About the Annual School Report

St Columba's Primary School is registered by NESA as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.
Principal's Message

Our students have enjoyed success in their achievements across the academic, cultural and sporting areas. They flourish in an environment that provides expansive learning activities and the opportunity to perform and grow. The school has a rich spiritual life that celebrates our catholic traditions, is centred on the teachings of Jesus and the charism of our founders, the Mercy Sisters. We are guided by the teachings of Jesus Christ, especially focused on through daily prayer, meditation, staff and student opportunities to recognise and develop their spirituality, liturgical celebrations and by embedding the Making Jesus Real philosophy in all that we do.

Working together, the staff and parents have been able to bring about significant improvements in student achievement, student leadership and teacher capacity through the implementation of our School Improvement Plan (SIP) and its many initiatives. This continues with the provision of a Lead Teacher who supports learning and pedagogy which has focused on analysis of school results and the development of Writing. During 2018 we also became a Gifted Education Lead School (GEL) which formalised our process for identification of gifted students and directed our focus to better meeting the needs of these students.

Our school community has benefited from the strong support of parents, the P & F Association and the wider community. This opportunity to report on the school community allows for recognition and acknowledgement of the work done by the school community, the teaching and administrative staff, the parents and students in continued the development of this school. The school continues to be well supported by its community with an active and enthusiastic P&F.

Parent Body

The P & F Association has continued to support the school and staff in a variety of ways. There were substantial fundraising efforts contributing to a number of benefits for our school. Activities throughout the year included Raffles, the Wine & Cheese Night, a fantastic Trivia Night, the sale of Entertainment Books, Mothers’ and Fathers’ Day stalls, as well as a variety of low key events through the school canteen. These activities helped raise a considerable sum of money to strengthen the P & F’s finances. The funds consistently help the school to grow its resourcing in literacy and in the library as well as supporting the updating of school technology.

The strong support base of volunteers within the school covers activities such as reading, library, canteen, sport, transport, grounds maintenance, fundraising etc. Class liturgies and School Masses are well attended by parents and the wider parish community. Our volunteers perform a vital role in helping to contribute to the growth and development of our school community.

The hard work by all volunteers is greatly appreciated and provides many tangible benefits to our school. The students of St Columba’s thank those who have contributed in the past and also those that are able to contribute into the future.

Student Body

St Columba’s aims to give every Year 6 student the experience of leadership within the school. Leadership is the conduit for personal growth and for a positive school environment. The school formally inducts the whole Year 6 cohort into their leadership roles at the Opening School Mass. Their leading of the weekly assembly is an opportunity to demonstrate their wonderful leadership skills and the pride they have in their school. Apart from this responsibility the School Councillors have undertaken many duties that have contributed to building a positive school community. These duties have included representing the school at ANZAC services and the Catholic Schools Week Mass. Student leaders are expected to work cooperatively and support their school, taking on and sharing the many responsibilities that go with the role. It is an interesting fact that while most Australian schools focus on reducing bullying and developing school culture that they look to promoting student leadership as one of the key strategies. Research shows that student leaders share three personal characteristics that make them less likely to be subject to harassment: i.e. high social skills, empathy and trust, and a healthy self-esteem. The opportunity that leadership gives our Year 6 group will hopefully lead all students to acquire all these attributes.
SCHOOL FEATURES

History of the school

Established in the 1890’s by the Sisters of Mercy, St. Columba’s Primary School continues to serve the needs of the Catholic community of Adamstown. The school continues to have a close connection with the Mercy order and its charism. Since the retirement of Sr. Mary Regina Donoghue in December 1986, the school has been staffed by lay teachers. In 2011 the school underwent a major refurbishment and building program under the BER (Building Education Revolution) which replaced 3 classrooms, created a new library, canteen, toilet block redesigned the upper primary rooms and added a COLA area. Two demountable classrooms with additional outdoor learning space have been added to our playground to accommodate our students. Enrolment stands at 230 students with two streams in two grades and strong enrolment in all other classes.

