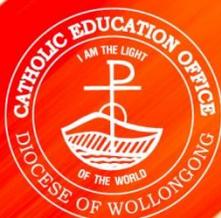


Annual School Report

2013



About This Report

St John's Catholic Primary School, Dapto is registered by the Board of Studies NSW 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 Annual Action Plan.

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 Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

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PO Box 161
DAPTO NSW 2530
Ph: (02) 4261 4611
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Parish Priest: Fr Francis Tran

Principal: Mrs Vicki Attenborough

Date: 13 December 2013

Vision Statement

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

Message from Key School Bodies

Principal's Message

St John's Catholic Primary School's reputation for highly successful learning and teaching programs continued throughout 2013. This report reflects and records the achievements of students and the high commitment of staff and the parent community.

Positive learning and teaching occurs every day at St John's School. At any given time you will see happy students and motivated staff, with teachers assisting students to always be the best that they can be.

During 2013, St John's was granted significant funding from the Commonwealth Government to ensure success in delivering improved outcomes across our school through a project, Smarter Schools, National Partnerships. The teachers participated in a numeracy initiative Kindergarten to Year 6, which involved professional learning in a program called 'Taking Off With Numeracy' (TOWN). A Teacher Educator was employed to support teachers to implement best practice in the classroom and to support the intervention for identified students in numeracy.

Participation in the project has given the school leadership and all teaching staff opportunities to embed improvement practices and to improve learning outcomes for all students. What a wonderful opportunity this has been for our whole school community.

Parent Involvement

The Parents and Friends (P&F) Annual General Meeting was held in February. Throughout the year the P&F, with the help of many parents and friends, were involved in a number of fundraising and social events:

- Barefoot bowls;
- Mother's Day Stall;
- Father's Day Stall;
- Kindergarten Orientation Program;
- Trivia Night;
- Walk-A-Thon;
- Sports Carnivals;
- Kinder Welcome BBQ;
- School Disco; and,

- Spring Fair – which raised approximately \$42 000.

It was fantastic to see that St John's had an abundance of help for the Spring Fair with a great number of parents, staff and families putting their hand up to help out. The P&F Executive approved the co-purchase with the school of interactive SMART boards so that all students could have access to this fantastic resource in all classrooms.

Special thanks to the Parish Priest, School Principal and staff, the P&F Executive and all parents and friends of St John's School and Parish community for the continued support throughout the year.

Parents and Friends Association, President

Student Leadership

2013 has been a wonderful year for St John's Primary School, Dapto. All school leaders have experienced a range of activities such as being Orange Heroes and helping introduce the Kindergarten students to playing safely on the playground. The Year 6 students also participated in Prayer and Gathering with the Bishop at Shellharbour City and in the 'Night Of The Notables'. The 'Night of the Notables' involved being a famous person for one night and having the audience ask questions about the notable. There was also Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED). SPLICED involved students from Year 3 to Year 6 learning through an online community. The excursion to Canberra was a great event with Year 6 having a lot of fun participating in a range of activities.

Year 6 gathered together regularly for whole school Mass and many other liturgical celebrations. These included special days for the church like Ash Wednesday, Holy Week, Mary Mackillop Feast Day and Mission Week. The children also gathered as a school for ANZAC Day, Remembrance Day and Grandparent's Day. Year 6 enjoyed the celebration of learning through the Mathematics Fun Day and Book Week events, where they participated in activities that were based around learning in Mathematics and English. 2013 has been a fantastic year for St John's.

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 602.

The first Catholic Primary School in Dapto was established at West Dapto in 1839 when Fr Petre the Parish Priest, received Government authorisation to begin a school. Mr Hayes was the first teacher followed by the Sisters of St Joseph who arrived in 1880.

The school was then known as St Joseph's School and remained at West Dapto until 1900. With the coming of rail to Dapto, Mary MacKillop, now known as St Mary of the Cross MacKillop, purchased a parcel of land in Jerematta Street, Dapto in January 1899. In 1900 she decided to move the convent and school closer to town and establish the school on its present site.

