



SCHOOL PERFORMANCE REPORT 2007

The information below is provided to the school community to reflect the school's performance in the 2007 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.

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.

TEACHER QUALIFICATIONS

Teaching Qualifications	No of staff
Master of Religious Education	1
Master of Education (Leadership & Management)	2
Bachelor of Arts (Education)	3
Bachelor of Education (Early Childhood)	1
Bachelor of Education	7
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

STAFF ATTENDANCE -
97.5%
(Staff attendance throughout 2007)

STAFF RETENTION
100%
of the teachers in 2006 were retained in 2007.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The school expended \$25 647 on 22 teachers participating in various professional learning activities over the 2007 academic year.

Description of Professional Learning	No. of Teachers
Catholic AP Conference	2
Curriculum Issues	3
Faith Story Witness	6
First Aid	All Staff
First steps in Mathematics	12
Gifted and Talented	2
Library Operations	1
Mathematics - Gifted and Talented	2
Mathematics - Mental Strategies Elita di Nardi	All Staff
Maths - EMU	1
Maths - ENRP Training	2
Middle Schooling	2
Nu Lit Data	3
P.M.H - Diabetes	2
PIPS	1
Primary Movement	1
Raise 1 st Wave Coordinator	2
Raise 3 rd Wave PD	1
Raise Conference - Literacy	2
Raise Leadership	2
Raise PD TL Literacy	2
Raise PD TL Numeracy	2
RE Guidelines	13
Religious Education - APRE	1
Scitech	1
Sister Veronica Brady- Faith Development	All Staff
Social Worker Network Meeting	1

STUDENT ATTENDANCE - Total attendance for 2007 = 94.6%

SCHOOL SATISFACTION REPORT

St Columba's Parent Community was surveyed in early February 2008 as part of the strategic planning process. Sixty-three surveys from a school community of 187 families responded to the survey.

Parent Response to the Survey

- 77% thought that English is the most important learning area, followed by
- 17% who thought Mathematics is the most important learning are, followed by
- 9% who thought that Religious Education was the most important learning area.
- The other learning areas varied in response from 1% - 7%.
- 81% were satisfied/very satisfied with the overall education their child is receiving, with the remaining 19% being neutral.
- 81% were satisfied/very satisfied with the standard of Literacy provided by the school, with the remaining 19% being neutral.
- 57% were satisfied/very satisfied with the standard of Mathematics provided by the school, with 22% being neutral.
- 92% were satisfied/very satisfied with the standard of Religious Education provided by the school, with 3% being neutral.

Teacher Response to the survey

The teacher response to the survey was equally as positive.

YEARS 3, 5 & 7 MEETING NATIONAL LITERACY & NUMERACY BENCHMARKS

(The percentage of students achieving national in numeracy and literacy benchmarks)

2007 WALNA Results

	2007 % Achieving BM	2006 % Achieving BM	2005 % Achieving BM	% Difference 2006-2007
NUMERACY				
Year 3	100%	90%	97%	+10%
Year 5	96%	97%	100%	-1%
Year 7	90%	78%	93%	+12%
READING				
Year 3	100%	100%	100%	No change
Year 5	100%	100%	97%	No change
Year 7	94%	97%	100%	-3%
SPELLING				
Year 3	90%	97%	93%	-7%
Year 5	92%	97%	97%	-5%
Year 7	97%	93%	100%	+4%
WRITING				
Year 3	93%	100%	93%	-7%
Year 5	96%	97%	100%	-4%
Year 7	97%	97%	100%	No change

VALUE ADDED (Improvement of school performance)

Point in Time Comparison Using Aggregated Reading Recovery Instructional Reading Levels 2004-2007

Year 2 No Students	Year	Aggregate Text Total	Average Text Total
23	2004	360	15.65
28	2005	470	16.75
29	2006	553	19.06
31	2007	503	16.75

The table above looks at data from Year 2 (over four years) and compares the performance of students.

