

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Columba's Primary School
ELWOOD

2019

REGISTERED SCHOOL NUMBER: 1070



St Columba's Primary School

The little school with a big heart

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Minimum Standards Attestation

I, Daniella Maddalena attest that St Columba's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

26 June 2020

Our School Vision St Columba's – A School for the Future

Our Values

Our motto, 'The little school with a big heart' represents St Columba's unique culture of care, empathy and respect for diversity. This emanates from parish life and our unique association with Sacred Heart Mission, which embody these core values as their central tenets.

As a Catholic school, we are called to act with compassion and empathy, to respect and care for our world and for the most vulnerable and to promote inclusion and provide community.

It is the village feel that captures the hearts of those who choose to enrol their children into St Columba's. The warmth and genuine nurturing environment that they see and feel as they enter permeates throughout the school and well into our community.

Our Vision

Now as we enter this next chapter of our school's history we see ourselves as a school for the future:

- A school that has a rich, relevant and engaging approach to learning and teaching while maintaining its tradition of care and wellbeing.
- A school where children truly flourish both academically and socially emotionally.
- A school that works together with its community as partners in education.
- A school where the 21st century is seen as an exciting new frontier where opportunities abound for each child in our care.
- A school that leads the way with sustainable practices and actions.
- A school that keeps at its heart the foundational tenets that it and the parish has been built upon respect, community, inclusion, care for our world and for the most vulnerable.
- A school that clearly sets its sights on providing learning that is engaging, rigorous, purposeful and meets the needs of learning for the future.
- A school that understands its place within the bigger global context and acknowledges and accepts the responsibility and challenges that come with this.

Our history is very much a part of who we are today and as we move forward we will strive to honour our past whilst embracing the challenge and excitement that 'St Columba's- a school for the future', promises our community.

School Overview

St Columba's, Elwood, was established under the direction of the Presentation Sisters in 1918. When it first opened on the corner of Glenhuntly Road and Normandy Avenue, it comprised only two classrooms with an enrolment of 48 students. Enrolment numbers have fluctuated over the years as demographic trends in the local area changed. However, since the beginning of the millennium, enrolments have grown and stabilized as the local area has become more attractive to young families wishing to live close to their place of work. 2019 saw 163 students in eight class groupings – Prep X 2, 1/2, 1/2, 3/4, 3/4, 5/6, 5/6.

The school facilities have grown and been updated regularly over the past eight years to create a very contemporary learning environment. With seven home-room spaces upstairs opening off two large common learning spaces, which includes the library, there is room for children and teachers to undertake a wide range of different learning and teaching activities. Furnishings are a mix of fixed and flexible and there is provision for rich and varied ICT & STEM learning including interactive TVs. Downstairs learning spaces include a hall, parish centre and a dedicated Before and After School Care Centre. There is also a separate art room. The playground has been upgraded to include a synthetic grass athletics track, climbing structure, cubby house, green space including a vertical garden a kitchen garden and pergola. The playground provides good areas for sport, physical education and for play.

Our School Improvement Plan 2018-2021 has brought a focus to renewing our school vision and mission, focused on developing students who are more confident, motivated and engaged as learners and empowering staff to be high quality teachers whilst improving student learning outcomes. At St Columba's we provide students with a caring, supportive and safe environment, which aims to maximise their engagement, sense of belonging and connectedness to school. We actively promote a family-friendly environment and build strong community partnerships by welcoming and encouraging a wide variety of participation in the life of the school. We acknowledge that the family is the most significant influence upon an individual, and therefore, learning is seen as an ongoing partnership between home and school. Our belief is that when parents and the community are involved in school, the outcomes for our students are enhanced.

The programs of, and teaching in, St. Columba's school, support and promote the principles and practice of Australian Democracy including a commitment to: elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Principal's Report

Reflecting back over 2019 what stood out for me is how incredibly generous, supportive, nurturing and caring our community is. I know that I have said this many times before but St Columba's really is 'The little school with a big heart'.

It is a school that for generations has opened itself and its heart up to others, and today still holds central to its core the values of respect, community, inclusion, care for our world and for the most vulnerable. It is a rich and diverse history that has been intricately woven over many years, to shape the school and community we experience today.

The big community event for 2019 was the School Musical – 'Seussical' which took place in September. Every child, from every year level participated in the musical. The Arts is about a lot of things - connection, engagement, collaboration, teamwork, confidence, pride and fun but most importantly it is an opportunity to build community and our Musical was a fine example of this. It was wonderful to see so many families, past and present, and friends support the children and staff at this remarkable celebration of achievement. This event once again demonstrated the terrific support the school receives from the parent community in all that takes place at St. Columba's and highlighted the very talented children and staff we have at the school.

2019 also marked the second year of our four-year school improvement plan. We have spent considerable time reviewing, refining and implementing a consistent and rigorous pedagogy from Prep – Year 6 over the past two years. As well as this, the goal for the Leadership and Management sphere in our SIP is, 'To embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement,' with a key improvement strategy, 'Promote a culture of collaboration to strengthen planning and classroom practices.' This formed the basis of our professional learning for the year. Our school consists of many teams working together to improve student learning experiences and outcomes. We saw this as an opportunity to further develop our concept of high performing expert teams who collectively share responsibility for student learning and success, and seek to constantly develop a culture of continuous professional improvement where teachers learn from one another's practice.

This has been a very important initiative and is summed up in this quote from Professor John Hattie, "Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students' starting and desired success in learning, seeking

evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes.”

Research demonstrates that teachers make a difference and that is why we focus on continually striving to improve our practice as teachers at St Columba's.

