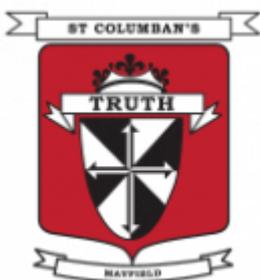


# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Columban's Primary School

Church Street, MAYFIELD 2304

Principal: Danielle Reed

Web: <http://www.mayfieldsc.catholic.edu.au>

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## About this report

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St Columban's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

I am delighted to present to you the annual school report of St Columban's Catholic Primary School. Our school vision truly encompasses all that we strive to achieve: "Inspiring all to reach their full potential, within a diverse community, through the richness and Truth of Christ's message".

The purpose of this report is to celebrate the many achievements of our school and outline our plans for continued improvement.

Children at St Columban's are welcomed into a small community where their individuality is acknowledged, celebrated and respected. Our strong positive reputation in the local area is built on our approach to pastoral care, social justice, student welfare and striving for excellence in all we do.

Our staff focus on building a culture of learning continued with our involvement in the Diocesan Leading Learning Collaborative. This has been a very exciting initiative that has built a common language and increased capacity of both students and teachers.

Our school continued to build strong, positive relationships within the Parish and our parent community. We are proud of the community we have built at St Columban's. We work together to ensure that our students grow into strong, confident, faith-filled contributors to society.

### Parent Body Message

As our son graduated Year 6 this past week, we've had plenty of time to reflect on his journey at St Columban's. What an amazing time it has been for our family.

Our son came to St Columban's from a school in Queensland. A change in custody arrangements meant that he would be living in our care full time. Before the arrangements came into effect, we had already identified St Columban's as our preferred school. There was a family history associated with the school, however we also wanted to ensure that our son would be well supported and not just become a number in the school system. A smaller school, a positive structure of both teachers and support staff, along with a few familiar school friend faces ensured that he would be off to a great start.

Throughout his years at St Columban's, his teachers were very supportive in his schooling. Feedback and suggested guidance were regularly given, allowing us to monitor learning and behaviour outside of school. Regular feedback from our son's counsellors at the school also assisted us. The counselling service was extremely valuable, providing him with another

outlet to talk and help navigate his way through life, both inside and outside of school. We are very appreciative of the time, effort and care that the teaching, support and counselling staff gave to our son. We don't believe this level of attentiveness would have been provided at other schools and it really made us feel that there was a genuine love and care for our son throughout the entire school staff. It was always so nice to walk into the school and be immediately recognised and greeted by name.

Our son formed great bonds with his classmates and we hope these continue as he commences high school and explores its possibilities. Throughout the end of this year, the transition process into high school has been very supportive, with staff also recognising opportunities and offering additional transition support days and discussions where needed. The transfer of information and offers of feedback and support has been very valuable.

If we were asked if we would recommend St Columban's as a school, we definitely would. The best feedback we could give is the genuine level of care we have experienced at St Columban's I don't think could be matched elsewhere. To have our son valued as an individual, to have our family respected and supported and to know our son was given the best education whilst in the best care ends our journey with St Columban's on such a high note.

### **Student Body Message**

This year we introduced our new Student Leadership Framework based on the four Dominican Pillars – Study, Prayer, Service and Community. Each student was given the opportunity to choose a team which they then carry out specific duties promoting and building leadership amongst all Year 6 students.

#### **Study Leadership Team**

As the Study Leadership Team, we held many responsibilities over the Year. With the assistance of Mrs Banister, we developed PBL focuses each fortnight, which were then implemented school wide. These were developed during lunch time meetings. We also made PBL posters to help students focus on these topics. PBL stands for Positive Behaviour for Learning, and it is a focus at St Columban's.

The Study Team was also involved in the decision to hold the Science Show which was held in Term 4 with Mitch Revs. We discussed which parts of the show we wanted and decided on the experiments that everybody in the audience was involved in.

With the new leadership structure, everybody received the chance to grow and develop our leadership skills and it proved very worthwhile. We hope that this new leadership structure continues to grow and develop in 2023. – Joseph Usaia

### **Service Leadership Team**

As the Service Leaders of St Columban's in 2022, we have helped in many activities. We often assisted in the canteen on Wednesdays and Fridays, their busiest days. We helped Miss Di Santo prepare a Mini Vinnies store in Term 2.

At the beginning of Term 4, Ms Nunn prepared a game for the whole school, and we assisted her by making soccer balls with plastic bags and socks in aid of Socktober and Mission Week. After the game, we were able to donate \$275.50 to the St Vincent de Paul Society.

We are proud and happy to have served St Columban's this year through our Service Leadership Team. – Hyab Tecele

### **Prayer Leadership Team**

The Prayer Leadership Team has experienced many things over 2022 to not only help our church community but also our own school.