In 1965 the present site of classes, Years 4, 5 and 6 was a Secondary School for girls and the school was known as St Anne's College. By 1980 St Anne's catered for 220 girls in Years 7 to 10.

The rapid growth of areas south of Wollongong required the building of a new coeducational High School at Albion Park. In 1983 St Anne's College closed and St John's was able to expand into the St Anne's buildings, thus occupying two sites.

Dapto is a rapidly growing area 15 minutes south of Wollongong and covers a wide range of socio economic groups from varied cultural backgrounds.

St John's is a Catholic systemic coeducation school catering for students from Kinder to Year 6. The school has 49 staff including members of the leadership team, classroom teachers, resource teachers, school support officers and office staff.

At present, Kindergarten, Years 1, 2 and 3 are located on the MacKillop Campus, previously known, as Jerematta Street Campus and Years 4, 5 and 6 are located on the Evangelist Campus, previously known as Werowi Street 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.

Student Enrolments

2013 Enrolments	
Boys	284
Girls	318
Total	602
Indigenous	13
LBOTE	83

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 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	96.0	96.6
Year 1	94.7	94.6
Year 2	95.5	93.9
Year 3	95.2	96.6
Year 4	95.1	92.8
Year 5	93.6	93.9
Year 6	94.9	94.2
Whole school	95.0	94.6

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, monitors part or whole day absences.

Non-attendance is managed by the class teacher in the first instance. Notes from parents are required explaining daily and partial absences. Depending on circumstances, the teacher liaises with parents and students in terms of adverse effects of repeated absences, typically

learning and social implications. The Principal additionally addresses trends of absenteeism that are of a prolific nature.

The office keeps a daily record as part of a Diocesan Student Attendance Policy with a system of online daily and partial absence entry.

Staffing Profile

There are a total of 37 teachers and 12 support staff at St John’s Catholic Primary School. This number includes 22 full-time, 15 part-time teachers.

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 2013 was 95.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 97.3%.

Professional Learning

During 2013, St John's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St John's Catholic Primary School whole school development days involving (39) staff.

These days focused on:

- the new Australian Curriculum - Mathematics and English;
 - assessment and the Diocesan Learning and Teaching Framework;
 - School Wide Positive Behaviours for Learning (SPB4L);
 - whole staff spirituality; and,
 - asthma management and CPR training.
- B. Other professional learning activities provided at school level including CEO run courses:
- leadership formation including Principals/Assistant Principals Conference, Retreats, CEO Network meetings, UOW Educational Leadership Conference;
 - formation in Faith and Religious Education including Masters of Religious Education and Masters of Theology (2 teachers), Lamplighters (3 teachers), Journey (2 teachers), Shining Lights (3 teachers), Igniting the Fire (1 teacher), Alight for the World Day (1 teacher);
 - Scripture 'Encountering the Word of God Part 1 and Part 2 (1 teacher);
 - Positive Behaviour for Learning in Action Conference (1 teacher);
 - Leading Languages Professional Development (1 teacher);
 - CECNSW IP Tool and Data Collection Day (1 teacher);
 - School Review and Improvement Planning Days;
 - Leading Technologies Learning Communities (Primary) (1 teacher);
 - National Partnership's Focus on Numeracy (13 teachers);
 - National Partnership's Focus on Reading (2 teachers);
 - Inquiry Learning (25 teachers);
 - Best Start Kindergarten Assessment Training (4 teachers);
 - Reading Recovery Support Teacher Workshop (2 teachers);
 - Collaborative Classrooms and the Google Virtual Learning Environment (4 teachers);
 - Implementing the Australian Curriculum (2 teachers);
 - Child Protection Part A and B Training (1 SSO);
 - National Partnership's Taking Off With Numeracy (16 teachers);
 - SPB4L training and planning days (7 teachers);
 - Learning for Leadership (2 teacher);
 - Australian Council for Educational Leaders Annual Conference (2 teachers); and,
 - Math Association of NSW Annual Conference (5 teachers).