This Annual Report summarises a highly successful year for the school and briefly describes what the school will be trying to achieve in the future. The Annual Report keeps the school community informed and assists with planning for the future. Please note that in 2019 the Insight SRC surveys were replaced with the CEMISIS surveys which means the data is not comparable.

During each school year several sets of data are collected and analysed by the school; student achievement levels at all year levels and in particularly English and Mathematics. To gain a full understanding of how our key stakeholders feel we are performing; parents, students and staff are surveyed to ascertain how each of these groups perceives how the school is operating. A summary of this data is contained within the Annual Report.

We know that when schools and families work together, children have a far better chance of not only being successful in school but also being successful in life. Schools cannot educate children in isolation; they need the full support of parents. So I would like to thank the parents at St Columba's, for the support you have shown our school during 2019.

I would like to thank the Parish Education Board for their work this year to develop a new strategic plan for the school and for their continued support. I would particularly like to thank Jeremy Smith for his final year as chair of the board.

I would also like to acknowledge the work of our amazing Parents and Friends Association. They have worked tirelessly during the year to raise much-needed funds for our school. Without their amazing efforts we could not accomplish many of the major works around the school, that add to the children's experience at St Columba's. Thank you to Joanne Kennedy and Debbie Joyce for so ably leading the PFA throughout the year.

To all our parent volunteers and in particular our 'Green Team', I thank you for your generosity and willingness to share your time and expertise with our school community. This is a wonderful gift that we are very grateful for.

To the Staff thank you for your care, professionalism and nurturing of the children. We are so blessed to have such a committed group of educators here at St Columba's. I couldn't be more grateful for the support and enthusiasm that you bring with you each day. It has been an absolute pleasure working with you throughout the year and I look forward to realizing with you our goals in 2020.

It would also like to acknowledge the support that we receive from the parish. Thank you to Father John and the parish team for your continued support and encouragement as I go about my role as principal.



Education in Faith

Goals & Intended Outcomes

To strengthen our Catholic Identity within the context of our contemporary world.

- That students' understanding of their Catholic identity will strengthen through encounters with a contemporary religious education.

Achievements

Our 2019 CEMSIS data indicates that our staff members are very committed to the Catholic Culture of our school. Our Catholic Identity aggregate is well above the CEM average, placing us in the 94th percentile and well above the mean. In individual areas of Catholic identity, staff believe we are achieving this almost always with scores above 90 % for the majority of indicators.

Our parent data, indicates that families' perceptions of and engagement with the overall Catholic Identity of the school is 71%, this is just above the CEM average. On individual indicators, parents' commitment to the importance of the Catholic school is high as is their commitment to Social Justice. With this data moving forward there is clearly an opportunity for our school to increase parent perception, particularly in the areas of participation and awareness of opportunities to be involved in the Catholic life of the school.

Our students' Catholic identity aggregate score sits just below the CEM average. Students' opinion of the importance of our school being a Catholic school is divided between the middle school and senior school. The perception of the importance of participating in prayer, liturgy, social justice and faith in action at school remains high amongst both cohorts. It is in the area of connecting our Catholic traditions and teachings in the broader context world context that the opportunities lie.

Our data from previous years, 2015 – 2018, shows that there has been an improvement in nearly all areas of Catholic culture particularly amongst staff and parents. The 2019 CEMSIS data continues this trend. The areas of Catholic Identity and Culture, as well as Social Justice will continue to be an area of major focus at St Columba's during 2020.

As a community, we will continue to reflect on how we ensure Religious Education is contemporary, relevant and inquiry based, and engages students in learning about the world today in the light of our Catholic faith and traditions. Providing opportunities for a contemporary and relevant education in faith remains central to our school identity.

VALUE ADDED

- Celebrated the beginning of the school year Mass as a whole school during the week
- Years 1-6 attended Ash Wednesday Mass with the Parish
- Our new school prayer written in conjunction with staff, students and parents It is used at assemblies and during prayer times.
- Regular formation with Fr John for staff during staff professional learning to develop teachers understanding of prayer, church traditions and rituals, sacraments and the church seasons
- John Burland Concert P-6in term one
- Students participated in creating a Saint Columba Mosaic for kitchen garden This was blessed during the celebration of our Feast Day.
- Confirmation family night was a combined this year as a parent and child night
- Mother's day liturgy wonderful turnout- increasing each year
- Strong participation by families at the preps Prayer in PJs and ½ storytelling (very few families did not attend)
- Preps Faith in Action - Mother's day stall for the Women's Centre
- Caritas this year raised a considerable amount of money
- Year ¾ Faith in Action - participation in Dine with Heart - cake stall link to their term 2 inquiry and to preparation for Eucharist
- Confirmation preparation focused on spirit filled people who are living in today's world.
- ¾ students began to connect the issues they explored during their first personal inquiry with the Catholic Social Teachings
- Year 5/6s visited the Sacred Heart Aged Care Hostel as part of their faith in action.
- Hostel residents visited the school
- Staff professional learning meetings time spent exploring Horizons of Hope further (pedagogy) eg How does this connect, extend, challenge my work
- All classes celebrated Mass with the parish and as a class mass with parents invited
- New resources purchased
- RE discussed and embedded in the broader context of our Units of Inquiry.
- Used the Catholic Social Teachings to make explicit the connections between Catholic Identity and the Catholic traditions for children in and beyond the classroom
- Staff assigned to prayer each week. This was to model prayer and how it can be done in the classroom and to develop teachers understanding of prayer and its uses.
- Year 6 Social Justice Leaders completed the mini Vinnies course
- Year 6 Social Justice leaders attended the Mission Mass
- Year 6 Social Justice leaders organised the Vinnies Christmas hamper Collection
- Grandparents day liturgy is always very well attended and the numbers increase each year.
- RSL Remembrance Day Mass attended by principal and Year 5 leaders

Learning & Teaching

Goals & Intended Outcomes

To increase student learning within an environment of high expectations and continuous improvement.

