

# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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St John's Catholic Primary School, Dapto is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

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

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Parish Priest: Rev Francis Tran

Principal: Vicki Attenborough

Date: 18 December 2015

## Vision Statement

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

## Message from Key School Bodies

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I am pleased to present to you the 2015 Annual School Report for St John's Catholic Primary School, Dapto. This report is a snapshot of the wonderful work accomplished by this community over the last twelve months. St John's school is working hard to enhance the vibrant and dynamic learning environment which already exists. It is the belief of the school that all children must be equipped with the skills and strategies to solve problems and think creatively. The school's students, parents, teachers and parish work collaboratively to ensure that every person in the community is both valued and respected for who they are. The schools educational practices are based on reflection and improvement which encourages positive attitudes and a love of learning. The schools strong relationship with the parish allows for high levels of involvement for the school community through participation in liturgies and celebrations within our parish community.

### ***Parent Involvement***

The Parents' and Friends' Association (P&F) held their Annual General Meeting in February. Throughout the year the P&F, with the continued and welcome support of the many parents and friends and teachers of St John's, were involved in numerous fundraising and social events that continue 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; and
- the 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 of technology supplies for the school, as well as continuing to support the school library with the purchase of book supplies.

The committee would like to extend special thanks to the Parish Priest, School Principal, School Staff, 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***

2015 has been an excellent year at St John's Dapto. For Year 6 it started with the Night of the Notables where all students chose an Australian person to research who had made a significant difference in world. On the night it involved the students becoming the notable person where they were asked questions about the person they had researched. Families and students came to share in their great

work. 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 meeting local Federal Member, Stephen Jones.

The highlight of the year for many students and teachers from the school was the production of Joseph and the Amazing Technicolor Dream Coat. This was such an exciting time for all children on the Evangelist Campus. Many students had the chance to sing, dance, act and work backstage. The whole school loved going and watching the performance together.

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 the school hall. Some students from Stage 3 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 Saint Teresa and LED Lights.

During the year the whole school community celebrated many other exciting events including Book Week and most importantly Mission Day where awareness was made of those in need and money was raised. This year, St John's School has been extremely fun for all the teachers and students.

*School Leaders*

## **School Profile**

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### ***School Context***

St John's 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 588.

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 caters for students from Kinder to Year 6. The school has 50 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 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**

2015 enrolments	
Boys	291
Girls	297
Total	588
Indigenous	20
LBOTE	116

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.sjddow.catholic.edu.au](http://www.sjddow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

### **Student Attendance**

2015 Attendance	Male	Female
Kinder	95.0%	94.6%
Year 1	93.7%	93.2%
Year 2	93.5%	93.3%
Year 3	94.0%	93.2%
Year 4	94.0%	92.8%
Year 5	92.2%	93.9%
Year 6	93.8%	91.4%
Whole school	93.8%	93.3%

### **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 electronically via SENTRAL and is the responsibility of the class teacher in the first instance.

It is an expectation that if a student is absent from school, a written note explaining the absence is provided to the class teacher. If an explanation for an absence is not received, a reminder note from the Principal requesting an explanation is sent to parents/guardians. If no written explanation is received then an “unexplained/unjustified” absence is documented.

In the event of a student having an excessive number of unexplained absences, contact with the parents/guardians is made by the Principal or representative to investigate the circumstances related to these absences.

Partial student absences for late arrival and/or early departure are recorded electronically by office staff on presenting to the office with their parent/guardian on arrival or departure.

Parents requesting exemption from attending school for any period of time must complete a Request for Exemption Application prior to the leave being taken and obtain approval from the Principal. An exemption from attending school, if approved, is issued. This process is consistent with the CEO Diocese of Wollongong Student Attendance Policy and School Attendance Guidelines and Procedures (January 2015).

Full day absences are documented on student reports each semester and awards are presented at the end of the year to students who have maintained a 100% attendance record.

St John’s regularly advises parents of the importance of school attendance through the school newsletter. Parents/guardians are encouraged not to withdraw their children from school for family holidays and to try and arrange holidays during school holidays.