The average expenditure by the school on professional learning per staff member was \$450.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$1 762.

Catholic Life & Religious Education

St John's Catholic Primary School has continued to work closely with the Parish and the wider community during 2013 to create an atmosphere of mutual respect. Our Parish Priest, Fr Francis Tran, involves himself with school life to build positive relationships with the staff and children and to provide them with the opportunity to attend Mass in both class and whole school groups on a regular basis. Each class from Years 3 to 6 is also given the opportunity to attend the Sacrament of Penance twice a year. The children are encouraged to become involved in the Sacramental Programs and Father has invited Grades to attend Masses within the Parish on weekends. The Sacramental Program is a Parish/school based program and the children from St John's join with other Catholic children from the Parish in workshop days and after school practises for each Sacrament. The school works closely with the catechists and Parish Priest on these occasions.

On Saturday 6 April, 46 of our Year 6 children joined other children from the Parish to receive the Sacrament of Confirmation, celebrated by Bishop Ingham. On Saturday 15 June, fifty one of our children joined with other children from the Parish to receive Jesus for the first time in Holy Communion. Seventy-nine of our children from Years 2, 3, 4, 5 and 6 received the Sacrament of Penance for the first time.

In addition to regular Masses, St John's celebrates the seasons of the Church year, along with significant feasts and events. This year our Year 6 students attended a Prayer and Gathering with Bishop Peter Ingham at Shellharbour City Parish Church, along with other Year 6 students from the South East Cluster of our Diocese. Our 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 attends Mass together or came together for a prayer celebration.

Each school day commences with morning prayer on assembly and every Monday classes are responsible for leading morning prayer around the message of Sunday's Gospel. Parents are present at these times. Staff gather weekly to pray together. All staff members are encouraged to attend spirituality courses offered by our Diocese. Eleven of our staff took advantage of this opportunity in 2013. One staff development day is dedicated to the spiritual growth of our whole staff community. On Tuesday, 8 October 2013 our staff participated in a reflection day at the Benedictine Abbey at Jamberoo to explore our understandings and beliefs about God, science and faith and how they interact. Great care is taken to ensure that Religious Education lessons follow the curriculum set down by our Diocese and that staff are

suitably qualified to teach the children about their Catholic faith. This year we have continued to develop the story telling element of the Religious Education Curriculum from Year 3 to Year 6. Eighty-two of our Year 4 children completed the Religious Literacy exam this year. Samples of work completed in Religious Education were published in the School Newsletter.

The school community of St John's continues to reach out to those in need. Through Project Compassion during Lent, Mission Week in October, and our Winter and Christmas appeals for our local poor, the children have raised over \$2 500.

In 2014, St John's will strive to continue to witness the values of Jesus Christ and to provide an environment where learning is centred around these values. In 2014 the focus will be on helping our families to become more involved in the Parish life at St John's and improve our communication with families in the area of Religious Education.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 75 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013, and 82 who completed the Extended Task (Part B). The Extended Task was based on the Unit: *One with God's Creation* 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:

- knowledge of The Creation Story; and,
- knowledge of the Good Samaritan Story and what it teaches.

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:

- demonstrate an awareness of the sequence to the parts of the Liturgy of the Eucharist.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 25% of students were placed in the developing level, 62% in the achieving level and 13% were in the extending level.

For Part B, 12% of students were placed in the developing level, 64% in the achieving level and 25% were in the extending level.

Combining Parts A and B, 21% of students were placed in the developing level, 62% in the achieving level and 17% were in the extending level for Religious Literacy.

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 2013:

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

1.4 Parents, Parishes and the Broader Church:

A concerted effort was given to involve parents in the life of the Parish through prayer Liturgies of the Word and weekend Masses. At the same time, students were made more aware of the wider church e.g. Kiribati.

In the future, Religious Education textbooks, 'To Know, Worship and Love' will be sent home regularly to parents for their participation in the program and the implementation of Children's Liturgy will be discussed and encouraged.

