



SCHOOL PERFORMANCE REPORT 2006

The information below is provided to the school community to reflect the school's performance in the 2006 academic year as mandated by the Australian Government.

As a school we are continuously striving to improve our school through seeking to improve children's learning and enhancing teacher instruction. This means working towards developing higher quality teaching and promoting more effective learning.

However we are *not simply in the business of imparting information* in our students. We are concerned with the transformation of the whole person, with the *development of conscience as well as competence*. We would consider our work to end in failure if our children emerged at the end of Year 7 with high levels of technical skill but with hollow hearts and empty spirits.

STAFF ATTENDANCE - 97%

(The average number of days attended by staff members = 187 days out of a possible 193).

STAFF RETENTION - 94% of the teachers in 2005 were retained in 2006.

TEACHER QUALIFICATIONS

Teaching Qualifications	No of staff
Master of Religious Education	1
Master of Education (Leadership & Management)	1
Bachelor of Arts (Education)	2
Bachelor of Education (Early Childhood)	1
Bachelor of Education	6
Bachelor of Arts (Early Childhood Education)	1
Diploma of Teaching	5
Certificate of Teaching	1
Bachelor of Arts (Social Sciences)	1
Graduate Diploma of Education (Primary)	1
Graduate Diploma (Early Childhood)	1
Graduate Diploma (Library)	1
Bachelor of Science	1

Bachelor of Performing Arts (Music)	1
Diploma of Education	1

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The school expended \$20 000 on 22 teachers participating in various professional learning activities over the 2006 academic year.

Description of Professional Learning	No. of Teachers
Professional Supervision of Beginning Teachers	1
Teaching of Spelling	12
Meeting the new Australian Government Reporting Requirements	2
MyClasses - Application of ICT in learning (Moirra Curtin CEO)	11
Observation Survey - Assessment of Literacy	1
RAISE Third Wave Coordinators Professional Learning Provision of assistance for students with ongoing needs	1
MyClasses follow-up Year 1-7 (Moirra Curtin CEO)	9
NuLit Data Workshop - Applying WALNA data	2
A Model of Principal Leadership	1
Early Numeracy Interview - Assessment of numeracy	2
Developing High Performance Teams	1
RAISE Numeracy Pedagogy - Teaching of Mathematics	2
RAISE Literacy - Teaching of literacy	4
Faith Development - Eucharist	22
SINA Administrator's Workshop	2
Reporting using electronic format	2
RAISE First Wave Coordinators and Teacher Leaders - Literacy Teaching	4
Outcome Based Education	1
Catholic Primary Principals' Conference	1
Accreditation to teach in a Catholic school	2
Social Worker Network Meeting	1
Curriculum Issues Forum	2
EYES Conference - Assessment Kindergarten and Pre-Primary	2
RAISE Conference - Literacy learning	20
Catholic Assistant Principals' Conference	1
National Catholic Education Conference	1
Curriculum Issues Day	3
Accreditation B	2
Reading Recovery	2
Gifted/Talented	1
ATP Briefing for Mentor Teachers	3
National Safe Schools Framework	4
ADHA Professional Development	2
PIPS Professional Development	1
MTS (MATHS)	10

STUDENT ATTENDANCE - Total attendance for 2006 = 96.14%

YEARS 3, 5 & 7 MEETING NATIONAL LITERACY & NUMERACY BENCHMARKS
 (The percentage of students achieving national in numeracy and literacy benchmarks)

2006 WALNA Results

	2006 % Achieving BM	2005 % Achieving BM	% difference
NUMERACY			
Year 3	90%	97%	-7% points
Year 5	97%	100%	-3% points
Year 7	78%	93%	-15% points
READING			
Year 3	100%	100%	No Change
Year 5	100%	97%	+3% points
Year 7	97%	100%	-3% points
SPELLING			
Year 3	97%	93%	+4% points
Year 5	97%	97%	No Change
Year 7	93%	100%	-7% points
WRITING			
Year 3	100%	93%	+7% points
Year 5	97%	100%	-4% points
Year 7	97%	100%	-3% points

VALUE ADDED (Improvement of school performance)

**Point in Time Comparison Using Aggregated Reading Recovery Instructional Reading Levels
 2004-2006**

Year 2 No Students	Year	Aggregate Text Total	Average Text Total	
23	2004	360	15.65	
28	2005	470	16.75	+7.02%
29	2006	553	19.06	+21.78%

The table above looks at data from Year 2 (over three years) and compares the performance of students demonstrating consecutive years of improvement when compared to the previous years results.

**Western Australian Literacy and Numeracy Assessment - Reading Comparison to Whole of State
 Results 2004 - 2006 Reading Years 3, 5 & 7**

Year Level	2004	2005	2006
Year 3	+9.8 %	+16.5%	+9.0%
Year 5	+16.1 %	+5.6%	+10.0%

Year 7	+5.6 %	+12.5%	+11.0%
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This table provides a comparison between how St Columba's students performed relative to all other students in the state.

The two tables above reflect the overall improvement achieved by students (Years 2, 3, 5 & 7) during the years 2004-2006 and is indicative of the overall improvement in literacy learning within the school.

2006 UNIVERSITY OF NEW SOUTH WALES ENGLISH

Average Score St Columba's Students	Average Score Other Schools W.A
31.0%	30.3%

2006 UNIVERSITY OF NEW SOUTH WALES MATHS

Average Score St. Columba's Students	Average Score Other Schools W.A
25.3%	23.7%

POST SCHOOL DESTINATION

(Secondary schools attended by Year 7 students)

Destination School	Number of Year 7 students
Chisholm Catholic College	16
Mercedes College	7
St Norbert College	1
St Brigid's College, Lesmurdie	1
Perth Modern School	1
John Forest Senior High School	4

PARENT SATISFACTION - The Parent Satisfaction Survey responses indicated that 86% of parents were either satisfied or very satisfied with their child/ren attending St Columba's Primary School.

TEACHER SATISFACTION - The Teacher Satisfaction Survey responses indicated that 93% of staff were either satisfied or very satisfied with St Columba's Primary School.

STUDENT SATISFACTION - The Student Satisfaction Survey (administered to Year 6 and 7 students) indicated that 91% of children were satisfied/very satisfied or uncommitted while 9% were either dissatisfied/very dissatisfied.

This data presented is accurate and reflects what can be measured in terms of what the school is achieving. Although we, as a school, are proud to stand by this data we know that there are many important aspects of our school and what children learn that cannot be readily measured.