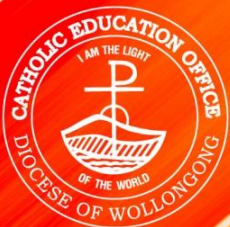


Annual School Report

2014



About This Report

St John's Catholic Primary School, Dapto is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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

St John's Catholic Primary School
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Dapto NSW 2530

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Parish Priest: Fr Francis Tran

Principal: Vicki Attenborough
Date: 12 December 2014

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 School is proudly a Catholic School. The staff openly witness the Love of Christ and this witness is passed on to our students who proudly display the school values, encompassed through the Fruits of the Holy Spirit. We should always acknowledge our Catholic culture and be ready to say, "Yes, we are a Catholic School and this is our main point of difference within the community". Our school values continue to permeate all that we do and they are the basis upon which every decision is made. Our school motto, "Love One Another" sums it up. We are witnesses of Christ in our actions, words and attitudes. If we cannot live up to our motto we cease to be of relevance. The staff is very aware of this and their demonstration of love is evident in the care, dedication and respect they have for each student and every family in the school. I am very proud of the staff of St John's. They are our greatest asset.

We look forward to working together in 2015 to ensure that these values continue to become ingrained more deeply into our school philosophy.

The 2014 school year was filled with many highlights. Education at St John's is stimulating and inspiring. The fact we have reached enrolments of 607 students this year is testament to the wonderful work of this entire community.

I am proud of the fact that during this year all our children have been given every opportunity to be challenged, achieve success and feel valued. Our focus is always on the whole child and our need to recognise their talents, which we acknowledge and develop, so they can be enjoyed by all.

Parent Involvement

The Parents and Friends Association (P&F) held their Annual General Meeting in February. We had some new people who put their hand up to take on roles within the P&F Executive. Throughout the year the P&F, with the continued and appreciated support, were involved in numerous fundraising and social events that continued to add value to the overall community spirit within the school. These activities included:

- Mother's Day Stall
- Father's Day Stall
- Kindergarten Orientation Program

- Walk-A-Thon
- Sports Carnivals
- Kinder Welcome BBQ
- School Disco
- Annual Spring Fair.

It was once again great to see that St John's had a continued abundance of help for the Spring Fair with a great number of parents, staff and families all working together as one to help make the Spring Fair the continuing success that it is. The P&F Executive approved the co-purchase and building of permanent shade structures so that there are appropriate levels of shaded areas available for all students.

We would like to extend our 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

2014 has been a great year for everyone at St John's Dapto. For Year 6 it started with the Night of the Notables where all students chose an Australian person who has done something to make a difference in our world. On the night it involved the students becoming the notable person where they were asked questions about the person they had researched. The students of Year 6 also engaged in an overnight excursion to Canberra. They visited many different sights of the Australian Capital Territory. A particular highlight was going to Parliament House and the War Memorial. During the year many other celebrations were had, these included ANZAC Day, Grandparents' Day, Remembrance Day, All Souls Day and Ash Wednesday. These significant days were celebrated with many special liturgies in the church and in our hall.

The students also enjoyed their role as 'Orange Heroes' supporting Kindergarten in their transition to the playground as well as helping Year 3 by refereeing recess and lunch soccer games. Some students from Year 3 to Year 6 were involved in SPLICED (Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong) in an online learning community. This year some of the online units were about 'Healthy Living' and 'Our Issues'. During the year the whole school celebrated many other exciting events including Book Week, Mathematics Fun Day and most importantly Mission Day where awareness was made for those in need and money was raised. This year St Johns has been extremely fun for all the teachers and students.

School Leaders

School Profile

School Context

St John's Catholic Primary School is a Catholic systemic co-educational school located in Dapto. Dapto is a rapidly growing area 15 minutes south of Wollongong and covers a wide range of socio economic groups from varied cultural backgrounds.

The school caters for students in years K-6 and has a current enrolment of 607 and has 50 staff including members of the leadership team, classroom teachers, resource teachers, school support officers and office staff.

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 co-educational 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.

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

Student Enrolments

2014 enrolments	
Boys	291
Girls	316
Total	607
Indigenous	13
LBOTE	97

The Diocesan Primary 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.siddow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	95.5%	95.5%
Year 1	96.0%	94.8%
Year 2	94.6%	95.6%
Year 3	96.0%	95.2%
Year 4	94.7%	95.2%
Year 5	95.4%	93.6%
Year 6	94.2%	93.7%
Whole school	95.3%	94.8%

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 addresses trends of absenteeism or that of a prolific nature.

