2010 Annual Report to the School Community

Columba Catholic Primary School
Bunyip

Registered School Number: 1996

Primary Schools
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Contact Details

Address: 28 - 38 Hope St Bunyip

Principal: Jan Gubbins

Parish Priest: Fr Thomas Mannakulath

School Board Chair: Glenn Pullin

Telephone: 03 5629 5933

Email: principal@bunyip.catholic.edu.au

Website: www.bunyip.catholic.edu.au

2010 Annual report to the School Community
Our School Vision

“Those who seek the Lord lack no great thing”
St Columba

Columba Catholic Primary School is a community that gives witness to the Church’s mission to proclaim Christ’s message. Our hope is to further develop an environment of spiritual, academic, emotional and physical well being.

At Columba:

We believe in providing a welcome and open place of learning for those who wish to foster Christian values.

We believe in providing quality Religious Education that enables students to deepen their faith.

We believe that each child is entitled to a comprehensive curriculum that acknowledges that all children learn differently and can achieve.

We believe in providing positive learning experiences as well as a positive environment that encourages and challenges students to take responsibility for their own learning.

We believe teachers require special qualities of heart and mind; they must prepare carefully and be constantly aware of changes to current teaching practice.

We believe in providing a welcome, friendly and safe environment where everyone is respected and treated fairly and justly.

We believe students and staff thrive in a school that is well managed and resourced.

We believe in acknowledging the vital role of parents in the education of their children.

We believe in building on the partnership that exists between school families, parish and the wider community.
School Overview

Columba Catholic Primary School opened for the first time in Hope Street, Bunyip in March 2001. Columba is part of the Iona-Maryknoll Parish. The school has a modern and innovative facility including new classrooms and a library containing the latest technology. In 2010 there were 15 staff members, 76 families and 124 students. Columba prides itself on catering for the individual needs of students with extensive intervention programs and extra-curricula activities. Columba uses the Bluearth sports program and has a strong Arts focus with students regularly participating in music, visual and performing arts. Columba has a tremendously dedicated staff who use exemplary teaching skills and strategies to facilitate learning. Through these learning experiences students are taught to be life-long, co-operative and inquiring learners. Columba boasts highly successful student leadership initiatives and very effective pastoral care and wellbeing processes. Our motto is ‘Let Your Light Shine’. Parents are an integral part of the school and are encouraged to participate in all programs. Education is seen as a partnership between home, school and the wider parish community including the Sacramental program which is “Parish Based, Family Centred and School Supported”.
EDUCATION BOARD REPORT

2010 was a year of continuing growth for the Columba School Advisory Board.

Some points of note were:

After the Building Education Revolution Program was completed, we officially opened two new classrooms and the learning centre.

We continued to revise and renew a number of policies such as the Uniform Policy and the Enrolment Policy. We reviewed and adjusted the School Fees & Levies and provided input into the 2011 class structures.

We engaged in moving the school community toward a more technologically advanced position by implementing the new School website and introducing the emailing of the school newsletter to parents.

We undertook the coordination of political action (in line with CEO policy) during both the state and federal government elections. We were very pleased with the response and support from Columba parents to the action undertaken at the 2010 federal and state elections.

We reviewed, tendered and established a paid school maintenance position undertaken now by a skilled local, and we continued to work to find solutions to flooding and drainage issues of the school.

Working in conjunction with the Parents & Friend’s Association, we raised the profile of the highly successful Twilight School Fete, we acknowledged the excellent contribution of the staff on World Teachers’ Day and we assisted in the establishment of the Columba Playgroup which welcomes members from the broader Bunyip community.

We continued to promote the School Board and be a public presence with representation at all school functions, including performances and information sessions. We continually urge parents to take a strong and supportive role in the education of their children.

Glenn Pullin
Chairperson on behalf of the Columba School Advisory Board

Official Opening of the Learning Centre in November.
Education in Faith

Goals and Intended Outcomes

To deepen students’ faith and understanding of their relationship with God through their improved knowledge of Jesus’ life.

Through:

- Continuing to provide opportunities for students to reflect on their faith, pray together and celebrate liturgies and Sacraments.
- The promotion of prayer, liturgies and Sacraments across all grade levels.
- A continued emphasise of service to the local and global community.
- The promotion of family participation in all religious events of the school and parish.