Western Australian Literacy and Numeracy Assessment - Reading Comparison to Whole of State Results 2004 - 2007 Reading Years 3, 5 & 7

Year Level	2004	2005	2006	2007
Year 3	+9.8 %	+16.5%	+9.0%	+15%
Year 5	+16.1 %	+5.6%	+10.0%	+12.5%
Year 7	+5.6 %	+12.5%	+11.0%	+7%

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 2004-2007 and is indicative of the overall improvement in literacy learning within the school.

Reading – School and State Percentiles for Years 3, 5 & 7 for the period 2001-2007.

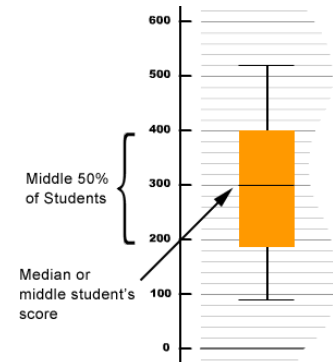
Information regarding Box and Whisker Plots

Box and whisker plots provide a picture of the spread of a group's achievement data and how it is distributed. The plots include data for the middle 80 percent of students – the top and bottom 10 percent are not included because these cases usually do not represent the general trend of the data.

The box represents the middle 50 percent of students (from the 25th to 75th percentile). The upper whisker represents the students between the 75th and 90th percentile. The lower whisker represents the students between the 10th and 25th percentile.

The size and spread of the box, the length of the whiskers and the placement of the median give a powerful representation of a group's performance. These graphs make four kinds of comparisons straight-forward and very clear:

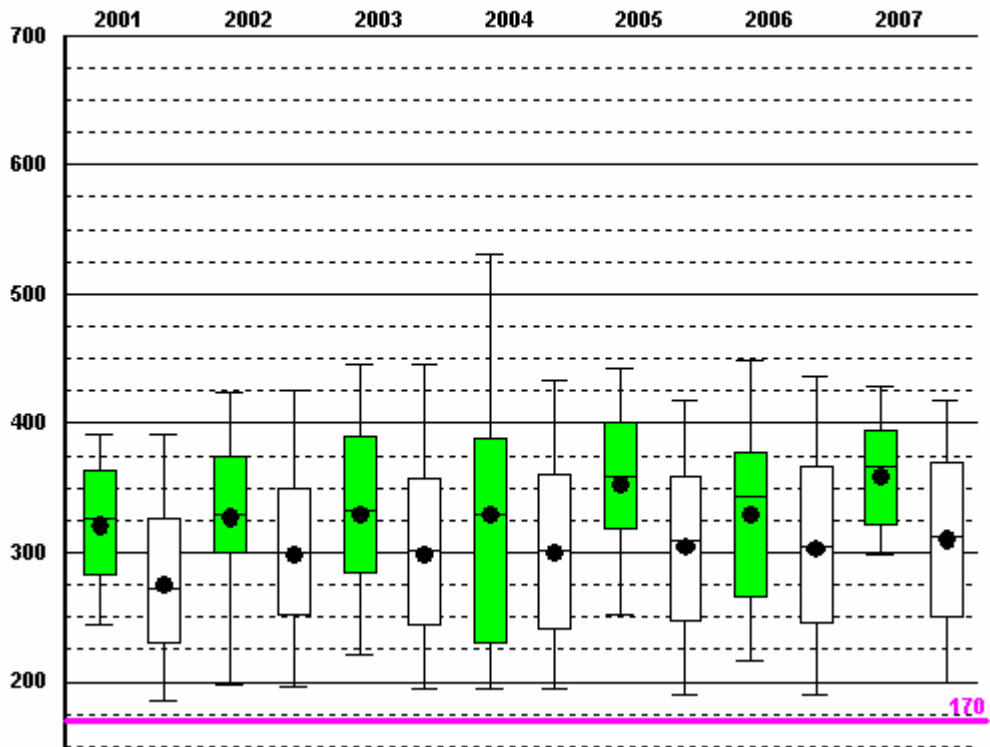
- across strands – a school can compare box and whisker plots for each strand (reading, writing, spelling, numeracy) and for each year group (Year 3, Year 5, Year 7);
- across state/band/District – the position and shape of a school's box and whisker plot provides information about the school's performance compared with the State, their band of like-schools, and their District;
- 'value added' comparisons – a set of box and whisker plots shows how much progress a group of students has made over time. For example, a school will want to know how much progress the 1999 Year 3 group has made by the time they are in Year 5 in 2001.