We have led masses at Christ the King in Mayfield during school hours and also at Saturday night masses for the community.

We have led school liturgies many times to help teach the word of God to the younger students at St Columban's. The setting up of the prayer table in the school foyer for each season has also been undertaken by the Prayer Leadership Team.

Assistance was provided to the Service Leadership team with fund raiser like the Fish and Chips days and pizza lunches held over the year. The funds raised were to provide to St Vincent de Paul Society to help with families that need a little bit of help.

Our Team would not have been able to participate in these activities without our teachers, Mrs Tesoriero and Mrs Banister, our Principal Mrs Reed and the teacher who leads our group, Ms Nunn. We are more than grateful for all the teachers who helped us make these things happen for both the school and the local community.

In the Prayer Leadership Team, we had many opportunities to understand and learn more about the history of Catholicism and why it is important to understand the Word of God as well as Jesus Christ and the Bible.

Our Prayer Leadership Team would all agree that we have had a lot of fun this year, and we all enjoyed having the opportunity to be leaders under the new leadership structure. – Milla Callen

### **Community Leadership Team**

The Community Leadership Team has been involved in a variety of activities over the year.

The main activity we contributed to was the sports shed maintenance. This involved having to keep it clean and tidy, distribute the equipment at break times and make sure that the equipment was returned undamaged at the end of breaks.

Another activity was assisting with the distribution of fish and chip orders during Lent and on Mission Day in October.

We were also involved with most sport activities, for example, the Sports Carnivals when we had to guide students to their respective races and assist with packing up of equipment.

The organisation of the leadership teams this year provided the opportunity for every Year 6 student to build on their leadership skills, with the four groups being Study, Service, Prayer and Community. – Will Springthorpe

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## School Features

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St Columban's is a K-6 school accepting children from Mayfield, Mayfield East, Mayfield West, Warabrook, Tighes Hill, Islington, Carrington, Wickham and Hamilton North.

Founded by the Dominican sisters in 1917, our school has a deeply embedded history and presence in the local community. Our motto "Truth" is taken from the Latin "Veritas", which is the Dominican ideal. To be true to self, true to others, and true to God. Students are taught to be seekers of truth throughout their lives.

We share important and valued links with our local Dominican schools who are Corpus Christi at Waratah, St Dominic's Centre, Mayfield and San Clemente at Mayfield, as well as a Dominican connection with St John the Baptist at Maitland and ASC St Mary's Campus, Maitland.

We share this tradition and a strong association with San Clemente High School which is located on the adjacent site. Transition to high school is made much easier for our Year 6 students through this relationship. We offer a well developed Kinder transition program which includes regular visits to the Kinder classroom and a 'buddy' program to assist our youngest students in starting their school journey. Children beginning Kinder spend their first 5 weeks of school participating in the *Successful Foundations* program, which uses play based learning to ensure a smooth transition to the structured learning environment of school.

Our parent body is actively involved in fundraising and community building within the school. This year we held our first Parent Engagement Group (PEG) meetings, where parents are invited to become further engaged in their child's learning by finding out what happens in classrooms.

Students are given the opportunity to be involved in many co-curricular activities including Mini Vinnies, debating and public speaking, ICAS external competitions, representative sport, swimming lessons, choir and environmental groups. We are associated with Sporting Schools and receive government grants to offer a variety of sports which have included touch football, soccer, athletics, gymnastics, basketball, netball, lawn bowls and cricket.

We present a bi-annual Learning Showcase which gives children the opportunity to present their learning in a range of self-nominated interest areas. In the past these have included areas such as photography, claymation, robotics, drama, dance, percussion and poetry.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
76	99	59	175

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 88.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
87.49	87.10	89.10	88.72	86.68	90.32	88.22

## Managing Student Non-Attendance

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

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

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

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

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

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	20
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

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

### Summary of professional learning at this school

Staff continued their focus on teaching and learning in Mathematics in 2022. We participated in a highly successful, collaborative day of learning with staff from St Columba's, Adamstown, which focused on strategies to improve student learning and thinking.

Staff also participated in a Formation Retreat which focused on ways of praying. This was facilitated by Ryan Gato from the Catholic Schools Office and his knowledgeable presence ensured a productive experience for all.

An online training course in strategies for use with students diagnosed with AD/HD was attended by all staff over 3 twilight sessions. This was very useful

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Columban's Primary School has a strong Dominican tradition with over 100 years of history. Students can articulate our charism of using "head, heart and hands" to be the true face of God to others.

Using the four pillars of the Dominican tradition: prayer, study, community and service we are able to integrate the 800-year-old teachings of St Dominic de Guzman into our modern lives and see the ways in which they are still relevant today.