Location/Drawing Area

St Columba’s Primary School mainly draws students from the suburbs of Adamstown and Adamstown Heights, Kotara, Merewether, Broadmeadow and Hamilton. However, we also have students who live in other areas and where family circumstances require a placement in our school.
Catholic Identity and Mission

Catholic Imagination and Spirituality

We acknowledge the Awabakal people as the traditional owners of the land on which our school was built. We understand that there is a strong relationship between a child’s intellectual development, religious faith and personal growth. Therefore we explicitly teach those values that are wholesome and life-giving. Prayer is important in our school, as are the celebration of liturgy and an experience of a living faith. We remember with gratitude, the heritage in education left for us by the Sisters of Mercy. Our school vision statement is representative of our aspirations as a learning community. The school celebrates its Catholic identity by having a sacred space in each classroom and by celebrating important events in the church’s calendar as well as special days in the lives of our students and families like Mother’s Day, Father’s Day, Grandparent’s Day, NAIDOC and many other significant events.

Family, Parish and Diocesan evangelising and catechesis

The school is an integral part of life in the parish of St Columba’s. Year 6 student leaders attended the diocesan Catholic Schools Week mass held in Newcastle as well as other diocesan and local events. Major feast days are celebrated with the parish and individual classes attend the parish mass on Tuesdays. The school also works in close partnership with the Parish Initiation Team with our Parish Liaison Officer, Ms Helene O’Neill providing an important link between parish and school. Regular communication is maintained via regular meetings between priest, principal and REC and through representation parish bodies.

Christian Discipleship

Catholic schools have a spiritual purpose and a spiritual life. Our school shares a common mission to educate and form students as disciples of Jesus and is part of the mission of the parish to which we belong. We offer students experiences of following Jesus as members of the Catholic community. We do this as a partnership of staff, parents, parish priest and the Diocese. We have a strong social justice focus embedded through the work of our Minnie Vinnies program supporting community outreach and agencies such as Caritas Australia, St Vincent de Paul Society and Catholic Mission.

Religious Education and Curriculum

The classroom teaching of Religion flows out from aims and outcomes set out in the Diocesan K-6 Religion syllabus. The syllabus has four major strands which include: Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality. Teachers develop units of work based on each of these strands for use in the learning program. Teaching staff took part in a number of professional development opportunities offered by the Catholic Schools Office. These covered topics in the teaching of religion, church, spirituality and personal faith development. Liturgy and prayer is a distinguishing feature of the cultural and faith life of our school and information on these can be accessed via the school website.

Initiatives Promoting Respect and Responsibility

The promotion of respect is at the heart of the school’s behaviour management and pastoral care policies. The inclusion of the Be You program acts as an umbrella for a range of wellbeing initiatives in the school. The school implements the Bounce Back program as part of the PDHPE syllabus to explicitly teach and promote social skills and resilience. Additionally, the embedding of the Making Jesus Real program across our classes is central to the values and philosophy we promote throughout St Columba’s.
**Student Profile**

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

**Enrolling at a Catholic School**

**Enrolment Policy and Enrolment information**

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at [https://www.mn.catholic.edu.au/enrolment](https://www.mn.catholic.edu.au/enrolment)) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don’t just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit [https://www.mn.catholic.edu.au/schools/view-full-school-list/](https://www.mn.catholic.edu.au/schools/view-full-school-list/)

**Enrolment Policy and Procedure in Brief**

To view the Enrolment Policy and procedures in full please visit


**Student Enrolment**

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018
<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>42</td>
</tr>
<tr>
<td>Year 1</td>
<td>47</td>
</tr>
<tr>
<td>Year 2</td>
<td>31</td>
</tr>
<tr>
<td>Year 3</td>
<td>26</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>31</td>
</tr>
<tr>
<td>Year 6</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
</tr>
</tbody>
</table>

**Student Attendance - K to 6 - PDF**

Percentage of student attendance by Year level and school average for 2018

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95</td>
<td>91</td>
<td>91</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>93</td>
</tr>
</tbody>
</table>

**Managing Student Non-attendance**

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:
- provides a caring environment which fosters in students, a sense of wellbeing and belonging,
- maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible.