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

Staffing Profile

There are a total of 36 teachers and 14 support staff at St John's Catholic Primary School. This number includes 23 full-time, 13 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 98 %.

Professional Learning

During 2014 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 50 staff.

These days focused on:

- the Literacy Continuum and aspects of an effective literacy session including assessment tools;
- School Wide Positive Behaviours for Learning (SPB₄L);
- whole staff spirituality; and
- Asthma management and Cardio Pulmonary Resuscitation (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, University of Wollongong (UOW) Educational Leadership Conference;
- formation in Faith and Religious Education including Masters of Religious Education and Masters of Theology (6 teachers), Journey (2 teachers), Shining Lights (3 teachers), Igniting the Fire (1 teacher), Alight for the World Day (2 teachers);
- Positive Behaviour for Learning Conference (2 teacher);
- SRI Planning Days;
- Innovative Primary Classrooms (1 teacher);
- Successful 1:1 Primary iPad Classroom (1 teacher);
- Inquiry Learning (25 teachers);
- Best Start Kindergarten Assessment Training (1 teacher);
- Reading Recovery Support Teacher Workshop (2 teachers);
- Spotlight on Technology Conference (5 teachers);
- Implementing the Australian Curriculum; English, Mathematics and Science (3 teachers);
- Child Protection Part A and B Training (2 staff);
- National Partnership's Taking Off With Numeracy (1 teacher);
- SPB₄L training and planning days (7 teachers);
- Learning for Leadership (1 teacher);
- Australian Council for Educational Leaders Annual Conference (1 staff);
- Positive Partnership Autism Training (2 teachers);
- Understanding of WHS consultation and risk management (2 staff);
- Understanding Autism Condition Workshop (2 teachers);
- Teachers Matter Conference (4 teachers);
- BOSTES Transport and Road Safety Meeting;
- Stephanie Alexander Kitchen Garden workshop;
- Leading a Digital School Conference (4);
- Sharing the Joy of the Gospel Conference (3); and
- Miscue Analysis Inquiry Project (1).

The average expenditure by the school on professional learning per staff member was \$510.

In addition, CEO provided professional learning opportunities with an additional average expenditure per staff member of \$733.

Catholic Life & Religious Education

St John's Catholic Primary School has continued to work closely with the Parish and the wider community during 2014 to create an atmosphere of mutual respect. The Parish Priest 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 3-6 is also given the opportunity to attend the Sacrament of Penance twice a year. The children are encouraged to become involved in the Sacramental programmes and Father has invited Grades to attend Masses within the Parish on weekends. The Sacramental Programme is Parish/school-based and the children from St John's join with other Catholic children from the Parish in workshop days and after school practices for each Sacrament. The school works closely with the catechists and Parish Priest on these occasions.

In May of this year sixty of our Year 6 children joined other children from the Parish to receive the Sacrament of Confirmation, celebrated by Bishop Peter Ingham. In early August sixty seven of our children joined with other children from the Parish to receive Jesus for the first time in Holy Communion. Forty-five of our children from Years 2, 3, 4, 5 and 6 received the Sacrament of Penance for the first time in October.

In addition to regular Masses, St John's celebrates the seasons of the Church year, along with significant feasts and events. This year, the Year 6 students attended a Mass with Bishop Peter Ingham at Ss Peter and Paul Parish School, Kiama, along with Year 6 Students from six other schools in our region. The school celebrated Lent and Easter, the Ascension, Pentecost, ANZAC Day, the feast day of St Mary of the Cross MacKillop, Grandparents' Day, Mothers' Day, Fathers' Day, Marian Feasts, Mission Week, All Saints/All Souls Day and Remembrance Day. On these occasions the whole school attended Mass together or came together for a prayer celebration.

Each school day commences as we share Morning Prayer at assembly. Parents present are encouraged to participate. Staff members gather weekly to pray together. One Staff Development Day each year is dedicated to the spiritual growth of our whole staff community. In November 2014, staff participated in a reflection day at the Hermitage in Mittagong to explore and deepen our understanding of Advent. CEO personnel led us on this day. Great care is taken to ensure that Religion lessons follow the curriculum set by our Diocese, and that staff are suitably qualified to teach the children about their Catholic faith. Seventy-seven of our Year Four children completed the Religious Literacy Assessment Program this year. Two of these students achieved the top score across the Diocese.