- That growth in literacy outcomes will improve
- That growth in numeracy outcomes will improve
- That student are more confident, motivated and engaged learners who experience success

Achievements

The focus during 2019 has been to embed practice in both literacy and numeracy and to continue to improve literacy and numeracy outcomes, with the staff undertaking professional learning in these areas during the year. The school continues to perform extremely well in all areas of English and has shown significant gains in the area of Mathematics. We are particularly proud of our achievements in NAPLAN, where our school has shown significant growth in all areas.

Other areas of achievement included:

- Regular sharing of practice by staff at staff professional learning meetings and PLCs
- Numeracy tracker PD and teachers implementing Numeracy Tracker P-6
- Involvement in the CEM Grammar in Context program – select staff from each year level along with the literacy leaders attended the P/L with Misty Andoniou across the year. This was shared with staff and then trialled by all staff. The attending team presented their final project to CEM. This process is now embedded in our literacy program.
- Completed and shared 'Spelling Scope and Sequence'
- Spelling intervention small groups in targeted areas of the school
- Specific focus on phonics Read Write inc (Junior) and SMART (3-6) spelling introduced across the schools
- Professional learning with Matt Glover for all staff on writing and ongoing P/L to ensure these practices are embedded in our literacy practice specifically writing
- Completed NAPLAN training for Online Readiness tests
- Online NAPLAN readiness tests completed by year 3 and 5 students
- NAPLAN online year 3 & 5
- Dyslexia P/L for staff
- STEM – Maker's empire and 3D printing made available to students
- Sustainability P/L for staff
- Continuation of Years 3- 6 students' involvement with the Port Phillip EcoCentre -expert in residence- STEAM Clean the Bay
- The Open Learning area now incorporates the library. New library software installed to allow for greater flexibility. Teacher/librarian employed to assist with culling and overhauling our library. Brand new furniture including writeable tables, standing tables and further shelving installed in the library. All books have been reclassified and classroom libraries are now to be borrowed out each term. This area now has greater capacity for small groups, classes, individuals to work in this breakout space.
- Purchased new books for Library (including CBCA books)

- Further Fountas & Pinnell benchmark kits purchased. This has been implemented across the school P-6
- All staff given professional learning in the use of Fountas and Pinnell P -6
- Book Week Assembly, Book Boast and Snuggle up and Read to foster a love of reading during Book Week
- Analysis of NAPLAN data to assess Literacy and Numeracy trends and areas for school improvement
- Working with extension and intervention students (Maths & English) across school
- Focus on data analysis at PLCs- SPA record keeping updated with all current data
- Team goals established for year level teams. Reflection time and the opportunity for the creation of new goals built into the meetings schedule
- A focus on National Science week across the school
- Year 5 & 6 girls attended Go Girl, Go for IT to promote girls in STEM
- Attended and participated at the Port Phillip Council and Eco-Centre Sustainable School's festival
- Runners up for Sustainable school of the Year at the ResourceSmart awards
- Our Climate change choir consisting of our Year $\frac{3}{4}$ children wrote the lyrics for our Climate change song. This was performed at numerous sustainable events including the ResourceSmart Awards
- Introduction of Maths Challenge day middle and senior school
- Participation in Australian Mathematics competition
- Participation in APSMO Math Olympiad competition
- Math Open Learning Morning
- Two staff have undertaken a course in Mathematical Mindsets Jo Boaler
- Book Fair to promote love of reading and build our school library collection
- Review of the Assessment schedule
- Year 4 students entered into Write4Fun competition
- Excellent participation by students in the Premier's' Reading Challenge
- Read, Write, Inc: for at risk students $\frac{1}{2}$
- Sustainability leader and year 6 students attended Kids teaching Kids
- Explored data trends from past 3 years as part of review to identify what actions are need in the future
- Team planning and whole school planning for Inquiry
- Support in planning time to ensure new structures are adhered to, and improvement and co-ordination in literacy record keeping (teachers, differentiation support teachers, LSOs)
- Support in planning time to help teachers design engaging Inquiry units that include more hands on tasks, consideration of learning spaces and STEM.
- Mandarin and Art teachers connect Inquiry concepts to their lessons and term overviews.
- Improved tracking of our literacy intervention programs and liaison between aides and teachers.
- Regular P/L for aides in the meeting schedule
- Regular meetings re: intervention/ extension and children's needs assessed frequently to ensure fluid groupings
- Staff attended Southern Digital Network, SWIF, RE, SWB and diversity throughout the year
- Whole school planning of Inquiry/RE units at the end of each term
- All testing ARCOTS, NAPLAN, PAT analyzed and discussed during planning and PLCs with an emphasis on improving learning outcomes for individuals and across levels
- School leaders (literacy, teaching and learning, wellbeing) attend planning throughout the year
- Regular monitoring and review of all intervention programs
- Regular Running Records updates to ensure reading targets set are being met

- Incursions and excursions based on inquiry learning and literacy
- Continue pre & post testing for Maths concepts to inform teaching and differentiated tasks
- Staff professional learning meetings and PLCs used to look at NAPLAN trends and NAPLAN data to enhance student learning
- Learning Walks conducted weekly by Principal and joined by staff throughout the term
- Peer to peer observations introduced to ensure best practice and staff professional learning. These had a focus of literacy.
- Professional learning for staff with regards to NCCD, collection of data, analysis of data, evidence, maintenance of data, moderation of data, how to determine level adjustments, ongoing monitoring of adjustments, growth and accountability
- Creation of 2020 intervention and extension timetable and rationale
- Purchase of concrete mathematical materials for each year level
- Introduction of the PYP to staff

STUDENT LEARNING OUTCOMES

Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Reading	100%	100%	100%	100%	100%	100%
Writing	100%	100%	100%	96.6%	95%	100%
Spelling	100%	95.5%	100%	100%	100%	100%
Grammar & Punctuation	100%	95.5%	95.8%	100%	100%	100%
Numeracy	100%	100%	100%	96.7%	100%	100%

These NAPLAN results show the percentage of students who achieved at or above the national minimum standard. Generally, 100% of our students achieve above the minimum standard.