The pillars are part of all we do and are woven through our everyday school activities. Regular prayer, attendance to study, belonging to community and service to others. Regular prayer is part of our Catholic identity. the school community pray together each morning and one class attends parish Mass weekly. Regular liturgies celebrate the liturgical year and important days such as feast days, reconciliation week, Harmony Day, Mothers' and Fathers' Day.

Each October, members of the parish are invited to pray the Rosary with our students each morning.

Attention to study is evidenced in our ongoing commitment to strive for excellence. Religious study is part of the curriculum each day and students engage in learning that encompasses

the history and beliefs of the church, the life of Jesus and social justice. We are preparing our students to be lifelong learners - just like St. Dominic.

We witness to our faith by engaging in social justice activities which teach students about our responsibility as Christians to reach out to the less fortunate. Students are involved in Mini Vinnies to assist our local community. Senior students organise an annual Mission Day fundraiser and send proceeds to Catholic Mission to give aid to those in poorer nations around the world. Students engage in whole school spirituality days where there is often a strong theme of social justice and helping those in our wider community, most recently making bags for the Mission to Seafarers. As a broader school community, we celebrate St Dominic's Day annually with our local Dominican schools. These activities personify the Dominican pillars of community and service.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The Focus for our professional development has been embedding the Leading Learning Collaborative into our everyday practice. Several staff attended Professional development with Dr Lyn Sharratt where we presented our journey of learning to the rest of the Diocese. We made it a school wide priority to know our students, how they learn and the educational challenges that each individual child faces. All staff receive ongoing professional development, and this can take place in many forms. We hold regular meetings where we come together as a staff and as stage teams.

This year we held a collaborative professional development day with St Columba's Adamstown. At this professional learning, teachers had the opportunity to learn from their peers and observe different strategies to support their students. We focussed on learning intentions and success criteria, bump it up walls, along with providing students with quality feedback. This was a very affirming experience for both school communities and an initiative we hope to continue in the future. As teachers we helped students set goals for their learning and as educators we too set goals to develop our own teaching practice.

We held a Maths professional development day where we looked at identifying the strengths and weaknesses of students in the Maths Curriculum and how we could embed differentiation to provide for all students at point of need. The Infants teacher participated in professional learning of the K-2 New Maths Syllabus and the new Religion units.

Several our staff attended professional learning around Cultures of Thinking. This empowers our students to making their thinking visible and builds capabilities for creative and critical thinking. This enables our students to become engaged and empowered learners ready to act thoughtfully and effectively in our world.

We continue to embed Positive Behaviour for Learning (PBL). All staff members were involved in writing weekly lessons related to our fortnightly PBL focus. This positive approach continues to support the students social and emotional leads and gives all students a voice. In term four the staff attended a spirituality retreat on how to pray. Staff were

immersed in a variety of sessions including Music as prayer, ecology of prayer and scripture as prayer. Not only did this retreat nourish our faith but allowed us to build deeper and stronger connections with each other.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	48%	52%	7%	12%
	Reading	59%	54%	17%	11%
	Writing	50%	50%	11%	7%
	Spelling	62%	48%	10%	15%
	Numeracy	34%	34%	14%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	31%	31%	21%	14%
	Reading	28%	39%	14%	11%
	Writing	10%	25%	24%	18%
	Spelling	41%	37%	10%	14%
	Numeracy	3%	25%	17%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Initiatives promoting respect and responsibility

St Columban's is a Positive Behaviour for Learning (PBL) school. Since its adoption in 2012, the PBL framework has provided consistency for staff and students in behaviour expectations across the school. This has resulted in a significant decline in behavioural incidents. All students can articulate the PBL goals of being safe, respectful, responsible learners.

PBL is grounded in the concept of 'teach, practice, apply, reward'. Expected behaviours are negotiated, explicitly taught and practiced regularly. Students who demonstrate expected behaviours are rewarded at regular assemblies and can accumulate tokens for specific rewards. The framework underpins our welfare policy as it encompasses our Catholic ethos and allows clear expectations, rewards and consequences.

During the year, student leaders were involved in a refresh of our PBL framework with a focus on social/emotional learning skills. Teachers researched and devised lessons around teaching these skills to enhance our focus on mental health and wellbeing.

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## School Improvement

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The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Staff participated in regular Professional Learning Team meetings as part of our work with the Diocesan Leading Learning Collaborative. At this time, staff monitor student progress and set goals for future learning. Individual student needs are discussed during case management and learning support meetings to ensure that all staff are aware of the learning of every student in our school.

This year saw the introduction of the new Student Leadership framework, where all Year 6 students nominated an area of leadership to be involved in, centered on our 4 Dominican Pillars of Prayer, Study, Community and Service. This was very successful and gave students an opportunity to be involved in leadership at whatever level they felt most comfortable to contribute. Students were able to have a genuine voice in decision making; including (but not limited to) setting the sacred space and leading prayer and liturgy; deciding on PBL focuses and rewards; assisting with sports carnivals and deciding on incursion activities; and fundraising ideas for those less fortunate.