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 the Winter and Christmas appeals for our local poor, the children have raised \$4204.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2014. The school cohort in 2014 consisted of 77 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 81 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:

- knowledge of key events in the Scriptures that tell of Mary's openness to God; and
- knowledge of key symbols, signs and rituals of the Catholic Tradition.

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:

- identify the concept of Trinity.

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

For Part A, 14% of students were placed in the developing level, 67% in the achieving level and 18% were in the extending level.

For Part B, 6% of students were placed in the developing level, 60% in the achieving level and 34% were in the extending level.

Combining Parts A and B, 14% of students were placed in the developing level, 68% in the achieving level and 18% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2014:

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

1.2 Religious Education

Goal: For quality learning and teaching in Religious Education to be evident through well designed learning and teaching units, assessment experiences and professional learning. Rich, well-designed assessment tasks were designed and implemented. A range of learning and teaching practices were developed to meet the diverse needs of students.

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

2.3 Reporting Student Achievement

Goal: For a school wide approach to exist to engage students in the ongoing cycle of assessment, evaluation and reporting which would inform their understanding and level of achievement. Students had a sense of ownership and responsibility for their learning. Teachers were provided with a form of reporting that was aligned to the new curriculum.

2.4 Integration of Information and Communication Technology (ICT)

Goal: For a technology rich learning community to exist where ICT is integrated into wide range of learning experiences, in a safe and ethical manner, to improve learning outcomes. ICT was used regularly to enhance learning and teaching experiences and was used by students ethically for contemporary life and learning.

- **Key Area 3: Pedagogy**

3.3 Teaching Practices

Goal: For a whole school approach to meeting the diverse needs of student to exist to support the achievement of learning outcomes. Consistent learning and teaching practices in Numeracy and Literacy K-6 contributed to developing a whole school approach to the teaching of Mathematics and English.

3.4 Planning, Programming and Evaluation

Goal: For quality teaching programs to be compliant, responsive to student needs and reflective of the learning and teaching cycle. Staff had compliant teaching programs.

3.7 Professional Learning

Goal: For a professional learning culture to exist where staff shares data to guide and direct learning goals with ongoing sharing of professional learning.

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

5.1 ICT Resources

Goal: For staff to be proactive in identifying their strengths and weaknesses and be willing to support and share. Staff need determined Information Communication and

Learning Technology (ICLT) professional learning priorities. The school has a clear direction for the purchase and maintenance of ICT equipment.

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

7.1 Planning for Improvement

Goal: For the SRI practice to be effective in identifying, planning and implementing strategies to create a culture of continuous improvement. Negotiated role descriptions and duty statements supported a highly effective learning community linked to SRI priorities.

School Review and Improvement components to be reviewed and rated in 2015:

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

1.2 Religious Education

Goal: 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**

2.5 Pastoral Care

Goal: Support students with a network of pastoral care at St John's which reflects the school's mission and vision for learning and requires that students be treated with dignity and respect at all times.

- **Key Area 3: Pedagogy**

3.3 Teaching Practices

Goal: 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.

3.5 Assessment

Goal: A whole school approach of using data effectively to inform learning and teaching will be further developed at St John's.

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

7.1 Planning for Improvement

Goal: St John's SRI process will be effective in identifying, planning and implementing strategies to create a culture of continuous improvement.