Over the past five years we have spent considerable time implementing a new structure from Prep – 6 in literacy and numeracy. The Victorian Curriculum is by design expressed as a continuum of learning. In all classes across the school you will notice that explicit and targeted instruction, especially during literacy and numeracy, is very apparent. This approach allows classroom teachers to more effectively differentiate the curriculum and cater to the direct needs of children. All our teacher leaders work in classrooms mentoring, coaching and taking small groups. We also have a third teacher in each level specifically to assist with the differentiation and personalisation of learning.

What this graph does not show is the number of students who are achieving well beyond the standard, nor does it show the significant growth the school achieves each year from Year 3 to Year 5. Our growth in 2019 in all areas was strong. Overall the school is extremely

happy with how individual children performed and the school's results, with the school scoring above the State and National Means across all 5 dimensions in both Years 3 and 5. The data also shows significant rises in the school mean scores in Year 3 Writing and Grammar & Punctuation and within all 5 dimensions in Year 5.

During this time we have noted the significant effect our practice has had on the learning and student outcomes. It is testament to the dedication and commitment staff have to ensuring the best outcomes for our students.

The 2019 CEM SIS data shows consistency in perception of the teaching climate at our school from the teacher, student and parent surveys.

School Surveys

The data collected from our major shareholders - staff, parents and children indicates continued improvement and stability in 2019.

Staff survey

The staff data shows growth in school climate, collaboration, support for teams and collective efficacy. This is positive and significant data in light of our goal and intended outcome for 2019.

Parent Survey

All families had the opportunity to participate in the Parent Survey in 2019. The parent surveys show significant improvement in areas that we have focused on such as family engagement, school fit and school climate, all of which are much higher than the CEM average. Parent data shows a general satisfaction with the school overall.

Student Surveys

Students from Grades 4, 5 and 6 participated in the Student Survey in 2019. In line with our goals for 2019, we see consistency in student's engagement, school climate, school belonging, learnings disposition and student safety.



Student Wellbeing

Goals & Intended Outcomes

To encourage and support our students to flourish and thrive in a contemporary world.

- That increased student connectedness to school and peers will promote confident, motivated and engaged learners.

Achievements

During 2019 our focus has been on building connectedness to peers and school. We believe that academic accomplishment is strongly linked with a rigorous SEL education program. To ensure that SEL is embedded across the school we have linked it very closely with our Learning and Teaching goals. At St. Columba's we use programs such as Bounce Back and the Berry St Model to help facilitate learning in this area. In 2018, we established St Columba's Kids peer support program, this has continued in 2019. All children are vertically grouped across the school and meet regularly to reinforce what has been taught during SEL and to establish relationships across the school and beyond class groups. Research shows the success of any school-based program is reliant on home school partnerships, which is why it is vital that these skills are modelled and reinforced at home and we actively seek and encourage opportunities for parents to engage in their child's learning within and beyond the classroom.

VALUE ADDED

- 'Belonging' as a whole school focus throughout the year
- Regular Intervention meetings between teachers, differentiation support teachers, Diversity Leader, Literacy Leader, Numeracy Leader, L&T Leader and Principal
- Regular PLCs and staff professional learning with a focus on student wellbeing
- Regular SRC meetings
- Year 6 leadership roles 2019: School Community, Social Justice, Sustainability and Wellbeing
- Year 3/4 are our Eco warriors as our leaders for our Resource Smart work and sustainability projects
- At the end of each term a wellbeing day designed and focused on building connectedness to school and peers and led by the children: Friendship Fair, tabloid Sports day, Footy & Pie Day, Ride-a-thon is held.
- Wellbeing leader working with, and targeting, small groups of children in each of the year levels focusing on an aspect of SEL relevant to the specific needs of the group each week and as needed
- Early bird family yoga classes each Wednesday morning
- Introduction of boy's gym on Monday at lunchtimes
- Year 6 Wellbeing team participation in City of Port Philip Leadership Forum
- Year 6 leaders attended opening of the school year Mass at PLC
- Application to City of Port Phillip for a resilience grant - successful
- CBC boys on the playground and in classrooms each Wednesday
- Resilience Toolkit whole day workshop for year 5/6 boys run by the Stride Foundation

