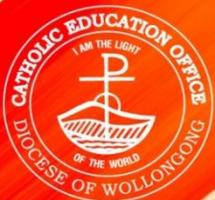


Annual School Report

2012



About This Report

St John's Catholic Primary School, Dapto is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

Further information about the school or this Report may be obtained by contacting the school:

St John's Catholic Primary School

PO Box 161

DAPTO NSW 2530

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Website: www.sjddow.catholic.edu.au

Parish Priest: Fr Francis Tran

Principal: Mrs Vicki Attenborough

Date: 21 December 2012

Vision Statement

Encountering Christ through a love of learning, love of others and service to all.

Message from Key School Bodies

Principal's Message

Presented to you is the 2012 Annual School Report for St John's Catholic Primary School, Dapto. This report is a snapshot of the wonderful work accomplished by this community over the last twelve months. The St John's school staff work hard to enhance the vibrant and dynamic learning environment that already exists. Both challenge and support are valued as integral aspects of quality learning and teaching in the 21st Century. An emphasis on technology as a learning tool is encouraged within the learning space. We believe that all children must be equipped with the skills and strategies to solve problems and think creatively. Students, parents, teachers and Parish work collaboratively to ensure that every person in the community is both valued and respected for who they are. Educational practices are based on reflection and improvement which encourages positive attitudes and a love of learning. A strong relationship with the Parish allows for high levels of involvement in the school community through participation in liturgies and celebrations within the Parish community.

Parent Involvement

The Parents and Friends (P&F) Annual General Meeting was held in March and throughout the year, the P&F were involved in many fundraising and social events:

- Bare foot bowls
- Mother's Day stall
- Orientation program
- Dinner Dance
- Walkathon
- Sports carnivals
- Kinder-Year 6 Welcome BBQ
- And of course, the Spring Fair which raised approximately \$42 000 profit.

Once again St John's had an abundance of help for the Spring Fair including a great number of first year families putting their hand up to help out. Throughout the year, the executive approved the staff wish list for resources for literacy and technology resources and continued to support the purchase of library books each year. With over \$50 000 left in the account, it was decided that the P & F would hold the money over until 2014 when they would know more about the Master Plan for the school.

Special thanks to the Parish Priest, School Principal and the staff, the executive and all parents and friends of St John's and Parish community for the continued support throughout the year.
Parents and Friends Association, President

Student Leadership

2012 has been an excellent year for St John's Dapto. The school leaders have experienced a range of activities such as being Orange Heroes and helping introduce the Kindergarten students to how we play on the playground at our school. Everyday six different Year 6 students would go across to the Kindergarten playground and help them out. The Year 6 students also participated in Prayer and Gathering with Bishop Peter and the Night of the Notables. The Night of the Notables involved being a famous person for one night and having the audience ask questions. Mini-Vinnies was a program that helped the poor people in our area by making things like blankets for them. There was the *Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong* (SPLICED) that involved 29 students from Year 3 to Year 6 learning in an online community. The excursion to Canberra was a very good event with Year 6 having lots of fun doing all the activities that were planned.

There were also many whole school events such as Ash Wednesday, Remembrance Day and School discos that have been great fun in our school. The students also participated in a school Olympics that involved doing many sporting events. The students have been provided with many enrichment opportunities such as the school sport teams (cricket and rugby league), Math's Olympiad and Gala Days. Mission Day this year was a big hit, raising lots of money for the poor. The Spring Fair was one of our most important days of the year as we received a lot of funding from it and the money goes straight to the school to be spent on resources like the new iPads, Smartboards and other things that help our learning every day. 2012 has been a great year for our school.

School Leaders

School Profile

School Context

St John's Catholic Primary School is a Catholic Systemic co-educational school located in Dapto. The school caters for students in years K-6 and has a current enrolment of 568.