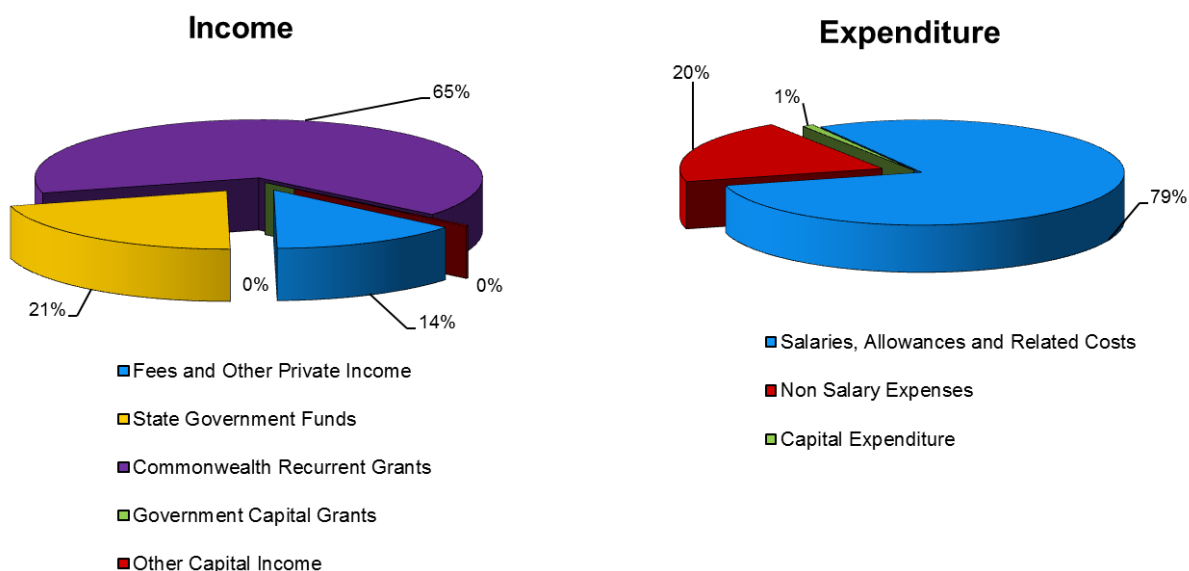
Financial Summary

Ongoing maintenance and repair works absorb considerable funds at St John's and 2014 saw these works were carried out with the assistance of Parish School Enhancement and Debt Serving Obligation (SEDSO) finances. The service of numerous consultants was sought throughout the year which included obtaining: a detailed report on extent of repairs required to MacKillop and Evangelist campus buildings with the main purpose of the inspection focusing on damage caused by water penetration, a microbial assessment of MacKillop Campus buildings, an Arborist Report on school and Parish grounds and a fire service inspection to address appropriate compliance with Australian Standards.

Finances were also directed towards upgrading of the school public address system and purchase of student / classroom computers and IT equipment.

We thank the P&F Association for their continued financial support to the school during 2014. With their assistance, a deposit on the purchase of much needed shade structures to both campuses was made with erection due early in 2015.

The following graphs reflect the aggregated income and expenditure for St John's Catholic Primary School, Dapto for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations (DEEWR).



Student Welfare

Based on the school motto of *'Love One Another'* and driven by the Vision Statement *Encountering Christ Through a love of learning, love of others and service to all*, the welfare of all students is a priority at St John's School.

The SPB₄L program has continued to be implemented. This program has focused on encouraging, developing and maintaining positive behaviours that assist student learning. Having soundly established effective school-wide systems and structures, this year the principles and practices of SPB₄L have been implemented in all classrooms at St John's School, creating a supportive environment and consistent expectations for all students.

Year 1 and Year 4 participated in the *Everyday Peacemakers* program. Year 6 implemented the *BFF Program - Best Foot Forward* for the boys and *Best Friends Forever* for the girls. These programs focused on understanding emotions and building positive relationships and were facilitated by CatholicCare.

Year 5 and Year 6 also participated in a Cyber Safety workshop facilitated by the local Police Liaison Officer. This assisted the students with furthering their understanding of Cyber Safety and developing skills and strategies to participate effectively and safely in this complex and often problematic area.

Kid's Club was implemented again this year, providing students with an opportunity to develop positive interactions and social skills in a range of settings.

A Kindergarten Orientation Program was conducted to support the Kindergarten cohort for 2015 and their parents with familiarising themselves with staff members, routines, practices and the physical environment of St John's School.

The students of Year 6 provided support to younger students within the school by assisting them while playing and socialising with their peers during break times.

With the support of CatholicCare, a counselling service has been provided to support the needs of students and families at St John's School.

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*** is 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 2014.

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

Introduction

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.

Curriculum and Pedagogy

Syllabus Implementation

St John's Catholic Primary School aligned all learning and teaching experiences with the BOSTES 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 (KLAs): Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Creative Arts and Personal Development Health and

Physical Education: This year saw the implementation of the NSW Syllabuses for the Australian Curriculum in English and Mathematics. Throughout 2014 the staff has been equipped to begin the implementation of the new Science Syllabus in 2015. We have identified that further support will need to be provided in 2015.

Assessment and Reporting

In 2014 Professional Development Planning and Review (PDPR) goal setting meetings identified the need to continue the professional development around assessment, especially in regards to literacy. This led to a series of staff meetings and a staff development day to explore quality assessment tools. 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 and a school wide assessment tool checklist.