- Introduction of the Sister's Breakfast on Wednesday mornings for 5/6 girls
- Introduction of school names to replace sports colours - SRC initiative
- Believe In Belonging Day - Year 6 leadership project
- Mindfulness meditation - Mindfulness Mondays in in each class. Mindfulness practice at staff meetings
- Active Travel Leaders (year 5) took part in a workshop with COPP to plan Walk to School month in October
- Application for a Nude Food grant and the production of a Nude Food video
- Street scene program
- 2 staff members attended an Executive Functioning PD at CEM
- Parent session with provisional psychologist 'raising resilient kids'
- Day for Daniel assembly and film created by the SRC
- Cricket Blast day at Junction oval for $\frac{3}{4}$ students
- Peaceful Kids program running for small groups of children
- A specific SEL focus and value for each term in line with our Bounce Back scope and sequence.
- Participation in Walk/Ride to school days and Ride to school days
- Continued implementation and review of Child Safety standards
- New preps buddied up with Year 6 for 2020
- Year 5 to Year 6 transition program – sailing with Royal Melbourne Yacht Club focus on team and leadership
- Introduction of a Year 4/5 to 5/6 transition day
- Cyber bullying workshop for year 6 with Anti- Defamation Commission
- Participation in events for National Day against Bullying
- Year 2 Fun afternoon at the end of the year as part of their transition
- Participation in the Sporting Schools program
- Regular Student Wellbeing Group meetings for each level each term
- Yoga Year $\frac{1}{2}$
- Staff completion of eLearning course in the Disability Standards for Education
- First Aid training – First aid for all staff
- Students using Seesaw to share their work with home – *parent engagement in learning*
- Lunchtime Lego Club and run by the year 5 STEM leaders
- Year 6 Student Wellbeing Leadership group host a weekly podcast that highlights learning and community events within our school and other activities such as a talent quest.
- Year 6 Community Leaders looked at ways of promoting our school
- Year 5 and 6 girls invited to attend 'Go Girls' which is an event that highlights IT careers
- Social worker intern placement begins for 500 hours during semester1 & 2
- Wolf Pack sessions for year 4/5 boys
- 'Sister Circle' sessions for year 5 girls
- Lunchtime activities including Lego Club, Chess and board games, soccer, Friday games and use of the beach
- School Musical
- Movember initiative by the Year 5/6 boys
- Introduction of provisional psychologist through ILN
- NCCD professional learning attended by Diversity Leader, L&T leader and Principal
- Professional learning for staff with regards to NCCD, collection of data, analysis of data, evidence, maintenance of data, moderation of data, how to determine level adjustments, ongoing monitoring of adjustments, growth and accountability
- Diversity Leader, L&T leader and Principal worked with CEM NCCD support staff to moderate and finalise requirements by the AUGUST deadline

STUDENT SATISFACTION

Our student data in the CEMISIS surveys shows an overall general satisfaction. This year the data included Year 4 to 6 students and the data between groups differs according to area, year level and gender. Overall students feel strongly connected to their peers and the school and that the programs we have in place have contributed to this. Anecdotally our students are always fully engaged in all aspects of school life and continue to thrive with the opportunities provided. As a school, we have continued to focus on strengthening the supportive and effective learning environments and improving teaching practices. This is reflected in our students' overall learning disposition, school climate, school safety and rigorous expectations scores which are strong. The school undertook to provide many opportunities throughout the year for students to connect with others beyond the classroom in multiple ways, including excursions, guest speakers, the School Musical, opportunities for student voice, wellbeing week at the start of each term and many more as listed above.

STUDENT ATTENDANCE

Student non-attendance is managed through the student attendance roll. Parents phone, Flexibuzz or email the school in the morning to report a child's absence. If there is no contact from home by 9:00am to explain a child's absence the parent/ guardian is called to ascertain the whereabouts of the child. Students leaving early or arriving late are signed in and/or out by their parent or guardian and the data is entered into the roll. Students with high levels of unexplained absence are followed up with parents. The days absent are included on the child's report.



Child Safe Standards

Goals and Intended Outcomes

St Columba's Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

In accordance with requirements of the Victorian Government's Ministerial Order No 870, St Columba's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this, it has established a wholistic Child Safety Strategy incorporating the processes, policies & procedures listed below.

St Columba's Primary School Child Safety Strategy includes, but is not limited to the:

- Establishment of strategies for embedding a culture of child safety at the school
- Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential
- Maintenance & implementation of a Child Safety Code of Conduct
- Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment
- Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct
- Risk Management strategies to identify and reduce or remove risks of child abuse
- Maintenance of strategies to promote student participation & empowerment in creating an environment where they feel respected valued and are capable of reaching their full potential.

Achievements

In order to continue to embed and implement ministerial Order No 870 during 2019 the school undertook the following steps:

- Details contained with Ministerial Order No 870 were reviewed by staff, board members and parish team at the beginning of the school year and consequently discussed throughout the year
- The School's Plan of Action to support school implementation of the Ministerial Order requirements was reviewed and updated along with St Columba's Child Safety Standards Booklet
- The Child-Safety Team, consisting of members of the school leadership team to support ongoing implementation of the child safe standards met regularly to ensure the implementation of the Plan of Action
- Existing policies e.g. student wellbeing, social media, employment of staff were reviewed and/ or updated as required
- School practice in each of the following school environments were reviewed:
 - excursions and camps
 - out-of-hours activity
 - interschool sport
 - use of technology, messaging and mobile phones
- All members of the community volunteers, clergy, staff, CRTs, BASC, contractors are informed annually and are required to reacknowledge and sign our code of conduct before engaging in any works volunteer or otherwise in the school
- Policies are on the website and parents are informed via the newsletter, website and parent information sessions of this
- Child safety is regularly addressed at staff professional learning meetings as part of Student Wellbeing with a particular emphasis on building staff confidence in delivering age appropriate education about child protection awareness including healthy and respectful relationships
- During staff professional learning there was a continued emphasis on unpacking the Personal and Social capability of the Victorian Curriculum, understanding and using the Berry St Model and the Bounce Back Program to explicitly teach SEL, protective behaviours and resilience
- Continued work with staff during staff professional learning to assist them to be able to empower and encourage children to participate in creating a child safe and inclusive school
- Child Safety and what can be done to minimise the risk of abuse, neglect, or harm is a regular feature of the weekly staff news
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Continued to strengthen the process of student engagement in conversations relating to Child Safety and development of effective strategies through the SRC and by including Child safety in our units of Inquiry and SEL lessons. This includes:
 - Consulting directly with our students about what they think makes their school safe.
 - Giving children information regarding their rights.
 - Teaching students how to raise concerns and, make complaints or let someone know if they feel unsafe.
 - Reviewing the Child Friendly Code of Conduct for the school with SRC
 - All children in the school are made aware of this code of conduct through SEL lessons with their classroom teachers

Leadership & Management

Goals & Intended Outcomes

To embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

- That staff will be empowered to be high quality teachers and to improve student learning outcomes.

