

2025 Annual School Performance Report

School Context

St Columba's School currently enrolls 508 students from Pre-Kindy to Year 6. The school embraces diversity, with 78% of students identifying as Catholic, 2.3% as First Nations, 8.8% from non-English speaking backgrounds, and 16% of students registered with a disability. The school provides a values-based Catholic education rooted in the Mercy tradition and supported by specialist programs in Physical Education, Music, Science, Technologies and Italian. Additional programs include Outside of School Hours Care, URSTRONG, Berry Street Education Model strategies and the Promoting Literacy Development (PLD) framework.

Staff Qualifications and Workforce Composition

The school employs 29 teaching staff whose qualifications include four Master's degrees, 20 Bachelor of Education degrees, two teaching diplomas, two early childhood qualifications and one graduate teaching certification. The workforce includes 25 non-teaching staff, bringing the total staff count to 54, with the majority being female across both teaching and non-teaching roles.

2025 TEACHER QUALIFICATIONS			
Qualification		Number of Teachers	
Masters		4	
Bachelor of Education		20	
Diploma in teaching		2	
Early Childhood Qualified		2	
Graduate Teacher of Education		1	
Teaching Staff	29	Male	3
		Female	26
Non Teaching Staff	25	Male	3
		Female	22
First Nations Staff		0	
Total Staff		54	

Student Attendance

Attendance across all year levels remains strong, with the majority of classes maintaining above 90% attendance. The school follows CEWA protocols regarding unexplained absences, including communication procedures, tracking and reporting processes, and follow-up plans for students with attendance below 80%.

Parents are required to inform the school by 9.00 am of their child's absence in writing. Students who are absent without written notification are sent an absentee text message and parents are asked to follow up in writing the reason for their child's absence.

If a child is absent for two or more days unexplained, the Principal is informed and contact is made by the school to confirm the whereabouts of the child. Should a student be missing for 15 days or more, the Principal notifies the Attendance Officer at CEWA.

Parents of students whose attendance rate falls below 90% are provided a reminder letter of the importance of maintaining a strong attendance rate. Parents of students whose attendance fall below 80% meet with the Principal to discuss a plan to restore regular attendance using CEWA Attendance Resources.

Year Level	Percentage Present
Pre-Kindy	90.62
Kindy	89.53
Pre-Primary	90.97
Year 1	92.27
Year 2	92.47
Year 3	93.92
Year 4	91.48
Year 5	93.12
Year 6	92.17

NAPLAN Performance Summary

	School	Catholic Similar Schools	CEWA Schools	State	National
Year 3 Reading	433	418	398	389	402
Year 3 Spelling	399	408	396	394	405
Year 3 Grammar	430	423	398	395	408
Year 3 Writing	429	426	411	406	414
Year 3 Numeracy	428	415	396	396	405
Year 5 Reading	538	511	492	484	492
Year 5 Spelling	520	501	488	485	487
Year 5 Grammar	543	513	490	490	497
Year 5 Writing	501	497	482	473	480
Year 5 Numeracy	534	509	488	486	492

NAPLAN results for 2025 indicate strong performance across Literacy and Numeracy. Year 3 and Year 5 students consistently performed above Catholic Similar Schools and other comparator groups in Reading, Writing, Grammar and Numeracy.

NAPLAN Growth Summary

	School	Catholic Similar Schools	CEWA Schools	State	National
Year 3 - 5 Reading	84	88	92	89	87
Year 3 - 5 Spelling	94	87	87	89	83
Year 3 - 5 Grammar	94	85	86	88	86
Year 3 - 5 Writing	67	66	68	64	64
Year 3 - 5 Numeracy	88	85	87	87	85

Growth measures between Year 3 and Year 5 show high performance, particularly in Spelling, Grammar and Numeracy, reflecting the effectiveness of school-wide programs such as PLD and Oxford Maths. Writing achievement and growth remain stable, with ongoing improvement planning in place.

School Finances

School Financial Information can be found at - [MySchool - Finances](#)

The following table and charts summarise the school's recurrent and other income, together with its capital expenditure by year. For information on the methods used and the comparability of the data, visit [Financial reports and letters](#). For national finance data visit [School income](#).