## Staffing Profile

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There are a total of 35 teachers and 15 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 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 2015 was 96.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 94%.

## ***Professional Learning***

During 2015 St John's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St John's whole school development days involving 45 staff.

These days focused on:

- Staff Spirituality - Theology of Presence;
- Spelling strategies for the Classroom;
- Cardiopulmonary Resuscitation (CPR); and
- School Wide Positive Behaviours for Learning (SPB4L).

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

- Learning Technologies (2 staff);
- Australian Council for Educational Leaders (ACEL) Conference (4 staff);
- Reading Recovery Training PD (1 staff);
- Reading Recovery Ongoing Professional Learning PD (1 staff);
- Teacher Training in Best Start Administration Day 1 (4 staff);
- Teacher Training in Best Start Administration Day 2 (4 staff);
- K-6 Physical Activity, Sport and Healthy Eating Conference (1 staff);
- K-2 RE Curriculum PD (1 staff);
- Primary Religious Education Rethink Programming Workshop (4 staff);
- Leading Curriculum Implementation - History (1 staff);
- Alight for the World (1 staff);
- Personalised Planning Tool Professional Development (PD) (1 staff);
- Collaborative Classrooms - Mastering DOW Cloud (2 staff);
- CENTRAL Attendance and Profiles Training (3 staff);
- Primary Assistant Principal Meeting (1 staff);
- Leading Curriculum Implementation: English (2 staff);
- Lamplighter Day 6/ Day 7 (1 staff);
- Leading Curriculum Implementation: Mathematics (2 staff);
- The Successful Primary iPad Classroom (2 staff);
- Leading Curriculum Implementation: Science (1 staff);
- Independent Education Union (IEU) Representative Training Day (2 staff);
- Mission - One Heart Many Voices REC Conference (1 staff);
- Stretching Potential Through Learning in Interactive and Challenging Environments in the Diocese of Wollongong (SPLICED) Day (1 staff);
- Igniting the Fire (3 staff);
- Religious Education Coordinator (REC) Network Day (1 staff);
- Leading Indigenous Education PD (1 staff);
- Setting up and Implementing a Managing Student Pastoral and Educational Concerns (MSPEC) Team: Phase 2 (4 staff);
- CENTRAL Pastoral Care Module Workshop (1 staff);
- Leading Libraries (1 staff);
- State Action Plan (SAP) Writing Project PD (3 staff);
- Religious Literacy - Primary Diocesan Marking Day (1 staff);

- Leading Curriculum Implementation: English Day 2 (2 staff);
- Men's Retreat (1 staff);
- Oliver Training for Casual School Support Officers (2 staff);
- School Wide Positive Behaviours for Learning (SPB<sub>4</sub>L) Phase 3 & 4 Team Training and Graduation (6 staff);
- Moving from Exchange to Google (1 staff); and
- School Support Officer (SSO) Primary and Secondary Network Meeting (1 staff).

The average expenditure by the school on professional learning per staff member was \$340.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$502.

## **Catholic Life & Religious Education**

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St John's Catholic Primary School has continued to work closely with the parish and the wider community during 2015 to create an atmosphere of mutual respect. The Parish Priest, Father 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 Year 3 to Year 6 is also given the opportunity to attend the Sacrament of Penance. The children are encouraged to become involved in the Sacramental Programmes and Father Francis has invited the students to join in children's liturgy at the nine-thirty Parish Mass on weekends during the school Term. The Sacramental Program 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 the Parish Priest on these occasions.

On Friday 29 May and Sunday 31 May, 54 Year 6 children joined other children from the Parish to receive the Sacrament of Confirmation, celebrated by Bishop Peter Ingham. On Saturday 5 September 46 children from St John's joined with other children from the Parish to receive Jesus for the very first time in the Sacrament of Eucharist. Children from Year Two, Year Three and Year Four, received the Sacrament of Penance for the first time on Thursday 12 November.

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 St Paul's Parish Church at Albion Park, along with Year 6 students from other schools in the region.