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

2.2 Rights and Responsibilities

The rights of all learners are valued and encouraged. Strategies to reinforce this during 2013 were through the inclusion of 'Kids Club' and 'Structured Play'. Kids Club provided support for students who needed to develop social skills and Structured Play provided students with a range of activities to keep them focused and occupied during recess and lunch periods.

The target of reducing the number of non-classroom misbehaviours by 25% was achieved.

All classes have developed classroom expectations based on the three school rules.

- **Key Area 3: Pedagogy**

3.1 Curriculum Provision

From the Smarter Schools, National Partnerships project throughout 2103, a sustainability plan for 2014 has been developed. A Literacy Tracking system for Kinder to Year 6 will be developed in 2014. Focus on Reading will be a priority for new teachers. Throughout 2014 Gifted Education will be further explored.

3.5 Assessment

A whole school approach focusing on using data effectively to inform learning and teaching has been developed with the support of National Partnerships. This analysis of data has guided a whole school approach to individual interventions. Authentic assessment practices have been implemented in order to identify the needs of the learner. Gifted Education will be further explored in 2014.

In the future an effective and well established, whole school approach to assessment will result from continued practice.

3.6 School Climate, Learning and Environment and Relationships

The school climate and relationships have been greatly enhanced through the introduction of buddy classes and structured play. The school environment is much calmer and orderly since the introduction of a whole school noise level program.

The learning environment has also improved and is supported through University Competitions and Assessments, SPLICED Gifted and Talented Program, Diocesan Christmas Art and Public Speaking Competitions and through the introduction of inquiry based learning.

Parent volunteers have continued to build a sense of community and the success of establishing the canteen in two locations due to the dual site demonstrates the commitment and dedication of parents in their support of our school.

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

4.2 Professional Development of Staff

A coordinated professional development and training program 'Taking Off With Numeracy' was developed to improve the teaching of Mathematics through our involvement in the Commonwealth Government's Smarter Schools, National Partnerships initiative.

Professional Development Planning Review (PDPR) has been used as a professional development strategy and in 2013 the process helped to identify school needs and priorities. The area of Assessment was identified as a major Professional Development priority.

The PDPR reflection process supports teachers in identifying and plotting themselves against professional standards.

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

6.1 Parent Involvement

A culture promoting positive relationships and engagement with parents and grandparents has been strengthened through regular information and communication about matters relating to school life included in school newsletters. Parent helpers and volunteers have been encouraged and welcomed in all classrooms and in all aspects of school life.

In the future involving parents and encouraging parents as parent helpers in the senior grades will be beneficial.

6.2 Reporting to the Community

Information has been provided to the school and community about school standards and effectiveness. This is achieved through the school website, newsletters and school overviews. Annual school reports are easily accessible and opportunities are provided for the local community to provide feedback through P&F involvement, surveys and personal correspondence.

School Review and Improvement components to be reviewed and rated in 2014:

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

1.2 Religious Education

Quality learning and teaching in Religious Education at St John's will be evident through well-designed learning and teaching units, assessment experiences and professional learning.

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

2.3 Reporting Student Achievement

A school wide approach will exist at St John's to engage students in the ongoing cycle of assessment, evaluation and reporting which will inform their understanding and level of achievement.

2.4 Integration of Information and Communication Technology (ICT)

A technology rich learning community will exist at St John's where ICT will be integrated into a wide range of learning experiences, in a safe and ethical manner, to improve learning outcomes.

- **Key Area 3: Pedagogy**

3.3 Teaching Practices

A whole school approach to meeting the diverse needs of students will be evident at St John's to support the achievement of learning outcomes.

3.4 Planning, Programming and Evaluation

There is a need to have quality teaching programs at St John's that are compliant, responsive to student needs and reflective of the learning and teaching cycle.

3.7 Professional Learning

A professional learning culture will exist at St John's where staff shares data to guide and direct learning goals.

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

- 5.1 ICT Resources

- Staff at St John's will be proactive in identifying their strengths and weaknesses in regards to ICLT and will be willing to support and share ICLT knowledge and skills with colleagues.

