Catholic school and I am able to get to know all the students really well."

"The students at St Columba's have so many opportunities and I really enjoy being a big part of their learning journeys. The high teacher to student ratios ensures that our children are treated as individuals every single day."

"St Columba's offers a unique experience for all of the students who attend our school. The low student to teacher ratios allow the teachers to create a program that is focused on the individual needs of every child."



Financial Report



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