Achievements

During 2019 our staff focus was to continue to strengthen our concept of high performing expert teams, ownership, clarity, professional growth and giving and receiving effective feedback. Our CEM SIS data shows that in all areas of the staff survey we are well above the CEM average, revealing a strong organisational culture within our school. Some of our achievements were:

- Re-establishment of new teams at each level including new LSOs and those who have moved levels and DSTs
- Clearer role descriptions for all roles within the school
- Focus on clarity on first day back
- Professional Learning Plans for teachers and LSOs
- Professional Learning Days (school closure) with Christine Wilson focused on feedback leading to peer to peer observations
- Learning Walks now include members of staff
- Met with Steve Wishart to commence candidacy for PYP
- Board worked with Michael Elphick to create a new school strategic plan. 1st step - survey the school. Survey to parents (Michael Elphick) – good response rate.
- Discussion of survey with Board facilitated by Michael Elphick lead to the development of new strategic plan by board. New Strategic directions and school vision developed.
- Survey feedback – communication, clarity, feedback – parent engagement a few of the key areas.
- Emphasis on parent engagement through the board and school
- Cybersafety evening for parents well attended
- 8 interactive TVs were all installed, one in the open learning area and new projector in the hall
- Shade Cloths replaced and new one installed
- Blinds installed to complete works to the pergola
- New pump installed on water tanks
- iNewsletter implemented
- Feedback re communication from Board survey taken on with regards to the newsletter and use of Flexibuzz
- Feedback regarding prep transition from survey taken on – inclusion of two extra morning sessions of transition included into term 2
- NCCD – changes to the way we have collated data taken on after feedback provided at the briefings from the auditors. Each classroom teacher given a half day to update to this new procedure and a moderation day for the team to meet prior to working with CEM representative to moderate our data. New procedures for parents regarding consultation and signing of documents and acknowledgement of adjustments put in place

- Privacy policy and Standard Collection Notice updated and communicated through the newsletter to parents
- NCCD information communicated to parents through the website
- New provisional psychologist and social worker inducted into the school
- Internet policy ratified by board
- PYP timeline extended to December
- Debt collectors have been appointed to chase up outstanding fees
- Further discussion at staff P/L re peer to peer observations
- Regular learning walks by principal all teachers & LSOs had the opportunity to join
- ICON Briefing attended by NC & DM. School going live 2020 November and agreement signed
- Peer to peer protocols established and started in term 4
- Tyson Brennan Lawyers engaged to help with policy in particular – mobile phone, bullying etc
- Strategic direction- new vision, goals and actions for 2020-2022 developed
- BASC separated from the school – Andy's before and aftercare. Agreement between parish and Andy
- Grant submitted for new playground
- Quotes obtained for new playground along with a landscape design
- PYP introduction to staff
- Board letter re Board survey and feedback written and distributed to parents
- New photocopiers installed and new contractors
- New water tank installed near secret garden and water mains at rear tennis court disconnected
- Strategic Directions completed along with new school vision. It was launched at Carols night. All families received a printed copy in the mail prior to this date.
- Advertising strategy for 2021 through Themes magazine and Mama Mag developed
- Review of prospectus, website, FAQ (formerly known as A-Z) completed and changes made
- Role description for PYP Leader developed
- PYP Candidacy documentation completed
- 4 New board members selected for 2020
- Time for PE and art increased for 2020
- Time increased for Yr 5/6 Mandarin for 2020
- New library system installed
- Southeast water grant for new watering system for kitchen garden
- Year 6 swimming introduced this year and will continue

Curriculum leaders continued to attend CEM networks and Professional Learning workshops toward strengthening their skills to lead staff teams. The Teaching and Learning-ICT- RE curriculum Leader, Maths Leader, Student Wellbeing Leader, Literacy Leaders and Principal worked very closely to support all teachers, P-6, in their planning for improving student outcomes and team teaching practices. Our open plan learning spaces are conducive to collaborative teaching practices, and enables students to make choices about their own learning and teachers to have more flexibility when structuring learning experiences for students.

Structured professional learning plans and coaching conversations sessions took place each term with the Principal. This was highly successful, with teachers using this as an opportunity to identify and explore areas of their teaching in a supportive environment. Each teacher and LSO had identified their own goal. Teachers and LSOs met with the principal to discuss their professional goals and share the outcomes of their experiences. The Annual Review Meetings took place in Term 4.

In addition to this we introduced peer to peer observations. Peer to peer observations are undertaken by teachers in groups of 3 acting as critical friends. It involves:

- o teachers observing each other's practice and learning from one another
- o focused on teachers' individual needs and the opportunity to both learn from others 'practice and offer constructive feedback to peers
- o aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change

and

- o provides opportunities to discuss challenges and successes with trusted colleagues
- o supports sharing of ideas and expertise among teachers
- o builds a community of trust through opening classroom practice to a wider audience
- o encourages openness and sharing of practice with a focus on improving impact on learning

Peer to peer observations began in term 4 and consisted of two rounds which allows teachers to be observed, seek feedback, review and reflection and then have a follow up opportunity to implement recommendations.