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 the 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. Year 1 through to Year 6 ran Celebrations of Learning (student led conferences) at the conclusion of Term 1.

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 was 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-two laptops, thirty iPads and twenty-eight desktop computers were utilised across the school to enhance and support learning in various Key Learning Areas.

Cross Curriculum

Literacy strategies

The development of Literacy has been a priority across the school during 2014. All teaching staff engaged in professional learning which supported the implementation of the NSW Syllabus for the Australian Curriculum. Staff continued to implement aspects of the Diocesan English guidelines that included whole class, individual and guided small group instruction in reading, writing, talking and listening. Further to this, all staff has reviewed quality Literacy Classroom Practices while developing school wide Literacy Intervention Plans and a Kindergarten to Year Six Literacy Assessment Schedule. Grammar and Phonological Scope and Sequences have been written to help support teachers in further understanding and use of the NSW Syllabus. 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 2014.

Numeracy Strategies

The development of numeracy skills has continued to be an on-going priority across the school during 2014 due a Numeracy Initiative implemented as part of the National Partnerships Agreement in 2013. Staff continued to develop and refine Scope and Sequences

based on the NSW Syllabus for the Australian Curriculum. All K-6 teachers have continued to track and monitor all students throughout the year. Ongoing data has been collected in Week 5 and Week 10 each Term for analysis. Using this data staff has developed Individual Numeracy Intervention Plans to target specific individual needs. The implementation of effective Mathematics sessions has continued to be an ongoing focus through peer observations and program supervision.

Indigenous

Indigenous Education was presented throughout the year with support from an Aboriginal Education Assistant 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. St John's celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) week with a whole school liturgy. Harmony Day and Reconciliation Week were also celebrated. To culminate the year St John's had a celebration from Kindergarten to Year 6 with a range of performances.

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

Gifted Education has continued to be included as a learning focus at St John's this year. There were 47 students across both Stage 2 and Stage 3 that had the opportunity to participate in the Gifted Education initiative for students in Primary School across our Diocese. Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) provided the students with an opportunity to both access and engage in challenging units of work in a purpose-built online environment. Students had the chance to meet regularly to engage with other students in the program and share in challenging learning.

Teachers have continued to use a variety of procedures and tools to identify gifted students. Data collected from both the identification process and teacher differentiation continues to be gathered and tracked using a Kindergarten to Year 6 tracking proforma. The implementation of a variety of differentiation techniques and some acceleration techniques has continued to support student needs throughout the year.

Special Education Needs

During the course of 2014 the school attracted Student with Disability (SWD) funding for 25

special needs students. The students were eligible to access the funding due to a range of needs including intellectual disability, autism, mental health and receptive language disorders. Three students attracted further supplementary funding provided by the Diocese of Wollongong.

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.

All staff members completed Lessons One, Two and Three of the Disability Standards for Education Course this year.

Self-directed Learning

Through the implementation of the inquiry learning model from K-6, high levels of independent, cooperative and self-directed learning were evident across all stages during 2014. 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 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 centred 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 writing to the school principal to ask for a compost bin on the Fr Ward playground, Year 2 sharing their understanding of different celebrations that take place within Australia through the design of a mural for the Library, Year 3 exploring robots and using new technology, Year 4 visiting the Maritime Museum in Sydney to explore The Endeavour, Year 5 raising awareness of Legacy through their inquiry into the ANZAC's and finally Year 6 writing letters to the Australian Government to show their understanding of the foreign aid offered to our neighbouring countries.

St John's were represented by a teacher and three Year 5 boys at UOW in Term 4. They participated in two student led workshop days to plan an inquiry around a big global issue which will be published on the Global Education Website.

2014 has seen the introduction of innovation and integration of Lego Robotics at St John's. This has led to dramatic changes to the student's learning in Science and Technology and Mathematics. Robotics began as a funded resource from CEO for the high number of identified gifted students. Robotics was implemented for a whole grade in Terms 1, 2 and 3. In Term 4 workshops were run once a week for a selected group of students.

Robotics lessons created a new outlook and enthusiasm in students and their learning. The skills of problem solving, higher order thinking, co-operative learning, questioning and

reasoning, have further developed in students due to the project and therefore are setting foundations for life long learning.