Columba has an excellent partnership with the Parish of St Joseph’s, Iona and the other Parishes and Catholic Schools within the area. The staff of Columba fully supports the Family-centred, Parish-based Sacramental Program and staff representatives attend all Parish Celebrations. Fr Thomas Mannakulath, Parish Priest, continued to provide both support and faith leadership to the school community. We said a sad farewell to Sr Jose Nooy, Sacramental Co-ordinator in September after six years of service to the community.

The Staff continued to provide a comprehensive and effective Religious Education Curriculum through the implementation of Journeying Together in Hope. The extent to which parent, students and staff value and support all that the school provides in Faith Education is clear to see in the many achievements which are listed below.

Achievements and Value Added:

- Support given by students, families and staff to local and global charities including, Caritas, The Bishop’s Family Foundation, St Vincent De Paul, Safety House, Royal Children’s Hospital Appeal and MS Readathon.
- Each class presented a Prayer or Reflection at the beginning of Assembly demonstrating learning from their RE topic or celebrating an event in the Church year.
- Classes prepared a Mass each term as well as a Reconciliation celebration.
- Whole staff inservice at Warragul exploring the theme of Prayer.
- Visit of the Bishop Prowse to Columba during Assembly.

- During 2010 more Columba masses were celebrated at school in the Multipurpose Room rather than at the parish church in Iona. Many parents attended these Masses and 2010 also saw an increase in the number of parishioners attending these school masses.
Learning and Teaching

Goals and Intended Outcomes

To provide a learning environment that excites, engages and encourages students’ growth

To encourage students to experience a sense of joy and optimism in their journey to becoming successful learners.

Through:

- Provision of individualised programs to meet the specific needs and interests of students
- Effective use of data and assessment information to inform planning and teaching
- The use of ICT in all curriculum areas
- Creating opportunities to celebrate the successes of all students in all curriculum areas
- Students setting their own learning goals

A highly qualified and enthusiastic staff worked tirelessly to provide for the wellbeing and learning of all students throughout 2010. Extra-curricula and co-curricula activities have a high priority at Columba to ensure that the needs of all students are taken into consideration. The staff successfully provided activities which enhanced classroom programs and met the individual interests of the students as is indicated in the many achievements listed below.

Scenes from the classroom

Achievements and Value Added:

- Provision of many extra-curricula and co-curricula activities throughout the year including Equestrian events and the Chess Club. The acclaimed Columba Bush Dance (School Performance 2010) was held at the Bunyip Hall in November. Students from each grade danced the night away across the old wooden floor to the delight and appreciation of the audience.
- Both the Debating and Public Speaking Teams won their respective competitions and the moving and dramatic speech; ‘Black Saturday through the Eyes of an Eleven Year Old’ was awarded first prize. Prizes were also awarded to Mitchell and Ryan who participated in the CSIRO ‘Scientriffic’ Competition. Both boys were members of the ELMs group and have a great interest in Science.
- Participation by Grade 5 & 6 students in a Camp at Sovereign Hill, Ballarat.
Incursions and excursions were an important part of learning at Columba throughout 2010 and the Tony Bones Anti-Bullying Theatre Production particularly captured the student’s interest as did the Radio Awareness incursion and Printmaking Workshops. Both parents and students were very supportive of these activities and maximum student attendance is a clear indication of the importance of these opportunities as learning experiences. The Junior Grades enjoyed a visit to the Museum and the Senior Grades used many real life skills in Literacy & Numeracy during the ‘Gold Game’ in Term Three. The majority of Grade 5 & 6 students mentioned in their self-evaluation in December that the ‘Gold Game’ and associated activities was their favourite learning experience of the year.