The School was founded in 1839 at West Dapto. The Sisters of St Joseph taught in the school from 1880 under the direction of St Mary of the Cross MacKillop. In 1900 the school and convent were moved to the present site.

At present Kindergarten, Years 1, 2 and 3 are located on the MacKillop Campus and Years 4, 5 and 6 on the Evangelist Campus.

St John's School is an integral part of the Parish and the Parish Priest has an active role in the school caring for the spiritual and pastoral needs of the school community.

Students were grouped by age cohort into 22 classes from Kindergarten to Year 6. Students continue their education at St Joseph's Catholic High School, Corpus Christi Catholic High School, Edmund Rice College, St Mary Star of the Sea College, Dapto High School, Kanahooka High School or Berkeley Sports High School.

Student Enrolments

2012 Enrolments	
Boys	266
Girls	302
Total	568
Indigenous	8
LBOTE	55

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sjddow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	87.8	94.4
Year 2	90.9	92.5
Year 3	90.1	87.2
Year 4	91.4	91.0
Year 5	92.9	92.4
Year 6	90.6	85.4

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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.

The management of student non-attendance is the responsibility of the classroom teacher, School Support Officer (SSO) and Principal. Daily attendance is entered by teachers manually each morning and this data is then recorded electronically by a School Support Officer using the School Administration Software Program (SAS). In the case of a child's late arrival and/or early leaving, families report to the office where these partial absences are updated and recorded on SAS by the administrative staff. If a child is absent for any reason, on his/her return to school a note is required explaining the reason to enable the class roll to be marked accurately. Absences are monitored by the class teacher and School Support Officer. Unexplained absences are then followed up by sending a note to parents requesting an explanation. Concerns are raised with the Principal if non-attendance becomes excessive. The Principal makes contact with the families concerned if the reasons for absences need to be questioned or if the number of days absent becomes detrimental for the student's well being and progress.

Staffing Profile

There are a total of 34 teachers and 12 support staff at St John's Catholic Primary School. This number includes 21 full-time, 13 part-time teachers. The composition of the workforce is as follows:

- 1 x full-time female Principal;
- 3 x full-time male teachers – includes 1 male Assistant Principal
- 17 x full-time female teachers – two of whom teach Reading Recovery to year 1 students;
- 13 x part-time female teachers – includes 1 female Teacher/Librarian;
- 1 x full-time female School Support Officer;
- 1 x part-time male School Support Officers;
- 10 x part-time female School Support Officers

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 94%.

Professional Learning

During 2012, St John's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St John's whole school development days involved 46 staff. These days focused on:

- Identifying and implementing strategies to cater for the gifted learner
- The Diocesan Learning and Teaching Framework (DLTF) and effective Professional Development Planning and Review (PDPR)
- 'Focus on Reading' and the teaching of quality English.
- Whole staff spirituality
- Asthma management and CPR training

B. Other professional learning activities provided at school level including CEO run courses included:

- Leadership formation including Principals/Assistant Principals Conference, Retreats, CEO Network meetings;
- Formation in Faith and Religious Education including Masters of Religious Education, Lamplighters, Shining Lights, Igniting the Fire, Josephite Colloquium and Berekah (12 teachers);
- School Review and Improvement Planning Days;
- Basic First Aid (3 teachers);
- Technologies for Learning (3 teachers);
- Identifying the gifted learner (1 teacher);
- Non-violent crisis intervention (1 teacher);
- Leaders of Literacy and Numeracy (2 teachers);
- Focus on Literacy and Numeracy (2 teachers);
- Leading Learning Technologies (Primary – 1 teacher);
- Pedagogies in Dynamic Learning Environment (2 teachers);
- Primary Leaders Curriculum Day (3 teachers);
- Religious Education Story-telling (5 teachers);
- Indigenous Cultural Awareness (1 teacher);
- Quality Learning and Teaching in Languages (1 teacher);
- Best Start Training (5 teachers);
- School Wide Positive Behaviours for Learning (SPB4L) training day (4 teachers);
- Australian Institute Teachers School Leaders (AITSL) National Conference
- Learning in Leadership (1 teacher);
- Australian Council for Educational Leaders Annual Conference (2 teachers);
- Math Association of NSW 'Exploring Shapes and Objects through Visualisation (4 teachers);
- Improving Learning Outcomes for Students with Autistic Spectrum Disorder (1 teacher);
- Effective Use of NAPLAN Data & SMART refresher course (2 teachers);
- Focus on Reading (7 teachers);

- Focus on Writing (2 teachers).