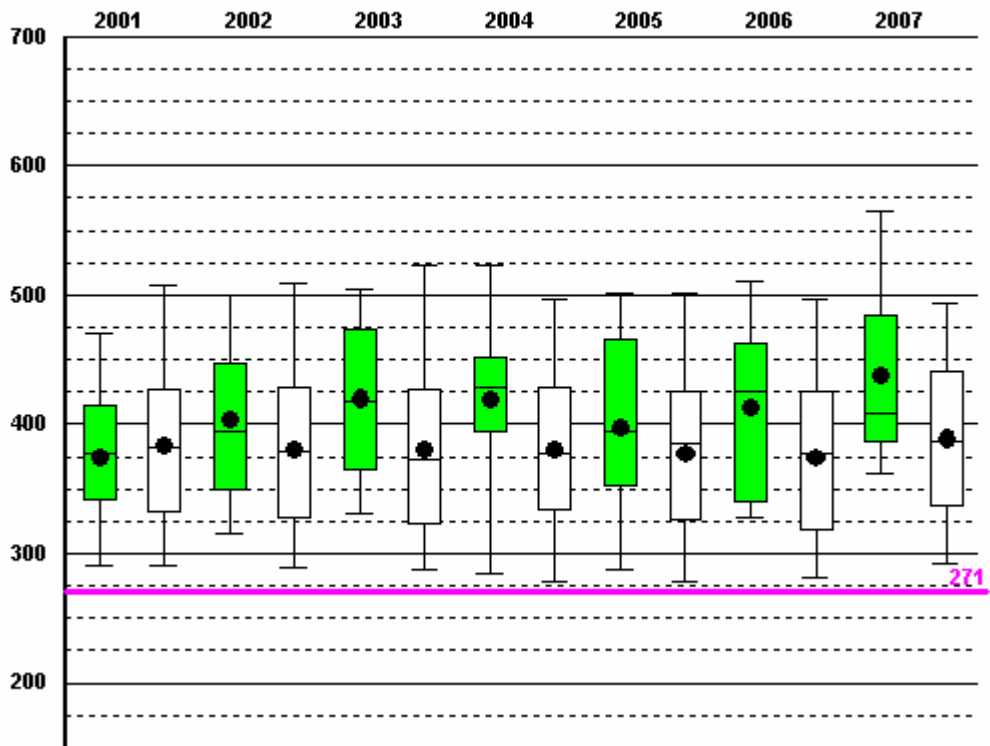
Notes –

1. Green represents St Columba's Primary School
2. White represents the state comparison
3. The Pink line represents the benchmark for the year presented

