

2023

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>

About this report

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 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.

Message from key groups in our community

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 a parent of a Year 6 student, I would like to share the positive experience and support we have had with St Columban's Primary School. We made a decision at the end of 2021 to transfer our daughter from her current school to St Columban's for Year 4 in 2022. This was a decision made for several reasons, including our observation of the catholic ethos, faith and acceptance from St Columban's as extremely genuine, open and welcoming. New changes can be challenging but in our first year at this school, we received ongoing support and feedback, from the class teacher and pastoral care counsellor and they were always available and new friendships began. By Year 5, our child's love of learning flourished with her class teacher having a strong understanding and knowledge of her strengths but also pushed her development in all areas and this was seen in her end of year of report. Our daughter began 2024 with much excitement, in fulfilling her role as a Leader in service and being a representative for St Columban's with the importance of support within the local and extended community. Again, class teachers for this year have focused on our daughters individual learning, extending her tasks and activities keeping her energised in her learning

and getting prepared and ready for High School. From our experience as parents, every staff member has been approachable and open for any discussion and showed genuine and valuable interest in our child. The school has a strong community involvement with regular parent inclusion with school liturgies, Easter, Mother's Day, Grandparent's Day, Father's Day and Christmas celebrations and the focus on the Catholic faith. As a volunteer with the school canteen, it was a joyous experience to see all the children happy and see the great commitment from other volunteers in ongoing fundraising events. We are extremely grateful for St Columban's welcoming us into their school and we see our daughter's preparedness for High School, her established social and friendship base and her ongoing learning development and achievements as a perfect example of what St Columban's Primary School envisions for all their students.

Student Body Message

The Study Leadership Team was very heavily involved in the PBL (Positive Behaviour for Learning) program. We discussed the awards to be set and the focus for the weekly PBL. This focus was then discussed at the whole school assembly on Mondays and in each class during the week.

The Prayer Leadership Team had many responsibilities, including setting of the prayer space in the school foyer for every change of the liturgical season. We assisted with school Masses including the setting up of the laptops for the Masses and Liturgies. We were also involved in school events like assisting with organizing the 'Socktober' day, which was great fun for the whole school.

The Service Leadership Team assisted with Mini Vinnies. We also handed out lunch orders for most of the year. One of the major events organized by the combined Prayer and Service Leadership teams was to run the 'Socktober' day, when several hundred dollars was raised for charity. During Term 2, along with the other Leadership Teams, we attended Shrove Tuesday at the Cathedral. The team also assisted with the Breakfast Club on Thursdays.

The Community Leadership Team was very involved in the sport aspect of the school. We assisted at sport carnivals as required including the Cross Country and Athletics carnivals. One of the main responsibilities of the Team was to run the Sports Shed every lunch and recess and ensure that the equipment was in good order and the shed was tidy.

Oliver Piggott – Term 4 Study Team Leader

Ethan Sykes – Term 4 Prayer Team Leader

Jensen Robinson – Term 4 Service Team Leader

Oscar McNamara – Term 4 Community Team Leader

School Features

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 and representative sport. 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 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. This year this included areas such as watercolours, claymation, robotics, drama, dance, puppetry and sculptures.

Student Profile

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
77	87	59	164

* 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 2023 was 89.90%. 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
89.14	90.76	89.83	88.82	89.59	90.16	91.03

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 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	21
Number of full time teaching staff	8
Number of part time teaching staff	6
Number of non-teaching staff	7

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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 2023. Staff attended a whole day inservice on developing scope and sequences for the new K-6 Mathematics syllabus along with attending a variety of Mathematical professional development to support implementation of this new curriculum within the classroom. Staff attend regular professional learning on pre and post assessment and how they could use data to inform their practice and differentiate for their students.

Staff participated in a System wide Formation Day, Reimagining Joy which focused on finding God and joy in the everyday. This was facilitated by Dr Michele Connolly rsj, current Associate Professor of Biblical Studies within the Catholic Institute of Sydney and University of Notre Dame Australia. Michele helped us examine how rich and life-giving Scripture can be, revealing a God whose story intends to renew our lives and calls us to actively engage with the world.

Year 2 and Year 3 teachers attended professional development in the new Religious Education Curriculum, pedagogy of encounter.

An online training course in Interventions to Support Students with Significant Reading Difficulties, strategies for use with students with significant Reading difficulties. This learning took place over 3 twilight sessions.

Staff at St Columban's participated in the Rock and Water program which is a program for young people to build their self-awareness, increase self-confidence and social functioning. Students learn to stand strong, negotiate using "rock" or "water" verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction. Rock and Water aligns with our PBL (positive behavior for Learning) framework.