![Museum excursion, gardening, Bookweek & Camp](image)

### PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
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<td>-11.8 %</td>
<td>100%</td>
<td>+11.8 %</td>
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<tr>
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<td>+4.3%</td>
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<td>0 %</td>
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<td>-6.2%</td>
<td>100%</td>
<td>+6.2%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
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<td>100%</td>
<td>0 %</td>
<td>95.7%</td>
<td>-4.3%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
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<td>92.3%</td>
<td>-7.7 %</td>
<td>95.7%</td>
<td>+3.4%</td>
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<tr>
<td>YEAR 5 SPELLING</td>
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<td>92.3%</td>
<td>+6.6 %</td>
<td>95.7%</td>
<td>+3.4 %</td>
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<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
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<td>92.3%</td>
<td>-7.7 %</td>
<td>95.7%</td>
<td>+3.4 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
</tbody>
</table>

### ANALYSIS OF NAPLAN DATA

Students in Grade 3 & 5 participated in external assessment procedures in 2010. Our cohort of students is too small to predict trends for our community particularly when comparison data involves groups of less than 20 students. However, the following information emphasises the variable nature of abilities and skills in each grade as well as the specific and particular learning needs of individual students when they participate in these programs. It also demonstrates the incredible energy and dedication of teachers to ensure that individual needs are being meet. Overall we are pleased with the proportion of students achieving at or above the National Benchmarks in 2010. As would be expected, there are variations from the 2009 results and is to be expected due to the particular learning needs between the two different cohorts of students. There are, however, some areas requiring additional emphasis and these are being addressed in 2011. Additional support for students in Junior classes has been
provided with the focus on reading and writing. Professional learning for teachers in relation to these areas has also been put in place. Individual Support Plans were introduced as a means of documenting literacy & numeracy intervention and Individual Learning Plans were refined.

The Staff believe in rigorous and ongoing school-based assessment to assist in the development of programs for all students and in planning an appropriate curriculum to suit learning needs. Examples include:

- **PIPs** (Prep) Post Test conducted late Term Four indicated excellent progress of Prep students across the year
- **EMU** (Grade 1) post test indicated 100% success rate for participants
- **Benchmark Reading Assessments** for Grade 1 & 2, all students reaching age appropriate levels
- **PAT Maths** and **TORCH** assessments for Senior students indicated continued progress for all students.

During 2010 Intervention Programs continued in response to the Literacy and Numeracy needs as indicated by student assessments. Programs such as EMU, Decoding Strategies and Bridges (both reading programs) as well as the employment of a Literacy Support Teacher were implemented to cater for these individual learning needs throughout the school.
School Community and Student Wellbeing

Goals and Intended Outcomes

To generate sense of connectedness between school, families, Parish and community members through an emphasis on wellbeing and resilience.

Through:-
- Improvement of behaviour both in the classroom and playground
- Providing a consistent, whole school approach by staff to wellbeing and discipline
- Improve data collection processes for wellbeing and medical issues

STUDENT ATTENDANCE RATE  93.34  %

The school had another successful year in 2010 in school sports and the Blueearth program continued to be a highly motivating and popular activity for all students. The Columba School Advisory Board and Parents and Friends Association worked tirelessly throughout the year to provide support for the school and ensure the ongoing development of facilities and resources. Throughout 2010 the importance of the partnership between home and school continued to be emphasized and the staff worked diligently to develop a consistent whole school approach to student wellbeing.

Achievements and Value Added:
- Excellent student participation in community events such as ANZAC Day and Remembrance Day services as well as visiting the local Hostel and providing entertainment for elderly citizens. The feedback from local community groups is always extremely positive and we regularly receive compliments on the conduct and behaviour of our students during local events.

Family Movie Night, Hillview & ANZAC Day

The Open Evening in Term One was great fun and a good opportunity for teachers to meet parents and for families to a movie night to ‘christen’ the new Learning Centre. The Open Evening was extremely well attended by families.

The Father’s Day Breakfast and Mother’s Day Morning Tea were outstanding successes much to the enthusiasm and delight of the students. Greater than 80% of families attended these events. Students welcomed Dad’s into the classrooms after breakfast and played host to mums as well as providing entertainment at both events.
Utilisation of the school facilities by local Parish and Community groups is encouraged with after-school sports activities, crafts and the local soccer club conducted its movie nights at Columba. 

Lunchtime activities provided by the Cardinia Shire Council and the Country Women’s Association provided further learning opportunities for Senior Students through knitting classes.

A highlight of the year was the twilight **Columba Fete** with significant funds raised much to the satisfaction of a hardworking and energetic Fete Committee. As our Fete is so popular throughout the local area, many families take the opportunity to attend the Fete prior to enrolling their child in Prep. These families always comment on the welcoming nature of the Columba community.