We also introduced Essential Assessment this year as part of our focus on learning in Mathematics. The use of this online tool allows teachers to individually track and tailor learning for each student in this subject area. Whole school data is maintained to focus on the goal of "one year's growth for one year's learning for every student in mathematics".

### Priority Key Improvements for Next Year

The focus on mathematics will continue into 2023 with the strengthening of our use of Essential Assessment and further professional development of staff in strategies to teach and extend students.

We will also commence staff learning in cultures of thinking and how a focus on the cultural forces in our school can assist students in becoming creative and critical thinkers, and collaborative problem solvers.

The infant's classrooms, administration block, library and foyer will be repainted and carpeted over the coming year, with new furniture and smart screens also installed in classrooms. The playground deck will also have artwork and storage for resources installed.

The school hall will also undergo a refurbishment.

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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Staff have made use of parent feedback to plan for learning and parental involvement in the school. Parents provided feedback via the Tell Them From Me (TTFM) survey which indicated that the majority of parents feel welcome and included as part of their child's educational journey. Parents also feel that the school provides high expectations of learning and behaviour and that any difficulties are dealt with promptly and fairly.

Overall, the feeling among parents as indicated by the survey is that the school has strong leadership, embedded Catholic culture and a good reputation in the community.

Some parent comments from the survey:

"This school is great! The principal is amazing and welcoming, easy to talk to, including my children's teachers. They make sure we are informed about all the events, the communication is great and teachers are available for quick parent-teacher meetings whenever I need. My children have not experienced bullying or any sort of discomfort at school and never not wanted to go to school. Homework can be something to look at and to be more serious to teach the kids learning and working ethics for later in life. Otherwise, I am very satisfied with the school principles, values and teachers."

"I love the multiculturalism; I love that the school celebrates various things such as harmony day, book week, etc as well as throwing in a bit of a personal celebration like the Logies awards this year. I love Milo. I love the welcoming feeling, and being part of a beautiful school community. I struggle to try and think of something to make it even better."

"This is my sons 1st year [at St Columban's] and by far his best year in Primary School. He had a lot of struggles at another school last year which resulted in partial enrolment and counselling. The staff and what this school represents has given my son a fresh start, so many friendships and a whole new confidence within himself. They have welcomed him into the classroom, given him leadership roles which he talks about with such pride. They have been understanding with financial difficulty earlier in the year and never made me feel

judged. I'm very thankful to the community of this school who have impacted my boy so much. It's given him a great lead up to high school."

### Student satisfaction

Students at St Columban's are encouraged to participate in the faith, academic and cultural life of the school. The TTFM survey indicated that our students feel they have the opportunity to develop positive relationships with their peers and staff. They find their classrooms and curriculum to be interesting and engaging environments where they feel both challenged and supported.

Some student comments from the survey included:

"Something I like about my school is that I have lots of opportunities to do extra and more challenging work, like the V.A. and there are lots of fun extra curricular work like Coding Club, sports teams and helping out as a leader".

"The thing I really like about my school is that they care about me and the teachers are really nice. My friends are always by my side and are always there when I need them."

"This school is one of the most comfortable schools to be in because everybody cares about each other, my teachers help me if I am confused or if I don't understand something, and we have a fabulous teacher and a fantastic principal."

### Teacher satisfaction

Staff at St Columban's feel supported by their executive and colleagues. They have enjoyed continuing their professional learning community through the Leading Learning Collaborative framework and have wholeheartedly taken on the responsibility of learner in the school.

A cooperative culture of sharing learning, ideas and feedback is evident. Staff are encouraged to undertake professional learning and share new initiatives with colleagues.

All staff demonstrate genuine interest in the personal, spiritual and academic growth of the students in our school and care and concern for them and their families.

Some staff comments from the TTFM survey:

"Developing a shared language and working together towards shared goals. Knowing our students as learners and taking a whole of school responsibility for each student."

"Executive staff are leading the way. They learn and work alongside us"

"Our school is working hard on the LLC Learning agenda. Our goal of focusing on Religious Education in the next improvement plan is a good one. Continuing our work with Adamstown

will help staff develop their thinking and professional skills given we are a single stream school. "

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## Financial Statement

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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,974,478
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$575,902
Fees and Private Income <sup>4</sup>	\$320,131
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$110,148
<b>Total Income</b>	<b>\$2,980,659</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$1,140
Salaries and Related Expenses <sup>7</sup>	\$2,156,176
Non-Salary Expenses <sup>8</sup>	\$662,723
<b>Total Expenditure</b>	<b>\$2,820,039</b>

### 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.

END OF 2022 REPORT