The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s Continuum of School Improvement (COSI) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance 2017.
Pastoral Care and Wellbeing

Student Welfare Policy

We have been a KidsMatter school and have now joined the Be You program. All classes embrace the Bounce Back Social & Emotional Learning program which assists schools and teachers in their efforts to promote positive mental health and well being in their students and, in particular, to enable them to act with resilience when faced with change and adversity. Additionally, each newsletter includes an article for parents which relates to wellbeing topics.

All staff enact the school’s Pastoral Care policy to assist in the provision of a safe and secure environment for all students. We recognise that positive relationships are important in achieving and maintaining a happy and productive school environment. The Year 5 and 6 students support kindergarten students through an established Buddy Program. A full copy of the Pastoral Care policy can be obtained by contacting the principal.

Discipline Policy

The school's behaviour support framework supports the teaching and development of positive behaviours. It offers us a school-wide approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. The school has introduced the Bounce Back program K - 6 to improve their self-concept, resilience and social-emotional skills. The guiding principles are that behaviour can be changed and environments can be changed to change behaviour. The Principal and staff clearly inform students and parents of student expectations and school rules. Parents work closely with the teaching staff through effective communication, consistency of approach and positive reinforcement, including weekly Bounce Back Awards, frequent use of "Blueys" to acknowledge positive behaviour and Principal's awards. No form of corporal punishment is used at St Columba's. A copy of the Policy is available from the School Office.

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

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St Columba's Primary School Anti-Bullying Policy is reviewed regularly and is available on the school website.

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers.

St Columba’s has an Anti-Bullying Policy which was last updated in 2016. Teachers review and discuss this policy at the beginning for each school year as part of their general induction. The school has also produced a Parent guide which is available on the school's website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.
School Improvement

School Improvement Plan

The focus area of improvements for St Columba’s for 2019 are:
- Implementation of the Making Jesus Real program across the school.
- Focus on improved pedagogy in the teaching of literacy skills
- Targeting growth in reading across all grades
- Participation in PD opportunities to specifically target the teaching of reading and writing
- Review agreed practices in the teaching of English
- Defined differentiation strategies for teaching of reading and writing
- Differentiation strategies to meet the needs of gifted students within each cohort.
- Initiatives to improve wellbeing - specifically implementation of Be You to replace KidsMatter
- Expand the use of success criteria and learning intentions

School Academic Priorities

<table>
<thead>
<tr>
<th>Key improvements achieved this year</th>
<th>Key improvements for next year</th>
</tr>
</thead>
</table>

- More formalised process around identification of gifted students across the school
- Differentiated Teaching and Learning: Staff set learning targets in response to improvement data.
- Embed school structures and processes which support teachers to identify and effectively respond to the diverse needs of learners including data collection, analysis of data, professional learning, intervention & support programs and tracking of student learning.
- Staff identify and respond effectively to the diverse needs of learners including gifted students, and are active and collegial in developing their professional capacity in this area.
- Collaborative team meetings focus on data, analysis and response to intervention strategies. Staff closely track the progress of individual students and teachers continually adjust their teaching in response to their progress.
- Staff make relevant and timely adjustments to their pedagogical practice to engage, challenge and provide for depth of learning for all learners.

Staff will make relevant and timely adjustments to their pedagogical practice to engage, challenge and provide for depth of learning for all learners. The school will continue to promote a culture of teacher reflection, action, collaboration and teamwork that results in early intervention to support students. Targeted and appropriately strategic distribution of resources support an inclusive and rich learning environment for all learners across the school.