School success and maximum student involvement in **Sporting Competitions** including; Winter Round Robin, Athletics, Hooptime, Cross Country, Swimming and Equestrian events. Many students participated at Regional and Zone level with three students reaching the state final in Athletics. Miranda was selected in the Victorian Girls Cricket Team, Vanessa won the BMX Victorian Championship in her age category and the Junior Hooptime team made it to the Victorian Grand Final.

The **Columba Playgroup** was established to further support Columba families. New families were also invited to the Playgroup to provide opportunities to become more familiar with the school community.

Students from Grade 1 – Grade 6 attended the **Family Life Program** sponsored by Catholic Education Diocese of Sale.

All students participated in the **Life Education Program** with the focus of building skills in resilience and emphasising anti-bullying strategies and healthy living.

During Term Four our annual ‘**Walktober Day**’ was held to encourage students to develop an active lifestyle.

Once again the Choir made several trips to Hillview throughout the year. On each occasion the students brought staff to tears with their heartfelt rendition of many old favorites and with their kindness and attention to residents after each performance.

The **Christmas Concert**, ‘Bright Star’, was a wonderful way for the entire community to celebrate the achievements of the year. Everyone enjoyed the cozy atmosphere of the Learning Centre and joined in the singing of traditional Christmas carols.
The introduction of a Student Learning Journal was highly successful in
self-evaluations by students, included in Reports, indicated that as well as their
class activities students had a particular interest and enjoyment in the Arts and
Italian subjects and the Bluearth program.
20 students taking guitar lessons
Surveys conducted in Grades 3 – 6 confirmed a decline in incidents of
inappropriate behaviour on the playground and indicated that students felt
comfortable and at ease when playing. They were confident in their skills to
resolve playground issues using mediation strategies and the Anti-bullying Action
Plan.

Parents make an outstanding contribution to Columba and value the learning
opportunities their children receive as indicated below.
95% attendance rate of families in Sacramental Workshops and at least two staff
representatives at each liturgical event including Commissioning masses and
Sacramental celebrations.
15 new parents attending the ‘Parents as Helpers’ meeting in February.
Parents also praised intervention and extension programs as well as the
Integrated Students Program and indicated their confidence in the progress
and achievements of their children.
Overall Student attendance figures at Columba are excellent with a
commendable average of 93.34% per student. Parents greatly value the
education provided at Columba and recognize the importance of regular
attendance at School.
The introduction of a Student Learning Journal was highly successful in
documenting student progress as well as their individual learning goals.
Parents found them particularly informative during Parent/Teacher meetings
and students proudly took them home at the end of the year as a record of
their achievement in 2010.
Leadership and Stewardship

Goals and Intended Outcomes

To provide opportunities and support for all members of the school community to achieve their leadership potential.

Through:-
- opportunities for students to develop leadership skills both within the school and local community
- opportunities for students to participate in decision-making processes with regard to their own learning
- increasing opportunities for parents to have input into the school
- increasing opportunities for staff members to undertake leadership roles
- completion of various building projects

During 2010 the Respect Effect was introduced with the involvement of parents, students & staff. The students participated with enthusiasm in activities and discussions during the development of the Respect Effect which focuses on respect issues such as good manners, honesty and fairness. The Respect Effect is an extension of the Columba Code which was introduced in 2009.

The children represented their school with pride on excursions, at sports carnivals and during community events. The Senior students displayed excellent leadership throughout the year and set a great tone for the school. The staff continued to be involved in many professional development opportunities, many outside of school hours. Columba has a highly qualified staff who exemplify life-long learning and academic achievement.