The average expenditure by the school on professional learning per staff member was \$385. In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of \$910.

Catholic Life & Religious Education

St John's Catholic Primary School has continued to work closely with the Parish and the wider community during 2012 to create an atmosphere of mutual respect. Our Parish Priest worked closely with the school to provide the children with the opportunity to attend Mass in both class and whole school groups on a regular basis. Each class was also given the opportunity to attend the Sacrament of Penance twice a year. The children were encouraged to become involved in the Sacramental programmes and the Parish Priest invited Grades to attend Masses within the Parish on weekends.

In addition to regular Masses, St John's celebrated the seasons of the Church year along with significant feasts and events. Year Six students attended one of the many Prayer and Gatherings with Bishop Peter Ingham at St Therese West Wollongong. These were held in regions throughout the Wollongong Diocese. The school celebrated Holy Week, the Ascension, Pentecost, ANZAC Day, the feast day of St Mary of the Cross MacKillop, Grandparents' Day, Marian feasts, Mission Week, All Saints/All Souls Day and Remembrance Day. On these occasions the whole school attended Mass or prayer celebration together.

Each school day commenced with Morning Prayer on assembly and every Monday classes were responsible for leading Morning Prayer around the message of Sunday's Gospel. Parents were present at these times and were also invited to attend prayer groups such as the Lenten group.

Staff members were encouraged to attend spirituality courses offered by the Diocese of Wollongong. Thirteen of the staff took advantage of this opportunity in 2012. One staff development day was dedicated to the spiritual growth of the whole staff community. In 2012, St John's participated in a reflection day at the Benedictine Abbey at Jamberoo on the theme of Presence, Prayer and Journey.

Great care was taken to ensure that Religion lessons followed the curriculum set down by the Diocese and that staff were suitably qualified to teach the children about their Catholic faith. This year St John's focused on developing story telling in Religious Education from Year 3 to Year 6. Eighty-two Year 4 children completed the Religious Literacy exam this year. Samples of work completed in Religious Education were published each Term in our Religious Education Newsletter and sent home to our parents.

The Sacramental programs were Parish based and the children from St John's joined with other Catholic children from the Parish in workshop days and after school practises for each

Sacrament. The school worked closely with the catechists and Parish Priest on these occasions.

Sixty-three children from Years 2, 3, 4, 5 and 6 received the Sacrament of Penance for the first time on 10 May and thirty-four Year 6 children joined other children from the Parish to receive the Sacrament of Confirmation on Thursday 19 July, celebrated by Bishop Ingham. On the feast of Christ the King, 55 children joined with 14 from the Parish to receive Jesus for the first time in Holy Communion.

The school community of St John's continued to reach out to those in need. Through Project Compassion during Lent, Mission Week and the winter and Christmas appeals for our local poor. The children have raised a considerable amount of money to send to Caritas, Catholic Missions and St Vincent De Paul. Our Catholic Missions Donation in Term 4 amounted to \$1 900.

In 2013, at St John's, we will strive to continue to witness the values of Jesus Christ and to provide an environment where learning is centred on these values. In 2013 we will focus on supporting the Diocese of Wollongong's Pastoral Plan as well as linking parents, Parishes and the broader Church.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of 82 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 82 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Ability to identify the correct scripture passage for days of Holy Week;
- Understanding of the messages of Jesus through his actions;
- Ability to match the parts of the Rite of Reconciliation;
- Sequencing of Bible stories.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Sequence the parts of the Liturgy of Eucharist;
- Express a deep understanding of Pentecost;
- Match parts to definitions about the Paschal candle;
- Understand what the red light near the tabernacle means.