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

- 7.1 Planning for Improvement

- St John's School Review and Improvement (SRI) process will be effective in identifying, planning and implementing strategies to create a culture of continuous improvement.

Financial Summary

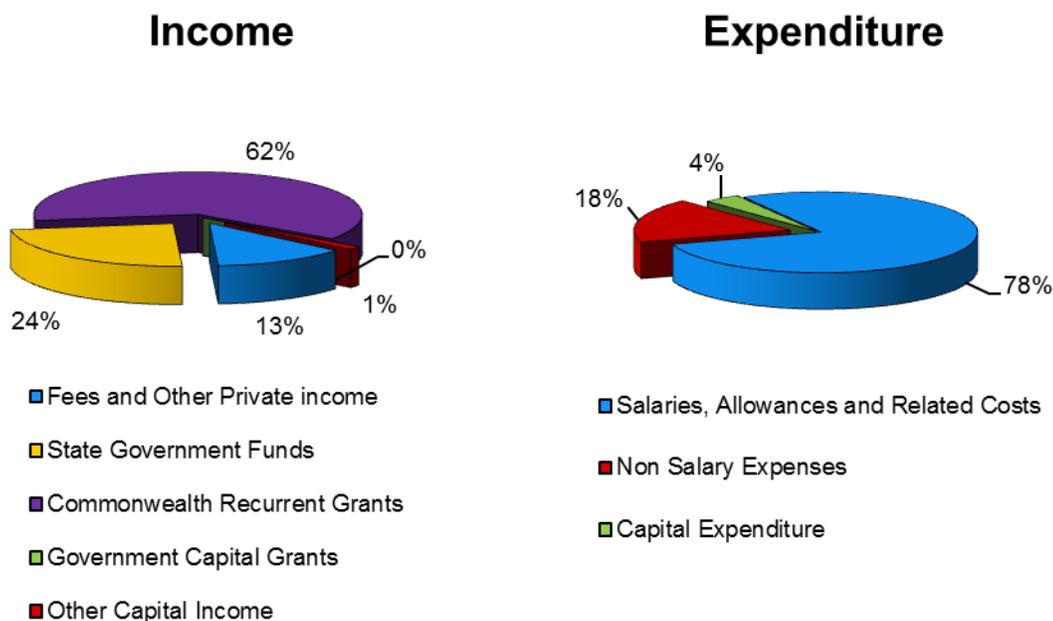
Each year, the school budget is determined by the ongoing needs of the school and is set using historical information from the previous year and emerging needs.

Ongoing maintenance and repair works absorb considerable funds at St John's and in 2013 these works were carried out with the assistance of Parish School Enhancement and Debt Servicing Obligation (SEDSO) finances.

Projected student numbers for 2014 has again increased and the need for minor refurbishment of existing space has been untaken. With the introduction of an After School Care program to commence in 2014 facilities have been upgraded and modified to accommodate these needs.

We thank St John's Dapto P&F Association for their continued financial support to the school during 2013. With their assistance, purchase of much needed ICT equipment including iPads, laptops 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 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Student welfare is of paramount importance at St John's and a range of initiatives has been implemented to ensure a safe and supportive environment for all students.

The School Wide Positive Behaviours for Learning Program (SPB₄L) has continued to operate during the year, with a strong focus on maximising desired student behaviours in non-classroom settings that support and enhance student learning. A consistent school-wide approach to the explicit teaching and modelling of these positive behaviours, supported by a rewards system and other incentives, has assisted with encouraging and maintaining these student behaviours.

Structured Play occurs on three playgrounds across the school. Students are provided with a range of play equipment to use during break times. Appropriate use of equipment and suitable interaction skills are taught and modelled for the students. This has been an effective means by which students are supported in making play time a purposeful and positive experience.

Kid's Club was introduced on the Evangelist Campus as a means to support students with the development of positive interaction and social skills. Students voluntarily attend Kid's Club during lunchtime and work with peers in team and small group to achieve goals and solve problems.