During the course of the year formal Learning Walks were conducted by the Principal each week. During this time, the focus was predominantly on the following: student agency, differentiation, learning environment, instructional strategies and engagement. In 2019 protocols were developed and the opportunity was provided for staff to join the principal on these walks including debriefing times.

Weekly staff professional learning meetings and professional learning community meetings kept teachers and other staff up to date with what was happening, involving them in decision making. The leadership team met fortnightly before school to discuss and plan for school improvement.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

CPR & Anaphylaxis

Dynamiq emergency management warden training

Southern Digital Network

RE Network

SWIF Network

Learning Diversity Network

Student Wellbeing Network

NCCD

Grammar in context

Matt Glover – Writing

Christine Wilson- giving and receiving feedback

Peer to peer observations

Fountas & Pinell

Jo Boaler – Mathematical Mindsets

Scripture, sacraments, prayer, church ritual and seasons – Fr John

Introduction to the PYP

Wellbeing including mindfulness and meditation

Inclusion – Dyslexia and phonics: Read Write Inc and SMART spelling

Sustainability and kitchen garden

Art

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	17
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1213.48

TEACHER SATISFACTION

There was a significant emphasis on ensuring we were creating high performing expert teams throughout the year. Our CEM SIS data demonstrates that as a staff we are performing significantly higher than the CEM average across all areas of the survey. This was especially evident in the areas of collaboration, staff climate and collective efficacy which were all either above the 80th percentile or 90th percentile. With our continuing work around feedback and the use of peer to peer observations and Learning Walks we hope to see further improvement in the areas of feedback, psychological safety- with teachers feeling they can take risks with their own learning and instructional leadership.



School Community

Goals & Intended Outcomes

To foster a positive school community, which is actively engaged to inspire and improve student learning.

- That student learning and wellbeing is improved through strengthened partnerships between home, school and the wider community.

Achievements

During the 2019 year, St Columba's school community continued to prioritize parent- school - parish partnerships. Parents contribute in myriad ways to our community: classroom helpers, book fair, book week, assisting with excursions and incursions, assisting with the School Musical, Pie and Footy day, Grandparents and Special person's day, Green Team, running club, school snow team and Resource Smart Schools. The list of ways parents participate in our school is exhaustive and cannot all be captured here.

Parents also participate in the more formal settings of PFA and Parent Education Board. The PFA works tirelessly to connect parents socially and to raise money so that the school can purchase resources for the students. The Education Board works with parish and school to strengthen community relationships and assist the school to meet the school's improvement goals. During 2019 the PFA organized many wonderful social and fundraising events including Mothers' Day Breakfast, Father's Day Breakfast, Ride-a-thon, Bunning's Sausage Sizzle, Election BBQs and Disco Bingo night for the parents. These parents give their time and expertise to make the school an even better place. Our thanks go to them, and all parents, who work in, support and encourage the school.

The Before and After School Care service at St Columba's is very much a part of our community. In 2014 the school applied to become the service provider, taking over that role from the Parish. During 2019 and further discussion with Fr John we began the process of separating BASC from the school, meaning the it would become its own entity- Andy's Before and Aftercare. The BASC provides a highly professional and engaging service for the community that is very much valued particularly by working parents. Run by a team of qualified staff, the morning session starts at 7am and the afternoon session finishes at 6.30pm. Two BASC staff also work part time in the school in support staff roles, which creates wonderful links between the school and the service. BASC continues to provide a very much-needed service for our community.

As a result of our school review in 2017 and subsequent survey data in the years since, our goal to foster a positive school community, which is actively engaged to inspire and improve student learning has led to further changes in school practices during 2019. For instance, the School Musical and the Green Team initiatives. The school musical saw our parents rally to assist from costumes, food and beverage, makeup, dressing, programs and filming. Without their wonderful support we could not have pulled this show off. Our Green team parents are a remarkable group of people who work tirelessly to help ensure sustainability is front and foremost in our school and together with our sustainability leader they have helped in setting up our kitchen garden program and starting a weekly community composting service for our families and parishioners.

This is a wonderful expression of community spirit and commitment. It highlights the benefits of family - school partnerships which are so vital in assisting children to get the most out of their schooling. All these events are examples of our strong commitment to building partnerships that are based on mutual trust, respect, and shared responsibility for the education of the children at our school. At St Columba's family involvement plays an important part of the core business of our school.

We continued to work with and build upon the relationship between ourselves and our local kindergartens. Days such as our Teddy Bear Picnic held as part of our Open Days go a long way in contributing to the awareness of our school in the community and is an opportunity for our students and staff to develop meaningful relationships within our community. To maintain this connection beyond days such as this, our prep teachers personally visited all of our feeder kindergartens and invited them to experience some time in our prep classrooms, this opportunity was warmly received and enacted upon. We see that by establishing closer connections with our feeder Kindergartens we are keeping parents informed and give them a choice of school beyond the government schools in the local area for their children.

We have a significant relationship with the Parish and work together for not only the sacramental programs but also for many community programs. In 2019 we started our playgroup with the assistance of the parish. This was initially to make connections with young families within our parish but has extended beyond this. The parish also involve themselves closely with the school assisting with the events such as the musical and connecting with families at assemblies and other school events. And we reciprocate this by maintaining our strong connection with Sacred Heart Mission and the parish itself. Every year level is linked to an aspect of the mission: the women's centre, the food hall and the age care hostel and together with the parish we have seen this connection grow over the past five years. We also

support our parish St Vincent de Paul association and participate with the parish at the ANZAC day service on the foreshore and the RSL Remembrance Day mass each year.