For Part A, 15.9% of students were placed in the developing level, 63.4% in the achieving level and 20.7% were in the extending level.

For Part B, 4.4% of students were placed in the developing level, 68.9% in the achieving level and 26.7% were in the extending level.

Combining Parts A and B, 9.8% of students were placed in the developing level, 72% in the achieving level and 18.3% were in the extending level for Religious Literacy.

Financial Summary

Each year, the school budget is determined by the ongoing needs of the school and is set using historical information from the previous year and emerging needs.

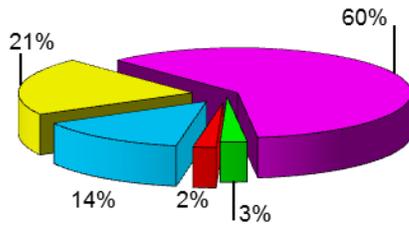
Ongoing maintenance and repair works absorb considerable funds at St John's and 2012 saw these works were carried out with the assistance of Parish School Enhancement and Debt Serving Obligation (SEDSO) finances. As the 2013 projected student numbers increased, the need for refurbishment of existing space to accommodate these students included two new classrooms and commenced in Term 4 with completion due in January 2012.

St John's was successful in receiving a NSW Government Solar Grant to the value of \$30 000 which will be used on the MacKillop Campus in 2013. An additional amount of \$2 000 has been awarded to St John's for the 'Live Life Well At School' Program commencing in the 2013 school year. This money, together with a small surplus of St John's budgeted funds will assist with known budget demands associated with the commencement of the new school year have been maintained.

We thank St John's Dapto P & F Association for their continued financial support to the school during 2012. With their assistance, purchases of Library resources, additional Literacy resources and much needed IT equipment including laptops, iPads and desktop computers were able to be made by the school.

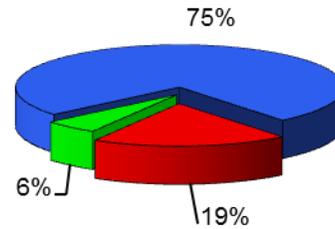
The following graphs reflect the aggregated income and expenditure for St John's Catholic Primary School, Dapto for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

Introduction

Welfare of all students continued to be a major priority at John's. The wide range of initiatives that focused on student welfare centred on the school's motto, 'Love one another' and Vision Statement, 'Encountering Christ through a love of learning, love of others and service to all'.

Pastoral Care

The School Wide Positive Behaviours For Learning Program (SPB4L) has continued throughout the year. The Program aimed at promoting and reinforcing positive behaviours that assisted student learning. A range of initiatives and reward systems has been implemented and there was a particular focus on Active Supervision in playground settings. This consistent and purposeful monitoring of behaviour has allowed for specific modifications to be made to playground arrangements to cater for student needs.

A Kindergarten Orientation Program took place to familiarise the 2013 Kindergarten students and their parents with school life at St John's.

The Year 6 student leaders have provided support in the playground for the students in Kindergarten by means of assisting them with the development of positive socialisation and interaction skills during break times. The senior students operated in teams of four as they support these younger students.

The school provided a counselling service for students and their families and this is provided through the support of CatholicCare.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The *Diocesan Complaints Handling Procedures* forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2012.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

The range of learning and teaching experiences offered at St John's aimed to equip students for life long learning while fulfilling Diocesan, State and National priorities. This aim was pursued in a variety of ways throughout the year.

Syllabus Implementation

St John's Catholic Primary School aligned all learning and teaching experiences with the New South Wales Board of Studies Syllabus documents and the Diocese of Wollongong Religious Education Curriculum. Learning was outcomes based and facilitated within the context of the following Key Learning Areas: Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development Health and Physical Education.