Year 4 students took part in a CatholicCare run program titled 'Be The Best I Can Be', that focused on the development of resilience and self-esteem. With the support of CatholicCare, the school also provided a counselling service to support students and their families.

'Seasons' was conducted at St John's during 2013. This program provided support to a large number of students across the school to help them cope with loss and grief within their lives.

The Live Life Well @ School program was implemented at St John's this year. This program aims at 'getting more students, more active, more often' as well as improving their eating habits.

The students of Year 5 and Year 6 attended a workshop on Cyber Safety, highlighting the importance of the responsible and regulated use of technology and the Internet.

A school Buddies Program was implemented, providing regular opportunities for students to develop a rapport and friendship with students from other grades. This opportunity allowed students to extend their personal support networks.

A Kindergarten Orientation Program took place to familiarise the 2014 Kindergarten students and their parents with school life at St John's.

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 2013.

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

National Partnerships

St John's Catholic Primary School participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students.

The National Partnership Agreement will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents and local communities.

St John's Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- Taking Off With Numeracy (TOWN) whole-class intervention program Years 3-6;
- participation in six TOWN professional learning modules (Years 3-6);
- focus on Numeracy Professional Learning Kindergarten – Year 2;
- developing teachers understanding of the K-10 Numeracy Continuum;
- establishing a whole school Numeracy data tracking system;
- exploring the Diocesan Mathematics Guidelines; and,
- in-class support to implement effective Mathematics Sessions reflective of the Diocesan Mathematics Guidelines.

Curriculum and Pedagogy

A range of learning and teaching experiences were 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 Board of Studies NSW (BOS) 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. This year saw the exploration of the NSW Syllabuses for the Australian Curriculum in English and Mathematics. This involved numerous staff professional development opportunities using both internal & external resources. Staff are equipped to begin the implementation of these new Syllabuses in 2014. We have identified that further support will need to be provided in 2014.

Assessment and Reporting

In 2013 Professional Development Planning and Review (PDPR) goal setting meetings identified the need for further exploration around assessment. This led to a series of staff development days and staff meetings to explore quality assessment. As a result staff has a clearer understanding of the elements of a quality assessment. This has led to a range of assessment strategies used to cater for the students in their classes.

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.

Baseline data was collected on all students from Years 3-6. This involved students completing a reading and numeracy assessment at the beginning and end of the year. This data was analysed and presented to staff showing the range of student growth in these areas. This has led to professional dialogue around the importance of consistent pedagogy in Literacy and Numeracy.

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 context of an A-E grading report. The written report and accompanying parent teacher interviews were undertaken in the context of Commonwealth, 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. Twenty-three interactive whiteboards were utilised from Kindergarten to Year 6 in all KLAs. The interactive whiteboards were used to introduce new concepts, consolidate learning and support learning intervention. Ninety-five laptops, thirty iPads and twenty-eight desktop computers were utilised across the school to enhance and support learning in various Key Learning Areas.

Literacy strategies

The focus for literacy this year saw staff involved in the exploration of the NSW Syllabus for the Australian Curriculum. Teachers continued to implement aspects of the Diocesan English guidelines which included whole class, individual and guided small group instruction in reading, writing, talking and listening. Reading Recovery continued to be a support for Year 1 students experiencing difficulty in their literacy development. Some aspects of Focus on Reading (FOR) have continued to be implemented in 2013 and will continue to be a priority in 2014.

Numeracy Strategies

The development of numeracy skills has been an on-going priority across the school during 2013 due to the implementation of the National Partnerships Numeracy Initiative. 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 began to assess, track and monitor student achievement in order to set numeracy learning goals for the students. Teachers designed and implemented individual interventions plans to support students at risk in Numeracy.