<table>
<thead>
<tr>
<th>The Staff Team met in Professional Learning Teams on a regular basis with considerable development in a more collaborative approach to their practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff team utilised PLTs to develop greater consistency across assessment practices.</td>
</tr>
<tr>
<td>Ongoing analysis of data such as NAPLAN &amp; PAT</td>
</tr>
</tbody>
</table>

The Staff Team will engage in a continuous cycle of professional development using the Professional Practice & Development Framework (PP&D). Leaders will assist teachers to identify priorities and goals for their professional growth and develop Smart Goal Action Plans based on the Australian Professional Standards. Continued familiarisation of the Standards will take place at Staff Meetings and through the PP&D process. Formal and informal observations of classroom practice will take place with PP&D leaders and the Principal. Teachers will reflect and evaluate their practice during this process.
The school’s Catholic Identity has always been a strong focus for the staff and children. Retreats for staff and children were provided. Year 5 attended a leadership retreat to develop and explore the skills required for being leaders of the school the following year. The staff commitment to their vocation was challenged at a one day retreat. These activities have strengthened the Catholic Identity of the school.

The Staff Team will be engaged in improved teaching performance through continued professional learning in the teaching of writing and the integration of technology. Professional development will focus on the work of Sheena Cameron as well as the implementation of "The Seven Steps in Writing", including the integration of technology using ipads and laptops.

Academic Achievements

We value academic excellence and accept the task of providing the best possible education for our students, giving emphasis to the literacy and numeracy skills required for both learning and life. The school’s academic program is enhanced by a number of enrichment activities, especially having become a Gifted Education Lead School, the Diocesan Debating competition; Newcastle Permanent Maths competition; NSW University Competitions in key learning areas; Public Speaking; and Book Week. This is supported by ongoing professional development for all teaching staff. The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, student projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs and uses a range of PAT assessments for the purpose of tracking student achievements. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Cultural achievements

The school held a combined drama and music performance which was the culmination of 20 weeks of creative arts learning in music, dance and drama. There a a range of co-curricula activities available to students at St Columba's including ukelele and guitar tuition. Classes took part Raw Art with an exhibition of their works for our parents being very popular. Students also take part in programs by the Adamstown and Newcastle libraries. A variety of excursions were also undertaken by individual classes including visits to the Rocks & other areas around Sydney city, the Glenrock State Recreation Area, Wetlands, Fighter World, The Australian Reptile Park and the Civic Theatre. The Year 5 Leadership Camp was held at The Retreat Port Stephens, and Year 6 had an excursion to Canberra visiting Old and New Parliament House, the Electoral Education Centre, National Science and Technology Centre (Questacon), Institute of Sport and the National Museum of Australia.

Sporting achievements

We have a long tradition of participation and achievement in a wide range of sporting activities. Many of our students were able to successfully benefit from the pathways sports at school, regional, diocesan and state level. Two students achieved the highest of awards by gaining first place in state level for athletics in their chosen sport. Students competed in swimming, athletics, cross country, and the summer and winter sports. Students gained selection in the Diocesan team for netball and rugby union. Gymnastics became a whole-school program in term 2. Teams competed in the Central Region Soccer Gala Day, Rugby 7’s, where the team progressed to the finals, and the Diocesan Netball Gala Day. Year 6 participated in a 6 week learn to surf program, partially funded by the Sporting Schools Grant. A focus in the school is the acquisition of a wide range of skills, appropriate to age and development, through opportunities for daily physical activity and weekly Sport. At the Athletics Carnival, all students participated in age races, long jump, shot put and ball games.
Performance in National Testing