Assessment and Reporting

A wide range of assessment strategies were utilised on a daily basis within each class so as to monitor student progress. Assessment of learning and assessment for learning was planned collaboratively by teachers within each Stage and Grade area. These assessment tasks were implemented consistently across a Stage or Grade so as to determine whether students met learning goals. Student achievement levels were also used by teachers to inform planning and programming.

Year 3 and Year 5 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Data from NAPLAN was utilised within the school to address the learning needs of students, establish learning growth patterns and to inform learning achievement targets. Whole school and stage based learning initiatives such as the Focus on Reading Program were implemented following the analysis of NAPLAN data. This initiative was funded through the 'National Partnership Teacher Quality' funds.

Learning progress was reported to parents formally and informally during the course of the year. At the end of Term 2 and Term 4 student achievement was reported to parents in the

context of an A-E grading report. The written report and accompanying parent teacher interviews were undertaken in the context of Commonwealth and State Government and Diocesan reporting guidelines.

Integration

Various forms of curriculum integration occurred across the school from Kindergarten to Year 6. Nominated aspects of Key Learning Areas (KLAs) were integrated together so as to make learning purposeful and connected for students. For example, in relation to Religious Literacy Year 4 were able to integrate key components of Religious Education with Creative Arts and English.

Technology Supporting Learning

A wide range of technology was used throughout the school to support learning. Eleven interactive whiteboards were utilised from Year 3 to Year 6 in all KLAs. The interactive whiteboards were used to introduce new concepts, consolidate learning and support learning intervention. Seventy-three laptops and thirty iPads were utilised across the school to enhance and support learning in various Key Learning Areas. To assist with multi-media presentations students used various types of digital cameras along with a range of web-based resources.

Literacy Strategies

Literacy continued to be a high priority in the school. The development of literacy was supported by whole class, individual and guided small group instruction in reading, writing, talking and listening that occurred daily in all Stages, and across all KLAs. Reading Recovery continued to be a support for Year one students experiencing difficulty in their literacy development.

The 'Focus on Reading' initiative was implemented in all classrooms from Year 2 through to Year 6. A series of professional development days, workshops and staff meetings were used in conjunction with the Diocesan Learning and Teaching Framework (DLTF) and teacher peer observations in implementing the program across Kindergarten to Year 6.

Numeracy Strategies

The further development of numeracy skills has been an on-going priority across the school during 2012. Each teacher focused on the implementation of quality Mathematics sessions that incorporated clearly defined elements including: Number Sense, Introduction, Consolidation and Reflection. Each of the Mathematics sessions was given further depth and direction by the Diocesan Learning and Teaching Framework [DLTF].

All teachers continued to set numeracy learning goals for the students. Collaboratively designed cross-Grade assessment tasks were utilised to determine specific learning intervention and enrichment for nominated students.

Indigenous

Elements of Indigenous spirituality were presented to students within literature that was utilised in guided reading and shared reading experiences. Links were also made within Religious Education programs in particular the Creation Unit in Year 4. In 2012 a local Aboriginal dancer and artist was welcomed to share local stories with the students and to create a school mural of the local stories. The National Aborigines and Islanders Day Observance Committee (NAIDOC) week was acknowledged within the school with a variety of learning experiences in each of the classes.

Multicultural

Year 2 classes participated in weekly half hour Italian lessons. The lessons were prepared and presented by a current Year 2 teacher. The program was language based with a cultural study component. 10 students from Year 2 entered the Co.As.It Sydney Italian Language and Community Services Olympic colouring competition.

Environmental

Stage 2 and Stage 3 students have been involved in the preparation and ongoing maintenance of a school vegetable garden. This project was linked to Science and Technology and to one of the School Review and Improvement initiatives from 2011 focusing on Environmental Stewardship.