Catholic Identity and Mission

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.

Curriculum, Learning and Teaching

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.

We continued to evaluate and refine our practices ensuring that the Leading Learning Collaborative continued to be embedded in the learning of the school.

Staff are working on embedding that and strategically support students as they move from novices to experts in their learning:

- providing knowledge around high-impact strategies that ensure students develop ownership and confidence in their learning. As teachers we continue to help students set goals for their learning and as educators, we too set goals to develop our own teaching practice.

We held a Mathematics professional development day where we looked at the new syllabus and designed Scope and Sequences allowing us to familiarise ourselves with the new content. We continue to pre, and post assess our students identifying the strengths and weaknesses of students in the Mathematics Curriculum and provided opportunities for those students to apply their knowledge and skills to real world situations.

Students continue to develop and nurture their faith through the continued implementation of the new Religious Education units, Pedagogy of Encounter allows students time to explore their faith journey on a deeper level inviting them into a deeper encounter with God.

All teachers spent time collaborating in Stages. Continue to develop their professional learning around Cultures of Thinking. Cultures of thinking empowers our students to make their thinking visible and it builds student 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 continue to receive professional development and roll out of the new religious education curriculum.

A number of students participated in Tournament of the Minds - (TOM) a program for all primary and secondary students providing the opportunity to solve authentic, open-ended challenges that foster creative, divergent thinking whilst developing collaborative enterprise, excellence and teamwork. Our students competed Challenge in the discipline of Language and Literature. Our Team won their category in Hunter Region division and represented us at the State finals in Sydney placing second and were awarded "HONOURS".

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Columban's Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	64%	54%
	Reading	73%	67%
	Writing	77%	76%
	Spelling	59%	61%
	Numeracy	77%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	71%	74%
	Writing	67%	66%
	Spelling	58%	69%
	Numeracy	58%	68%

Pastoral Care and Student Wellbeing

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.

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. Rock and Water was also implemented in Stage 2 and Stage 3. This complements our PBL framework and provides students with the strategies to become self-awareness, increase self-confidence and social functioning.

School Improvement

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 continue to participate in regular Professional Learning on Essential Assessment. 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".

Staff members implemented cultures of thinking across a number of KLA's, Students are becoming more creative and critical thinkers and collaborative problem solvers. We held 4 half day sessions focusing on sharing strategies that foster students to think outside the box.

We implemented Professional Learning Team (PLT) meetings in Literacy as well as EALD in addition to our regular Maths PLTs. Staff attend these meetings in 3-week cycles. Staff use this time to 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 Rock and Water a self regulation program which complements our Positive Behavior for Learning (PBL) Framework. This gave students the strategies to make good choices.

We have continued to build our 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; and fundraising ideas for those less fortunate.

In the physical space our Library received a fresh coat of paint new carpet in the infants' classrooms, all infants rooms were installed with interactive televisions. Our deck received a bright coat of paint and a storage box for outdoor passive play. Students engaged with Up and Up, and an indigenous artist Jakeob Watson to design a school mural which incorporates the 4 Dominican pillars, significant indigenous artefacts specific to our area and our PBL mascot Bluey the Blue Tongue Lizard,

Priority Key Improvements for Next Year

Staff will implement the new K-6 Mathematics and English syllabus. Aligning the new Mathematic pre assessment data to targeted learning new curriculum.

Staff will be provided with professional development which will build self-efficacy and assist teachers to feel more confident in explaining and using elements of prayer and liturgy in the classroom and incorporate them effectively into their teaching.

Introduce a 'Ways to Pray' series including Lectio Divina, Visio Divina, Ignatian Examen, Christian Meditation and other Catholic prayer and meditation forms through the school's RE News which is sent out to teachers each week.

Staff will participate in the Twilight Formation- The work of the people: A workshop on Liturgy and Prayer. 4. During Stage PLTs work, participate in professional learning and discussion around liturgy and how we celebrate and why.

All infants classes will receive new windows replacing the existing opaque windows with clear windows allowing more light into the classroom.

Rock and water will be embedded in our PBL and students K-6 will receive regular lessons developing their self awareness and regulation skills.

Community Satisfaction

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 our Parent Engagement Group (PEG) and the Tell Them From Me (TTFM) survey

The 2022 Tell Them From Me (TTFM) survey 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.

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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:

"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 2022 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 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 2022 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. . "

Financial Statement

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

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,186,842
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$638,496
Fees and Private Income ⁴	\$404,291
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$129,611
Total Income	\$3,359,240

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$706
Salaries and Related Expenses ⁷	\$2,370,324
Non-Salary Expenses ⁸	\$972,963
Total Expenditure	\$3,343,993

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 2023 REPORT