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.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2018</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>80.80%</td>
<td>75.70%</td>
<td>3.80%</td>
</tr>
<tr>
<td>Writing</td>
<td>69.20%</td>
<td>71.70%</td>
<td>7.70%</td>
</tr>
<tr>
<td>Spelling</td>
<td>69.20%</td>
<td>69.60%</td>
<td>11.50%</td>
</tr>
<tr>
<td>Grammar</td>
<td>69.20%</td>
<td>73.10%</td>
<td>11.50%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84.00%</td>
<td>66.80%</td>
<td>4.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2018</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>73.30%</td>
<td>65.50%</td>
<td>13.30%</td>
</tr>
<tr>
<td>Writing</td>
<td>58.10%</td>
<td>43.70%</td>
<td>6.50%</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.60%</td>
<td>63.90%</td>
<td>3.20%</td>
</tr>
<tr>
<td>Grammar</td>
<td>74.20%</td>
<td>64.40%</td>
<td>6.50%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>70.00%</td>
<td>57.50%</td>
<td>6.70%</td>
</tr>
</tbody>
</table>
Staffing Profile

Teacher Accreditation Status
All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA.
Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers at Graduate/Proficient.</td>
<td>18</td>
</tr>
<tr>
<td>II. Teachers at Highly Accomplished/Lead</td>
<td></td>
</tr>
</tbody>
</table>

A number of staff have achieved beyond required levels of teacher accreditation to have achieved at masters level in Education, Leadership and Spirituality.

Workforce Composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
</tr>
</tbody>
</table>

Teacher Attendance
96%

Teacher Retention
100%

Professional Learning Undertaken
As part of the school’s professional development plan there was a strong focus on Literacy, Numeracy, Learning Technologies and Spirituality. Notwithstanding, the following courses were attended at either school, system or state level:

- The Spirituality of Teaching (retreat)
- Experienced teachers' retreat
- Beginning teachers' retreat
- Protective Behaviours One Day Training
- Developing Visual Literacy and Geometrical Thinking
- Contemporary Perspectives in Spelling
- Gifted Education Mathematics Course
- Learning Support Professional Development Day Primary
- Gifted Education GEM networking day
- Gifted Education Lead Schools (GELS) Committee Training
- MNSIS- Training
- Personalised Learning
- Information Day: NCCD and New Diocesan Behaviour Guides
- NAPLAN School Readiness Test Refresher Training
- Scaffolding the Key Ideas and Strategies in Number
- NAPLAN Analysis Workshop
- Compass Academic Reports - Administration
- Two Way Communication- Making A Difference
- CPR; Emergency Care

Additionally, executive staff attended assembly days for Principal, Assistant Principal, REC & Primary Coordinator as well as Regional Executive Meetings on Developing an annual, whole school professional learning plan to meet School Improvement Priorities.
Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff 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 staff.

Parent Satisfaction

Evidence of a high level of satisfaction included consistently high numbers at parent meetings, parent information evenings at the beginning of the year, meetings for Kinder, P&F attendance, large attendance at our Mothers' Day and Fathers' Day celebrations, weekly assemblies, open days and a high demand for enrolment. St Columba's gives witness to a strong Catholic identity though regular liturgies all of which are very well attended by the parent body. In all other areas there was a high level of satisfaction. Our well balanced programs enable educational, musical, sporting and cultural successes. P&F functions were successful and attended by great numbers of parents and staff. At our school musical, audiences were at maximum capacity for both the matinee and evening performances.

Student Satisfaction

Class based discussions and activities completed across the school indicate that the children of St Columba's feel happy and safe in a caring and nurturing environment.

Staff Satisfaction

St Columba's is blessed to have such a wonderful community of staff, children, parents and friends. The high level of collegiality and pastoral care amongst staff members is indicative of the high level of satisfaction communicated by all staff. Staff members also attend school functions during weeknights and weekends, often providing assistance and support to fundraising efforts but also as a means of socialising with the extended school community.

Each year we gather for a Spiritual Retreat with a social evening attached to it. These gatherings are always well-attended.
Financial Statement

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

School Financial Information for the 2018 year is detailed below:

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,318,306</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$541,007</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$19,123</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$141,820</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,021,765</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$125,002</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,100,085</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$680,073</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$2,780,158</strong></td>
</tr>
</tbody>
</table>

For the 2018 year the St Columba's Primary School received $1,509 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**Notes**

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes 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.
Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

St Columba’s Primary School
ADAMSTOWN
Phone: 4952 1642

For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au