Diverse Learning Needs

A number of strategies and models of learning were utilised across the school to differentiate learning to meet the needs of students. In various forms teachers differentiated content, process and the learning environment. An example of this was the inquiry model of learning that took place in Year 5. This model of learning was shared with staff and due to the success of the inquiry model six students attended a lecture at the University of Wollongong to present the benefits of self-directed learning to beginning teachers.

Gifted Education

A key focus this year has been the development of Gifted Education at St John's. Staff used a variety of procedures to identify gifted students. They participated in staff development to better understand how to cater to the needs of these students. Staff members were provided with the opportunity to learn about and implement a variety of differentiation techniques and some acceleration techniques in their classroom (dependent upon the gifted students in their class). Data collected from both identification and teacher differentiation will assist in the implementation of measures being both more embedded and of a greater volume in next year's programming.

Twenty-nine Stage 2 and Stage 3 students were invited to participate in the Gifted Education initiative for students in Primary Schools. Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) provided an opportunity for learners identified as intellectually gifted to access challenging units of work in a purpose-built online environment.

Thirty Stage 3 students were selected and nominated by teachers to participate in the Maths Olympiad Competition. This gave students the opportunity to compete against each other and other schools, completing a series of five Mathematical tests over five months.

Special Education Needs

During the course of 2012 the school attracted Student with a Disability [SWD] funding from the Commonwealth Government for twenty six special needs students. Two students attracted further Supplementary funding provided by the Diocese of Wollongong. The students were eligible to access the funding due to a range of needs including intellectual disability, Autism, mental health and expressive and receptive language disorders.

Individual Education Plans were formed for each of the students. The Individual plans recorded adjustments to the curriculum and individual goals in areas including social, emotional and academic learning. Each of the individual plans was formulated in collaboration with the parents of each student.

Self-Directed Learning

Elements of self-directed learning were evident in some stages within the school. Aspects of the individual learning task within the Year 4 Religious Literacy Assessment involved student choice and self-direction as did the Year 5 Inquiry based learning unit. In 2013 the Inquiry Model of learning will be supported through the employment of a Teacher Educator, a specialist inquiry educator. In 2013 it will be expected that all Grades will implement a range of inquiry units of work.

Participants in the Australasian Mathematical Olympiad and SPLICED were also provided with learning opportunities that involved student self-direction.

Expanding Learning Opportunities

Competitions

Thirty-five students participated in the International Competitions and Assessment for Schools in the areas of Mathematics, English, Spelling and Writing. A number of Credits and Distinctions were awarded to the students within each of the competitions.

Students from Stage 3 participated in the Australasian Problem Solving Mathematical Olympiad. The competition allowed teams of students to solve 5 problematic mathematical questions over a period of five months. The Mathematical Olympiad aims at developing major problem solving strategies and to foster creativity and ingenuity and to strengthen intuition.

Sport

During 2012 a large number of students from the school participated in a wide variety of sports including:

- The annual Swimming Carnival was conducted at the beginning and end of the year. A squad of 32 students were selected from the school carnival to represent the school at the Regional Diocesan Carnival. 6 students were selected to represent the Region at

the Diocesan Carnival and a further 4 students were selected to represent the Diocese at the MacKillop Trials.

- The school's Cross Country Carnival was held at the end of Term 1. Following the school carnival 35 students represented the school at the Diocesan carnival. One student was selected to represent the Diocese at the MacKillop Trials.
- The school's Athletics carnival was held at the end of Term 2 from which 31 students were selected to represent the school at the Regional Diocesan Carnival. Eleven students were selected to participate in the Diocesan Time Trials. Two students were selected for the MacKillop Athletic Team.
- Ten school teams participated in the annual Paul M^cGregor and Rod Wishart Shield Rugby League Competition. Following this, 2 school teams were selected to represent the Southern Region in the Illawarra final.
- The school competed in the state wide Mark Taylor Shield cricket competition resulting in making the final eight teams in NSW.
- Four students were selected to represent NSW MacKillop in the sports of football (soccer), cricket, softball and tennis. Throughout 2012 twenty students represented the Diocese of Wollongong in a range of sports.