Each school day commences with Morning Prayer at assembly. Parents present are encouraged to participate. Staff members gather weekly to pray and one staff development day annually is dedicated to the spiritual growth of the whole staff community. In August 2015, staff participated in a reflection day led by Br Damien Price to explore and deepen their understanding of the Theology of Presence. St John's follows the Diocesan curriculum for Religious Education which is delivered by staff qualified to teach the children about their Catholic faith. In 2015 staff members from Year 5 to Year 6 began using the online resource Understanding Our Faith. Children from Year 5 and Year 6 participated in the Annual Christmas Art Competition and 85 Year 4 children completed the Religious Literacy Part A examination in 2015.

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 St Vincent de Paul Winter and Christmas Appeals the school community raised \$5 540 in 2015 to help those in need.

## Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across Years K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of eighty-five Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and ninety 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 three.

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 parts and sequence of the Mass; and
- knowledge of Holy week and Easter.

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 understanding of Jesus' teaching on forgiveness.

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

For Part A, 3.5% of students were placed in the developing level, 64.7% in the achieving level and 31.8% were in the extending level.

For Part B, 0% of students were placed in the developing level, 81.1% in the achieving level and 18.9% were in the extending level.

Combining Parts A and B, 2.4% of students were placed in the developing level, 78.8% in the achieving level and 18.8% were in the extending level for Religious Literacy.

## School Review and Improvement

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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 2015:**

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

- 1.2 Religious Education

- Goal: To build a culture of high expectation for quality learning and teaching in Religious Education.

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

- 2.5 Pastoral Care

- Goal: To support teachers and students with a school wide and consistent approach to Pastoral Care which reflects the school's Vision and Mission.

- **Key Area 3 Pedagogy**

- 3.3 Teaching practices

- Goal: To continue to develop school wide practices and procedures for the individual needs of students and align Diocesan Learning and Teaching Guidelines with pedagogical practices.

- 3.5 Assessment

- Goal: To implement authentic assessment practices that reflect the Diocesan Learning and Teaching Framework.

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

- 7.1 Planning for improvement

- Goal: To develop effective annual planning processes focused on school improvement.

## **School Review and Improvement components to be reviewed and rated in 2016:**

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

- 1.3 Catholic Life and Culture

- Build a community that promotes, through action, stewardship and spirituality focusing on the Pope's Encyclical, Laudato Si and the Year of Mercy.

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

- 2.1 Educational potential

- Effective differentiation, goal setting and feedback will be evident from Kindergarten to Year Six focusing on a whole school approach.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- Diverse needs of students will be catered for, through consistent monitoring, tracking and analysing of student data in informing student learning.

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

- 4.1 Recruitment, selection and retention of staff

The development of a leadership capacity that is distributed and sustainable across the school.

- 4.5 Overall compliance with legislation and other requirements

Structures to monitor and maintain continual compliance with all requirements will be in place.

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

- 5.2 Use of resources and space

A plan for the future growth and development of the school to cater for enrolment trends will be established.

- 5.4 Financial management

The development of financial literacy skills within the leadership team will enable budgetary and