Indigenous

Indigenous Education was presented throughout the year with support from our two Aboriginal Education Assistants across all classes. Many different perspectives were looked at across a number of Key Learning Areas including Indigenous dance, drama, music, creative arts, story telling and inquiry learning topics incorporating Aboriginal history, traditions and customs. In 2013 we celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) week with a whole school liturgy where our local Aboriginal elder and members

from the local Aboriginal community joined us. We also celebrated across the school with a variety of learning experiences including story telling, indigenous games, music and a visit from Tyson Demos from the Illawarra Hawkes who met with our indigenous students and Year 4, 5 and 6 students, which promoted cultural awareness and understanding. Harmony Day and Reconciliation Week were celebrated with our Indigenous students leading all our celebrations.

Meeting the needs of all students

Diversifying learning

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 from Kindergarten to Year 6 (K-6). Teachers also planned, implemented and reviewed Individual Intervention Plans for a range of learners in numeracy and literacy. These plans identified what the learner could do and where they needed to go in regards to the learning continuum.

Gifted Education

The development of Gifted Education has continued to be a priority at St John's this year. The staff have continued to use a variety of procedures and tools to identify gifted students. They have participated in staff development to better understand how to cater to the specific needs of students as well as how to introduce an individual intervention plan for identified students. Data collected from both the identification process and teacher differentiation has been gathered this year to allow a more formal way of tracking students across the grades. A tracking proforma has been designed to include information on the students, which will be passed on during the transition process at the end of every school year.

Staff members were provided with some further opportunities to learn about and implement a variety of differentiation techniques and some acceleration techniques in their classroom.

Forty-two students from Stage 2 and Stage 3 were invited to participate in the Gifted Education initiative for students in Primary Schools across our 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.

Special Education Needs

During the course of 2013 the school attracted Student with a Disability [SWD] funding from the Commonwealth Government for 25 special needs students. One student attracted further supplementary funding provided by the Wollongong Diocese. 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

Through the implementation of the inquiry-learning model, high levels of independent, cooperative and self-directed learning were evident across all Stages during 2013. A wide variety of learning and thinking tools were shared and used within all stages to help students organise and show their thinking, helping them to further investigate areas of interest. This included exciting incursions and excursions to further open up learning and create self motivated thinkers and learners. Within the 'Tuning in' stage of the inquiry framework students highlighted what they already knew about a topic as well as future wonderings which were used to guide planning to ensure tasks were student centered and allowed for high levels of self directed learning.

Learning environments were continuously reflected on and adapted to suit the needs of the students ranging from whole Grade, whole class, small group, pairs and individual. Throughout the year inquiry learning has led to action such as Kindergarten raising money for Kiribati, Year 1 creating detailed posters about an individual topic of interest, Year 2 participating in an historical walking trail through Wollongong, Year 3 making rice paper rolls to celebrate different cultures, Year 4 developing a yoghurt tub recycling program, Year 5 visiting the local recycle plant to see first hand the effects of rubbish and finally Year 6 writing letters to AusAID which were presented to first year Education students at the University of Wollongong. There is a high level of achievement within the inquiry model for students and teachers, which has certainly been evident throughout 2013.

Expanding Learning Opportunities

Competitions

Forty 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.

Sport

During 2013 a large number of students from the school participated in a wide variety of sports including:

- the annual Swimming Carnival which was conducted at the end of 2012. A squad of thirty-three students were selected from the school carnival to represent the school at the 2013 Regional Diocesan Carnival. Six students were selected to represent the Region at the Diocesan Carnival and a further four students were selected to represent the Diocese at the MacKillop Trials;

- the school's Cross Country Carnival which was held at the end of Term 1. Following the school carnival thirty-five 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 which was held at the end of Term 2 from which 31 students were selected to represent the school at the Regional Diocesan Carnival. Seven students were selected to participate in the Diocesan trials. Four students were selected for the MacKillop Athletic Team and one represented MacKillop at the NSW PSSA;
- Nine school teams participated in the annual Paul M^cGregor and Rod Wishart Shield Rugby League Competition;
- the school competed in the state wide Mark Taylor Shield cricket competition;
- two students were selected to represent NSW MacKillop in the sports of basketball and tennis. Throughout 2013 eight students represented the Diocese of Wollongong in the sports of tennis, basketball, rugby league, softball, hockey and touch football; and
- the Diocesan Gala days for basketball, soccer and netball.