Debating

Elements of debating were treated throughout the school. The key focus primarily centres on the preparation and presentation of persuasive texts. Stage 2 and Stage 3 classes have had opportunities to debate given topics by incorporating the components of Exposition and Discussion in oral presentations.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students.

Eighty-one students participated in NAPLAN in Year Three. The strongest performance was across overall Literacy, where the majority of students were placed in the highest two bands for each area.

In Numeracy, the majority of students were placed in the middle two bands.

Seventy-eight students participated in NAPLAN in Year Five. The strongest performance was 38% of students were placed in the highest two bands for Reading. The largest percentage of students was placed in the middle two bands across overall Literacy.

In Numeracy, the largest percentage of students was placed in the middle two bands. There has been less than expected growth in Year Five across Spelling, Grammar and Punctuation and Numeracy.

It is evident that our 2012 professional development emphasis on reading, available through our involvement with National Partnerships, has led to improvements in pedagogical practices and improved the learning outcomes of students.

Analysis of the NAPLAN data enabled the school to set targets and determine our focus for 2013.

The focus for Literacy at St John's will be to continue the "Focus on Reading" pedagogical practices developed throughout 2012, and to continue and improve the provision of parent education sessions and literature.

The Numeracy focus at St John's will be to provide quality professional development in term one that will directly focus on the needs of grades and individual students, and will involve collaborative planning and ongoing evaluation.

Preparation for the Australian English and Mathematics curriculums will also guide the professional development of the St John's staff in 2013.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2012: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	14%	37%	49%	12%	51%	37%
	National	14%	37%	47%	18%	49%	31%
Writing	School	4%	47%	49%	14%	77%	9%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	10%	43%	47%	19%	56%	24%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	7%	40%	53%	22%	55%	23%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	18%	57%	24%	27%	56%	17%
	National	16%	49%	33%	18%	53%	27%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	94%
	National	94%	92%
Writing	School	100%	96%
	National	95%	92%
Spelling	School	96%	97%
	National	94%	93%
Grammar & Punctuation	School	99%	91%
	National	93%	90%
Numeracy	School	94%	96%
	National	94%	93%

Parent, Student and Staff Satisfaction

Parents, students (Years 3, 4 & 5) and staff were invited to complete surveys which provide feedback on the school's performance in areas affecting learning, teaching and general functioning of the school. Information provided from these surveys assists the school with future planning.

Parents

The parent survey results were overall very positive. Of the 104 families that responded all of them strongly agreed or agreed that St John's helps their child in developing a knowledge and understanding of Catholic tradition.

Over 95% agreed or strongly agreed that the school provides a safe and supportive environment, teachers being genuinely interested in the welfare of their child and that the school provides various opportunities for parents to become involved with the school. Over 90% felt that the school challenges their child to maximise learning outcomes, strives to meet individual learning needs, offers a range of co-curricular activities and effectively communicates information about activities and events. 84% agreed or strongly agreed that the school provides appropriate information about their child's progress. This will be examined in 2013.

Since last year's survey we noted a significant improvement in the number of parents feeling that we are challenging each child and meeting individual learning needs which has been an area of development in 2012.

Students

The majority of students either strongly agreed or agreed that their school helps them in their understanding of the Catholic faith, they felt safe at school, if they had a problem, there were people who they could approach for help and that there are sporting and other activities in which they can become involved.

The students also returned some extremely positive responses. Over 94% stated that they were proud of their school, that their teacher encourages them to learn to the best of their ability and that they understand their rights and responsibilities at school.