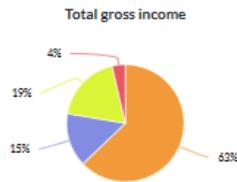


2020	2021	2022	2023	2024	2025
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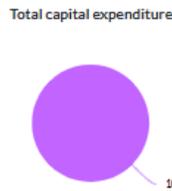
Full-time equivalent enrolments relating to recurrent income and capital expenditure: 411.2

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	4,082,829	9,929
State / territory government recurring funding	961,200	2,338
Fees, charges and parent contributions	1,217,229	2,960
Other private sources	235,269	572
Total gross income	6,496,527	15,799
Less deductions	889,653	2,164
Total net recurrent income	5,606,874	13,635

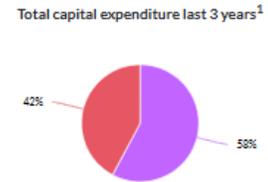
Capital expenditure	\$ Total	\$ Last 3 years ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	0	0
New school loans	0	0
Income allocated to current capital projects	72,844	442,482
Other	0	322,768
Total capital expenditure	72,844	765,250



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



¹ Accumulated capital expenditure is the sum of three consecutive years.

Parent, Student and Teacher Satisfaction

Survey feedback collected in 2022 from 95 participating families shows high levels of satisfaction across student well-being, resilience, parent perceptions of school culture and staff professional satisfaction. The school continues to prioritise student well-being and communication with families as part of its improvement cycle.

Secondary School Destinations

Of the 59 graduating Year 6 students, the majority received offers from Catholic secondary colleges including Chisholm Catholic College, Mercedes College and Trinity College.

2026 SECONDARY SCHOOL DESTINATIONS	
SCHOOL	NO OF STUDENTS
Chisholm Catholic College	34
Mercedes Catholic College	16
Trinity Catholic College	7
Other Catholic Secondary Schools	
Other	2

School Improvement Priorities for 2025

Key priorities for 2025 included enhancing liturgical experiences for younger students, strengthening writing and spelling instruction through professional learning and continuing the implementation of URSTRONG and Berry Street frameworks to support student well-being and behaviour.

Liturgical Experiences

A pivotal step in our School Improvement Plan has been the introduction of tailored liturgical celebrations for our youngest students, recognising the importance of engaging them in the faith journey at an early age. While students in Years 3-6 have had the opportunity to attend Mass with the Parish once a term, our younger students previously did not and needed a personalised, developmentally appropriate way to connect with the Church.

These faith formation experiences not only an enriching experience for the children but also for their families, who attended in large numbers, reinforcing the partnership between home and school in nurturing faith. It's a significant moment of parent formation, offering an opportunity for families to deepen their own understanding and actively participate in the spiritual education of their children.

Writing and Spelling

In 2025, we implemented Version 9 of the Western Australian Curriculum: English (P-10). We are committed to ongoing improvement annually for Literacy in our School Improvement Plan.

For Spelling, we updated our training on Promoting Literacy Development (PLD Diana Rigg) as this continues to be our consistent whole-school resource.

Brightpaths for Writing has been reintroduced to collect regular School based data for Writing.

A deep dive into the success criteria of the 2025 Writing was undertaken identifying areas of strength and opportunity for our students in Writing. This and the development of a shared vision for learning, which will also inform shared practices across literacy, will be undertaken in 2026.

Berry Street Education

As part of our ongoing commitment to trauma-informed education, staff have completed the final two modules of the Berry Street Education Model. Key themes explored included:

- Identifying micro-escalations and supporting students in self- and co-regulation;
- Building relationships through connection before correction and unconditional positive regard;
- Fostering resilience and academic stamina;
- Supporting students in understanding their identity and aspirations. Work is to continue also in this space for 2026.

The School's Behaviour Management Procedure has been updated to reflect Trauma Informed Practices.

URSTRONG

We are now in our second year of implementing URSTRONG at St Columba's.

At St Columba's, we believe that speaking up when something doesn't feel right is an act of courage, not "snitching." When students say, "*I'm not okay with this,*" they stand up for themselves and show respect for themselves and for others.

Letting a peer know directly is the most effective way to manage mean-on-purpose behaviour. As URSTRONG teaches, the first and most important step is to tell the person who is being mean that their actions are not okay with you. This gives that person a chance to pause, reflect, and make things right. Our goal is a culture where mistakes are acknowledged and apologies are offered because that's how we grow together.

It also lays a very important foundation for if the mean on purpose behaviour continues and adult intervention is required. Without this important first step, well-meaning adults, can make the situation worse.

The School Anti Bullying Procedure has now been updated to the Bullying Prevention Procedure to include URSTRONG preventative measures and procedures to manage Tricky Situations (K-2) and Mean on Purpose Behaviour (Yrs 3-6).