Achievements and Value Added:
- Two staff members undertaking study for Accreditation to teach Religious Education.
- At the beginning of Term Three we welcomed Brianna Buza as a new staff member to Columba. Brianna worked with individual students in wellbeing programs which included activities such as technology projects, gardening & cooking.
- During 2010, every staff member held a position of leadership which included responsibility for a specific curriculum area. The staff worked with great dedication and persistence to ensure that students received the best possible learning opportunities.
- Sustainability issues became a focus at Columba with the continuation of the Water-saving Program conducted by Grade 4, Recycling regime and Garden maintenance initiated by Grade 5 & 6.
- Chloe (Grade 5) initiated her own ‘Shave For The Cure’ project which culminated in having her head shaved at Assembly. Chloe not only raised thousands for a very worthwhile cause but also set an incredible example of service and leadership.
- The highly successful Buddy Program continued between Preps and Grade 6 students culminating in a ‘Buddy Day’ as part of the Transition Program for new preps in Term Four.
Opportunities for Grade Five and Six students to further develop leadership skills through participation in the fortnightly School Leaders’ Program and by acting as sports captains. The school leaders are also responsible for leading Assembly as well as presenting the much valued Playground Awards. Senior students used their excellent ICT skills to prepare powerpoints which were used at several school events including assemblies, Mother’s Day Morning Tea & school liturgies.

The completion of the Building Program in 2010 included a sheltered area, refurbishment of the Administration area, two new classrooms and Learning Centre. The community celebrated the official opening of the new and refurbished buildings on the 19th November. The students sang with gusto during the Mass and Blessing and the occasion was well attended by parents and dignitaries.

In the playground incidences of inappropriate behaviour were further reduced and during anti-bullying and friendship surveys the students particularly commented on the inclusive nature of games at playtime and lunchtime.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>96.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>93%</td>
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</table>
TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Degree Type</th>
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<tr>
<td>DOCTORATE</td>
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<tr>
<td>MASTERS</td>
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<tr>
<td>GRADUATE</td>
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<td>CERTIFICATE GRADUATE</td>
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<td>DEGREE BACHELOR</td>
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<td>DIPLOMA ADVANCED</td>
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<tr>
<td>NO QUALIFICATIONS LISTED</td>
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</table>

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2010

Professional Learning highlights for Staff included the Spirituality In-service, Eating Disorders Seminar, EMU training, Religious Education, Student Wellbeing, Technology (use of interactive whiteboards) and Literacy and Numeracy Days. Sessions with CEO staff developing effective teaching and learning strategies in Numeracy were particularly well received by staff members. Their high level of satisfaction became evident when all staff integrated their learning from these activities into classroom practice. All staff members, including ancillary staff participated in professional learning opportunities in 2010.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL *</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$853.70</td>
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</table>

TEACHER SATISFACTION

The staff attendance rate at school is an amazing 96.7% including Professional Development days, is a clear indicator of the high level of satisfaction with the school. Other indicators include:

- 90% attendance by staff at the Commissioning Mass and combined Parishes in Partnership, Staff Spirituality Retreat held at Rawson in July with Fr Hugh Brown as the Guest Speaker.
- Staff Wellbeing Week, which was well received by staff and culminated in the celebration of World Teacher’s Day. The professionalism and dedication of Staff was recognised by parent groups at this time with a letter of acknowledgement from the School Board and a thank-you lunch from the Parents & Friends.
- Staff surveys in the areas of Professional Learning & Numeracy also indicated that staff were enthusiastic about curriculum development in 2010 and were particularly satisfied with the enhancement to class programs as a result of the installation of interactive whiteboards.
# Financial Performance

Financial Performance for the year ended 31 December 2010

<table>
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<tr>
<th>Reporting Framework</th>
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<tr>
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<td>Other fee income</td>
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<tr>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<tr>
<td><strong>Recurrent expenditure</strong></td>
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<tr>
<td>Salaries, allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and</td>
<td></td>
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<tr>
<td>recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
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<td><strong>Non DEEWR FQ reported items</strong></td>
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<td>System levies (payments)</td>
<td>Tuition</td>
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<td>Intra systemic transfer receipts (payments)</td>
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<td>Diocesan capital fund (SCF) receipts (payments)</td>
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Note that the information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
**Smarter Schools National Partnerships**

Annual Activity and Accountability Statement 2010 to the School Community

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**SMARTER SCHOOLS NATIONAL PARTNERSHIPS**

**Improvement Targets/Milestones**

*Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.*

**To provide a learning environment that excites, engages and encourages students’ growth:**

During 2010:

1. Reduce number of students below expected level in Literacy & Numeracy
2. Develop efficient data collection to inform teaching & planning
3. Provide intervention programs in Numeracy across all grade levels