Staff

Staff response to the survey indicated high levels of satisfaction in all areas especially where the school helps students to develop a knowledge and understanding about Catholic tradition and that St John's strives to meet the individual learning needs of students. Staff members believe that St John's provides a safe and supportive environment, provides appropriate information to parents about student progress and that students understand their rights and responsibilities and are challenged to maximise their learning outcomes.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2012:

- **Key Area 1: Catholic Life and Religious Education**

- 1.3 Catholic Life and Culture:

- Staff spirituality was developed through attendance at a wide range of spirituality retreats and courses. The students from Year 4, Year 5 and Year 6 established a Mini Vinnies Committee, involving 60 students and 4 teachers. The Committee ran a number of initiatives throughout the year that help others in need.

Key Area 2: Students and their Learning

2.1 Education Potential:

In 2012 St John's implemented the Wollongong Diocesan Model for Gifted Education. Gifted students were identified through a number of assessments and strategies were implemented to support and develop the gifted learner. Staff training will continue in 2013 to ensure the sustainability of the program.

- **Key Area 3: Pedagogy**

3.2 Provision for the diverse needs of learners:

In 2012 a whole school approach was established to monitor, track and review intervention strategies for students with learning difficulties.

3.3 Teaching practices:

All class teachers from Years 3 to Year 6 received training in Focus on Reading (FOR). In school training was also provided for School Support Officers (SSOs) and teachers from Kindergarten to Year 2. Teacher peer observations focused on the teaching of reading comprehension strategies.

- **Key Area 4: Human Resources Leadership and Management**

4.2 Professional development of staff:

An ongoing focus on the Diocesan Learning and Teaching Framework (DLTF) has been maintained through staff development days and specific selected criteria that were linked to Professional Development Planning and Review (PDPR). Peer mentoring / coaching has been a main component of peer lesson observation. The creation of the annual literacy, numeracy, RE and ICLT plans that highlight professional development and budget requirement will be further developed in 2013.

- **Key Area 5: Resources, Finance and Facilities**

5.4 Financial management:

KLA budgets were implemented to cater for the learning and teaching needs. Budgets were linked to priorities within the school and the ordering of resources was streamlined and structured. The school canteen operations were identified as an area that requires further improvement in the future.

- **Key Area 7: Strategic Leadership and Management**

7.2 Innovation, development and change:

Teachers were introduced to an inquiry approach in Year 5 with plans to implement a whole school approach in 2013. Year 5 and 6 have been working as separate grades compared to the stage based approach in 2011. All 'scope and sequences' were reviewed in preparation for 2013.

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**

1.4 Parents, Parishes and the Broader Church:

The goal is to provide parents, Parish and the broader community the opportunity to be a part of the evangelising mission of the Church, supporting the implementation of the next stage of the Diocesan Pastoral Plan and assisting parents in developing in their role as primary educators of faith and religious education of their children.

- **Key Area 2: Students and their Learning**

2.2 Rights and Responsibilities:

The goals are to create a culture that promotes and sustains a safe and supportive environment for all, that we clearly articulate 'rights and responsibilities' in whole-school policies, procedures and practices and that the right of all to learn is paramount.

- **Key Area 3: Pedagogy**

3.1 Curriculum Provision:

The goal is to provide quality professional development for the implementation of the Australian Curriculum in English and Mathematics, supporting and improving pedagogical practices in the teaching of English and Mathematics.

3.5: Assessment:

The goals are to develop a whole school approach to using data effectively to inform learning and teaching and to promote the use of authentic assessment practices.

3.6: School Climate, Learning Environment and Relationships:

The goal is to build a sense of pride and belonging to the St John's school community amongst staff, students and parents.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

6.1 Parent Involvement:

The goals are to build a culture that promotes positive relationships amongst parents, carers and grandparents in the life of the school and to create structures and protocols for parents as partners in their children's learning.

6.2 Reporting to the Community:

The goal is to provide opportunities for the school community to engage and respond to information circulated amongst the school and wider community