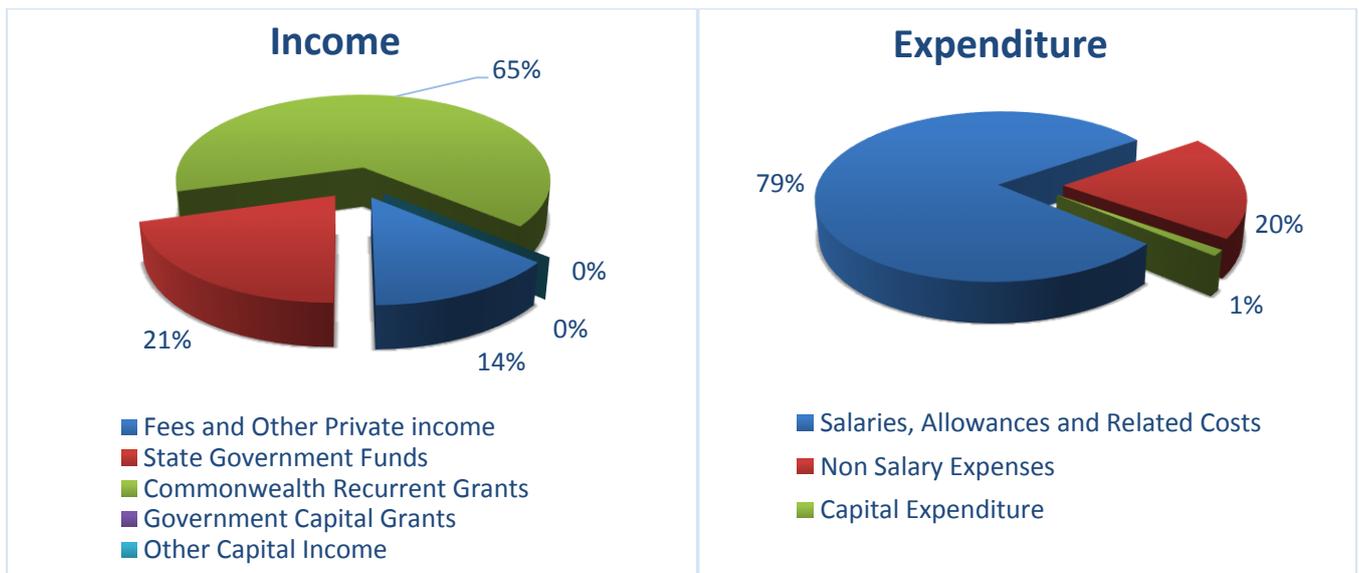
## Financial Summary

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Ongoing maintenance and repair works absorb considerable funds at St John's and 2015 saw these works carried out with the assistance of Parish School Enhancement and Debt Servicing Obligation (SEDSO) finances. Finances were also directed towards student/classroom computers and Information Technology (IT) equipment and licenses.

The financial contribution of the P&F to St John's was directed towards the purchase of Library resources, the school musical production and classroom computers and iPads.

The following graphs reflect the aggregated income and expenditure for St John's Catholic Primary School, Dapto for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

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Student welfare is a priority at St John's School, evident through the many initiatives that have been implemented to provide a safe and supportive environment for all students.

The SPB<sub>4</sub>L framework continues to be implemented at St John's. It is embedded in all aspects of school life and specifically focuses on the welfare of all students. While maintaining a consistent school-wide approach to encouraging, maintaining and rewarding positive behaviours, both in classroom and non-classroom settings, this year a specific focus was placed on the individual needs of students.

This was supported by Kids Club, which was implemented on both the MacKillop and Evangelist campus during 2015. This year the model incorporated concepts from the 'Let's Play Games' and the 'Friendly Classrooms Plus' programs and focused on helping students develop skills associated with social interactions, reducing stress and anxiety and handling peer-to-peer conflicts. Students learned strategies and applied these directly in playground situations. This was monitored and feedback and further input was provided accordingly.

The students of Kindergarten, Year 2 and Year 5 took part in programs run by CatholicCare that focused on building and maintaining positive relationships and friendships. Through the support of CatholicCare, the school was also able to provide a counselling service to support the needs of students and their families.

The Kindergarten Orientation program took place during Term 4. This provided the parents and Kindergarten students of 2016 with opportunities to become familiar with St John's School, staff members and some details about routines and systems of the school.

Transitioning from one playground to another can be a challenging prospect for younger students. A playground transition program for Kindergarten took place during the latter part of Term 4 to assist the transition process to their new playground for 2016. This allowed the students to become familiar with their new playground during well-structured and supported recess periods.

The Youth Liaison Officer from the Catholic Education Office provided a Cyber Safety seminar to the parents of St John's as well as to the students of Year 4, Year 5 and Year 6. This was supported by a visit from the Police Liaison Officer who spoke with the students from Stage 1 and Year 4, Year 5 and Year 6 regarding Cyber Safety as well as general safety.