<table>
<thead>
<tr>
<th>Improvement Strategies</th>
<th>2010 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement strategies the school developed in 2010 to meet the improvement targets.</td>
<td>The School</td>
</tr>
</tbody>
</table>
| Columba staff participated in Professional Learning provided by CEO Sale in Numeracy. | • Undertook a team approach to PL  
• Has demonstrably improved in Numeracy as a result of the engagement in PL |
| The school’s leadership team engaged in data analysis of the 2010 NAPLAN and internal assessments to drive literacy & numeracy improvement. | Staff members have |
| | • Developed an awareness at cohort level of students’ literacy & numeracy needs and directions for teaching  
• Refined processes for analysis of student learning data and applied this in teaching and planning  
• Developed & utilised individual support plans for students identified as being vulnerable in literacy or numeracy |
| The school has extended its intervention delivery in Literacy & Numeracy | • Increased access of EMU to ensure vulnerable students were supported  
• Appointed a Literacy Support Teacher in junior grades to focus on writing.  
• Provided individualised support programs in middle and senior grades with a focus on reading. |

**2011 Planned Progress**

*The school will*

- Continue to work with CEO Sale in the area of Numeracy undertaking Action Research Projects
- Introduce the Reading Recovery Program to meet the needs of students identified as vulnerable in reading
- Continue to implement the EMU program to meet the needs of more students identified as vulnerable in Mathematics

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2010 Annual report to the School Community
### Financial

#### Smarter Schools National Partnership Funding

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<table>
<thead>
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<tbody>
<tr>
<td>The National Partnership (NP) your school is participating in</td>
<td></td>
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<tr>
<td>2010 Direct SSNP funding</td>
<td></td>
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<tr>
<td>2010 Indirect SSNP funding</td>
<td></td>
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<tr>
<td>2010 State NP actual allocation</td>
<td>$27,259</td>
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<tr>
<td>2010 School Co-investment</td>
<td></td>
</tr>
<tr>
<td>2011 Notional SSNP budget allocation</td>
<td></td>
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<tr>
<td>2011 Notional State NP budget allocation</td>
<td>$24,218</td>
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</tbody>
</table>

- **2010 Direct Commonwealth funding** distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- **2010 Indirect Commonwealth funding** refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- **2010 State National Partnership (NP) actual allocation** refers to funding received by schools participating in the Literacy and Numeracy program in 2010. This may not be applicable to all schools.
- **2010 School Co-investment** refers to a combination of existing and new funding which was provided to schools in 2010 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- **2011 Notional State National Partnership (NP) budget allocation** refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2011. Please note expenditure at the school level may not have been spent in the year the direct support was received.
Principal's Report

Future Directions

2010 was an extraordinary year at Columba. The entire community shared the excitement of watching building projects take shape and eventually reach completion. Everyone enjoyed the Official Opening not withstanding the flood that went through the administration area four days before. It was a credit to the resilience and energy of the school community that the Opening went ahead as planned.

In 2010 one of our key objectives was to develop Leadership across all areas of the school community including staff, students and parents. Leadership in learning, in school management and in service to the community. The leadership skills displayed by the students during the floods and throughout the year was exactly what we wanted to achieve! We are very proud of Columba Students.

In 2011 we will build on these skills, not just for students but for our families as well. We pride ourselves on being a community school with a strong partnership between home and school. We know that excellence in education at Columba is only achieved as a result of the support and input of our parents. Parents at Columba are great role-models of learning!

2011 will be the time to make the optimum use of our new facilities. With the completion of the Learning Centre (Library), new classrooms and circulation area a new era in education begins at Columba. Columba will be at the forefront of innovative learning and this is especially pleasing after the unsettled nature of both 2009 and 2010 caused by bushfires, floods and continuous movement of resources and equipment to make way for building and renovation.

2011 will also be a time to showcase literacy & numeracy at Columba. Throughout the year we will highlight and celebrate classroom learning through the newsletter, displays and school events. We wish to ensure families have a greater understanding of the wonderful work occurring in classrooms. We also want students to be very proud of their achievements in learning and continue to strive to produce their very best efforts.

We look forward to continued success at Columba, building on the achievements of 2010 and moving forward together as a strong community committed to excellence in learning.

Jan Gubbins
Principal