Debating

Elements of debating were treated throughout the school. The key focus primarily centred on the preparation for the school debating competition. Two students were selected to represent the school at the Catholic Development Fund sponsored Diocesan Public Speaking, placing first in the Year 6 category.

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 is implemented for students in Years 3 and 5 and the results provide 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.

In 2013 a significant area of strength was Grammar and Punctuation with 57% of the Year 3 cohort achieving a Band 5 or 6. The Year 3 boys' results have improved by 26 scale scores from the 2012 data in Grammar and Punctuation. Another area of strength was the higher than expected school learning growth for Reading and Numeracy from Year 5 2011 to Year 7 2013.

Writing has been identified as one significant area for improvement, particularly the need to develop ideas using language choices and devices to engage and persuade the reader. This has been identified as a significant need in both Year 3 and Year 5, especially Year 5 with 19% of the Year 5 cohort placed in the lowest two bands for writing. This was identified through an analysis day where the Assistant Principal, Literacy Coordinator and Teacher Educator identified strengths and areas for improvement from the NAPLAN data. There has been a notable growth in numeracy but it is still an area for development with 22% of the Year 5 cohort achieving in the lowest two bands.

The Year 5 and Year 7 results for reading show that the actual growth for reading is on par or greater than the expected growth, with 62.3% of the Year 7 students achieving above the expected growth for reading and 71.2% above the expected growth for Numeracy. An area for concern is writing with only 46.4% of the Year 5 cohort and 40.7% of the Year 7 cohort achieving above the expected growth.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess 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. 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 2013: % 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	5%	52%	43%	8%	50%	42%
	National	12%	41%	46%	12%	53%	33%
Writing	School	6%	52%	42%	20%	61%	19%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	6%	49%	45%	11%	58%	31%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	6%	37%	57%	9%	58%	33%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	5%	64%	31%	22%	60%	18%
	National	12%	54%	32%	20%	53%	25%

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 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	99%	100%
	National	95%	96%
Writing	School	100%	94%
	National	95%	92%
Spelling	School	100%	99%
	National	94%	93%
Grammar & Punctuation	School	100%	98%
	National	95%	95%
Numeracy	School	99%	98%
	National	96%	93%

Parent, Student and Staff Satisfaction

Parent, Student and Staff Satisfaction

Parents, students (Years 3, 4 & 5) and staff were invited to complete surveys that 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

Sixty-six families completed the surveys. 98% of parents agreed or strongly agreed that the school helps their child to develop a knowledge and understanding about Catholic tradition and provides various opportunities for parents/carers to become involved.

Over 95% agreed or strongly agreed that St John's provides a safe and supportive environment.

Over 94% agreed or strongly agreed that the teachers are genuinely interested in the welfare of their child.

Over 83% agreed or strongly agreed that St John's communicates effectively information about activities and events going on in the school; that their child is challenged to maximise learning outcomes; and that the school strives to meet their child's individual learning needs.

78% agreed or strongly agreed that the school provides appropriate information about their child's progress.

Areas to be examined in 2014 will be how the school communicates information on events and children's learning progress.

Students

Overwhelmingly (over 90%) the students agreed or strongly agreed that they are proud of their school; that the school helps them in their understanding of the Catholic faith; that their teacher encourages them to learn to the best of their abilities; that there are sporting or other activities available in which their children can become involved in; and that if they had a problem there are people to help them.

85% said they felt safe at St John's compared to 95% of parents and 92% of staff feeling that this school was a safe and supportive environment. This may be an area to be considered in 2014.

Staff

Staff response to the survey indicated high levels of satisfaction (over 90%) in what St John's offers the students in understanding the Catholic faith and meeting individual learning needs of students, the reporting of student progress; and that students are challenged to maximise their learning outcomes.

80% considered that students understood their rights and responsibilities compared to 98% of students on this question. Again this may lead to further discussion in 2014.