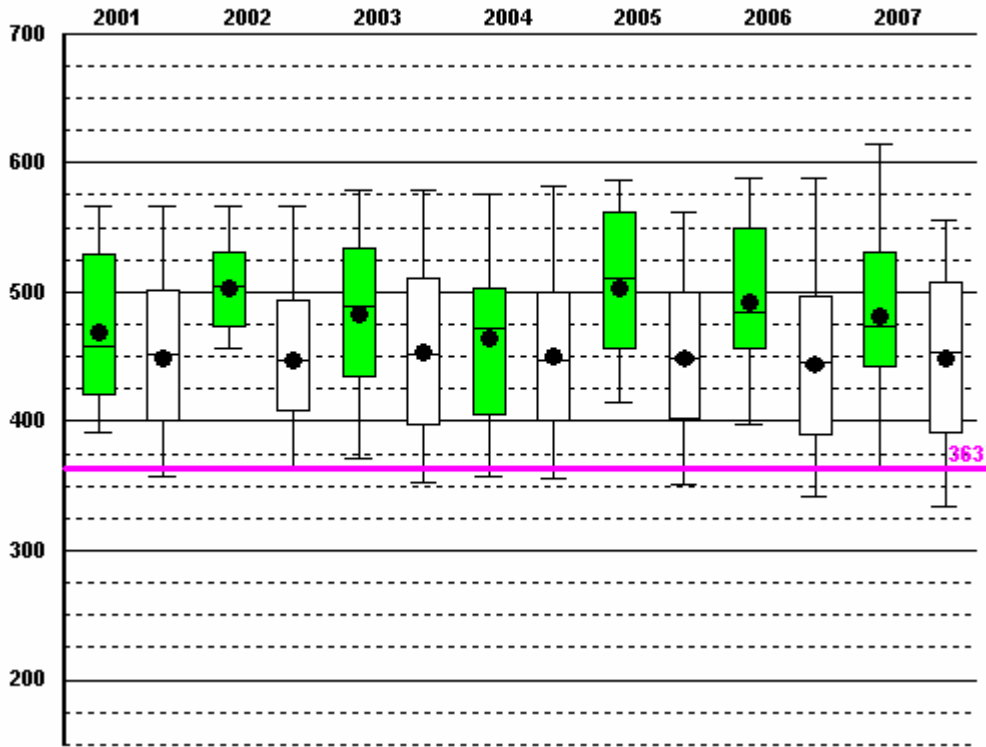
READING: School and State Percentiles for Year 3 across Years



READING: School and State Percentiles for Year 5 across Years



READING: School and State Percentiles for Year 7 across Years



This data shows remarkable improvements across the years throughout the school. It indicates a very successful program within our school community, and an effective teaching and learning program. This program is supporting those students at risk and also catering for those students who require extension. Since the implementation of RAISE throughout the school community we have seen an upward trend of our results across this learning area.

UNIVERSITY OF NEW SOUTH WALES ASSESSMENTS IN YEAR SEVEN

Educational Assessment Australia (EAA) is a leading national and international educational assessment organisation specialising in large-scale assessment programs in Australia, New Zealand, Asia, India, South Africa and the Pacific region.

EAA's main product is the annual International Competitions and Assessments for Schools (ICAS), formerly known as the Australasian Schools Competitions.

Over 1.7 million students from across Australia, NZ and the Pacific participate in ICAS each year, with an additional 700,000 entries internationally from countries including Singapore, Hong Kong, Malaysia, China, South Africa, Indonesia and India.

Since RAISe was introduced results of those Year 7 students who have entered have improved. Before RAISe few were able to achieve Distinctions. As the tables below indicate there has been a significant improvement.

2007 UNIVERSITY OF NEW SOUTH WALES ENGLISH

	Average Score St Columba's Students	Average Score Other Schools W.A	State Average Comparison
2006	31	30.3	+0.07%
2007	32.7	28.7	+4%

2007 UNIVERSITY OF NEW SOUTH WALES MATHS

	Average Score St. Columba's Students	Average Score Other Schools W.A	State Average Comparison
2006	25.3	23.7	+2%
2007	23.1	23.3	-0.2%

POST SCHOOL DESTINATION

Destination School (Secondary schools attended by Year 7 students)	Number of Year 7 students
Chisholm Catholic College	20
Mercedes College	4
Ursula Frayne Catholic College	1
Perth Modern	1
Mount Lawley Senior High School	1
John Forrest Senior High School	1
Trinity College	1
Iona Presentation College	1