During 2019 we have continued to strengthen our link with the Port Phillip Eco Centre to improve our school's sustainability and maintain our 5 star ResourceSmart school ranking. Leaders from the Eco Centre worked with teachers, our Year 3/4 Eco-warriors and parent Green Team members. Through this work our school was awarded Port Phillip Bay Keeper of the Year in 2019. Our students have been very active over the year participating in many local 'green' initiatives such as National Tree planting day, the Tomorrow's Leaders program, STEAM clean the Bay and our Year 5/6 children presented at the 'Kids Teaching Kids' conference once again in 2019. Our school was runner up for the 2019 ResourceSmart school of the year award and our Climate change choir, who wrote their own song about the bay, sang at the awards and other subsequent Green events in Port Phillip. We were also nominated for the Keep Victoria beautiful Awards.

PARENT SATISFACTION

During 2019, we continued to focus on school – parent – parish- community partnerships. The emphasis we placed on this relationship saw our parent satisfaction continue to rise. This improvement is seen clearly in all the areas of the family CEMSIIS survey data. Once again we continue to sit well above the CEM average. We are delighted that the emphasis we have placed on strong family – school- parish - community connections continues to improve. In 2020, we look to continuing this trend by placing more emphasis on Family engagement – the degree to which families become involved with and interact with their child's school. Whilst family involvement is very high, we would like to see greater take up of families becoming partners with us in their child's learning and we hope to be able to do this through greater use of Seesaw and more take up by parents in attending Open Learning days both onsite and virtually.



Future Directions

Moving into 2020, the focus for the school in the five spheres will be:

Education in Faith

Goal

To strengthen our Catholic Identity within the context of our contemporary world.

Intended Outcomes

That students' understanding of their Catholic identity will strengthen through encounters with a contemporary religious education.

Key Improvement Strategy

Engage staff in professional learning which enables them to develop deeper understandings and knowledge of Catholic faith traditions and Catholic Social Justice Teachings to engage students in critical thinking and rich dialogue.

Learning and Teaching

Goal

To increase student learning within an environment of high expectations and continuous improvement.

Intended Outcomes

That learning growth in literacy will improve.

That learning growth in numeracy will improve.

That students are more confident, motivated and engaged learners who experience success.

Key Improvement Strategies

Strengthen data literacy to effectively cater for students' learning at their point of need.

Create learning environments where students will become resilient and self-managing learners who are motivated and embrace challenge.

Student Wellbeing

Goal

To encourage and support our students to flourish and thrive in a contemporary world.

Intended Outcomes

That increased student connectedness to school and peers will promote confident, motivated and engaged learners.

Key Improvement Strategy

Embed a whole school approach to student wellbeing in which strategies and initiatives strengthen positive social, emotional, spiritual and mental wellbeing.

Leadership and Management

Goal

To embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

Intended Outcomes

That staff will be empowered to be high quality teachers and to improve student- learning outcomes.

Key Improvement Strategy

Promote a culture of collaboration to strengthen planning and classroom practices.

School Community

Goal

To foster a positive school community, which is actively engaged to inspire and improve student learning.

Intended Outcomes

That student learning and wellbeing is improved through strengthened partnerships between home, school and the wider community.

Key Improvement Strategy

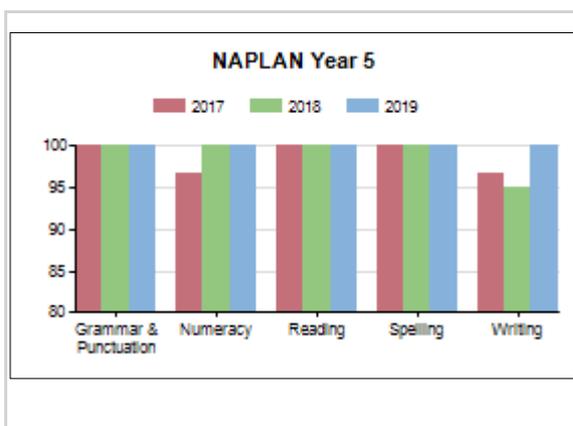
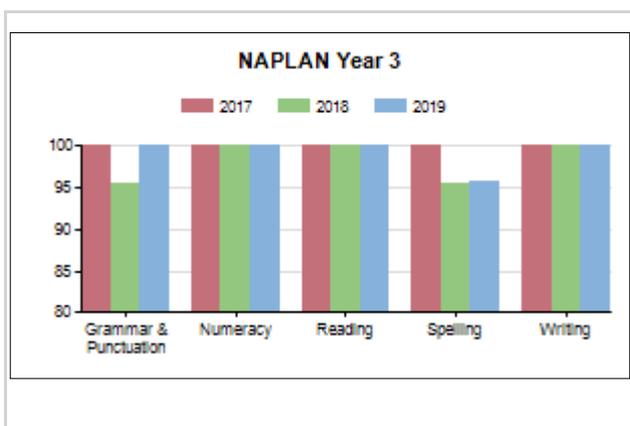
Promote a culture of collaboration to strengthen planning and classroom practices.

School Performance Data Summary

E1093
St Columba's School, Elwood

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	95.5	-4.6	100.0	4.6
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	95.5	-4.6	95.8	0.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	96.7	100.0	3.3	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	96.6	95.0	-1.6	100.0	5.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.2
Y02	91.6
Y03	95.1
Y04	93.3
Y05	95.0
Y06	92.3
Overall average attendance	93.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	93.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.4%
Graduate	7.7%
Graduate Certificate	0.0%
Bachelor Degree	84.6%
Advanced Diploma	7.7%
No Qualifications Listed	7.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	11.7
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	1

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au