Robotics lessons are less teacher directed and more student centred, resulting in students taking control of their learning and being problem solvers and risk takers. Allowing students to take more control means they make their own discoveries and are also able to experience the benefits of peer tutoring. In addition, students are taking ownership of their learning. Lessons are organised in such a way that students are able to have the freedom to think yet the structure to learn.

Expanding Learning Opportunities

Competitions

Thirty-eight students from Year Four to Year Six participated in the International Competitions and Assessment for Schools in the areas of Mathematics, English, Writing and Science. A number of Credits and Distinctions were awarded to the students within each of the competitions.

Sport

During 2014 a large number of students from the school participated in a variety of sports including:

- the annual Swimming Carnival, which was conducted at the end of 2013. Thirty-one students were selected from the school carnival to represent the school at the 2014 Regional Diocesan Carnival, and one student was the Diocese at the MacKillop Trials;
- the school's Cross Country Carnival that was held at the beginning of Term Two. Following the school carnival twenty-four students represented the school at the Diocesan carnival. Four students were selected to represent the Diocese at the MacKillop Trials. One student was then selected to attend the Primary Schools Sports Association (PSSA) Cross Country Carnival then continued onto the NSW PSSA Cross Country State Championships;
- the school's Athletics carnival that was held in Term Two from which thirty-eight students were selected to represent the school at the Regional Diocesan Carnival. Twenty-one students were selected to participate in the Diocesan Selection Trials. One student was selected for the MacKillop Athletic Team;
- six school teams participated in the Paul M^cGregor and Rod Wishart Shield Rugby League Competition;
- three school teams participating in the South Coast Primary Schools All Schools Rugby League Carnival;
- competed in the State wide Mark Taylor Shield cricket competition;
- twelve school teams participating in the Diocesan Netball Gala day;
- thirteen school teams participating in the Diocesan Soccer Gala day;
- twelve school teams participating in the Diocesan Basketball Gala day;
- five school teams participating in the Diocesan Cricket Gala day; and
- two students selected to represent NSW MacKillop in the sports of hockey and football (soccer).

Throughout 2014 eleven students represented the Diocese of Wollongong in the sports of basketball, rugby league, rugby union, soccer, cricket, hockey and touch football and three students awarded the Primary Medallion at the Annual Diocesan Sports Awards.

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 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 2014 an area of strength was Reading with 55% of Year 3 cohort achieving a band 5 or 6. Grammar and Punctuation was also a strength for the Year 3 cohort, with 63% achieving a band 5 or 6. In Numeracy, Number and Patterns and Algebra were also a strength, with St John's students above both the CEO Wollongong and State averages. The Year 3 cohort showed strength across all areas of numeracy.

In Literacy, reading comprehension has been identified in Year 3 and Year 5 as one significant area for improvement. Specific concerns in this area are identified as inference and making connections. Other areas for improvement include writing and spelling. In Numeracy, the main area for concern is in the area of Measurement, Data, Space and Geometry.

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 2014: % 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	9%	36%	55%	18%	49%	34%
	National	15%	39%	46%	15%	39%	46%
Writing	School	5%	55%	41%	22%	69%	9%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	14%	44%	42%	16%	55%	28%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	6%	31%	63%	24%	42%	34%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	12%	51%	37%	21%	57%	22%
	National	15%	48%	37%	20%	54%	26%

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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	96%
	National	94%	93%
Writing	School	100%	92%
	National	94%	90%
Spelling	School	98%	97%
	National	93%	93%
Grammar & Punctuation	School	98%	96%
	National	94%	93%
Numeracy	School	99%	95%
	National	95%	93%

Parent, Student and Staff Satisfaction

Parents, students (Years 4, 5 and 6) 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.

Students

Over 90% of the students agreed or strongly agreed that they understand their rights and responsibilities at school. Over 85% agreed or strongly agreed that the school helps them in their understanding of the Catholic faith; that their teacher encourages them to learn to the best of their ability; that they feel safe at school; and that if they had a problem there are people to help them.

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; understanding their rights and responsibilities; the reporting of student progress; and that students are challenged to maximise their learning outcomes.

Parents

Forty-six families completed the survey. Over 90% of parents agreed or strongly agreed that the school helps their child to develop a knowledge and understanding about Catholic tradition and that St John's provides a safe and supportive environment. 88% agreed or strongly agreed that the teachers are genuinely interested in the welfare of their child and St John's provides various opportunities for parents/carers to become involved. Over 75% 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.

Areas to be examined in 2014 will be how the school provides appropriate information about student progress.