A Buddy Support Program was implemented for Kindergarten and Year 6, providing opportunities for students to develop a rapport and friendship with children from other grades. This allowed students to extend their friendship and support networks.

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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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**

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### **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 aligned all learning and teaching experiences with the Board of Studies Teaching and Educational Standards NSW (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, Creative Arts and Personal Development Health and Physical Education. This year saw the implementation of the new NSW Syllabus for the Australian Curriculum in Science. Throughout 2015 the staff have been equipped to begin the implementation of the new Human Society and Its Environment Syllabus in 2016. The school has identified that further professional development will need to be provided in 2016.

### **Assessment and Reporting**

In 2015 Professional Development Planning and Review (PDPR) goal setting meetings identified the need to continue the professional development around assessing individual student achievement and plotting student progress onto the Literacy and Numeracy Learning Continuums. This led to a series of staff meetings to explore quality assessment tools and develop a better understanding of individual student progression through the learning continua.

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 Year 3, Year 4, Year 5 and Year 6. This involved students completing a reading and spelling assessment at the beginning of the year. This data was analysed and presented to staff showing the range of student growth in this areas. This has led to professional dialogue around the importance of consistent pedagogy in Literacy.

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

### **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. Interactive whiteboards were utilised from Kindergarten to Year 6 in all KLAs to introduce new concepts, consolidate learning and support learning intervention. Laptops, iPads and desktop computers were also utilised across the school to enhance and support learning in various KLA's. A 1:1 iPad program was introduced in Year 5 and will expand to Year 6 in 2016.

### **Literacy strategies**

The development of Literacy has continued to be a priority across the school during 2015 with a focus on spelling and writing. Staff engaged in professional learning in the following areas:

- new strategies for teaching and learning in literacy;
- implementation of the NSW Syllabus for the Australian Curriculum;
- development and implementation of aspects of the Diocesan English guidelines including whole class, individual and guided small group instruction in reading, writing, talking and listening;

In addition Quality Literacy Classroom Practices were reviewed and school-wide Literacy Intervention Plans, and a Kindergarten-Year 6 Literacy Assessment Schedule were developed. Reading Recovery also continued to be a support for Year 1 students experiencing difficulty in their literacy development.

### **Numeracy strategies**

Numeracy has continued to be a key priority during 2015. Staff implemented Mathematics sessions that reflected the Diocesan Mathematics guidelines and all teaching staff transferred their tracking and monitoring over to the SENTRAL Continuum Tracker. This allowed staff to move students along the numeracy continuum and to identify and monitor students at risk. Short, sharp explicit interventions were then implemented to support these students develop specific numeracy skills.

### **Indigenous**

Indigenous Education was presented throughout the year with support from three Aboriginal Education Assistants (AEAs) across all classes. Many different perspectives were looked at across a number of KLAs including indigenous dance, drama, music, creative arts, storytelling 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, which included indigenous students accompanying dance groups by playing didgeridoo's and clap sticks. Harmony Day and Reconciliation Week were also celebrated. This year saw one of the Aboriginal Education Assistants work with Year 6 students in creating an Indigenous garden.

### **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. Teachers 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 a learning focus at St John's in 2015. There were 28 students across Stage 3 that had the opportunity to participate in the gifted education initiative for students in primary schools 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. Whilst a number of students participated in the Five Hundredth Anniversary of the birth of Sister Teresa Unit, other students from Stage 3 had their artwork selected and published as part of the program.

Staff members 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 shared and tracked across Kindergarten to Year 6.

## **Special Education Needs**

During the course of 2015 the school attracted Student with Disability (SWD) funding from the Commonwealth Government for 23 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. Other students attracted further supplementary funding provided by the Diocese of Wollongong. Personalised Plans were maintained for each of the students. The Personalised Plans recorded adjustments to the curriculum and individual goals in areas including social, emotional and academic learning. Each of the Personalised Plans were formulated in collaboration with the parents of each student.

All staff members completed Modules 4 to 8 of the Disability Standards for Education Course this year.

## **Expanding Learning Opportunities**

### *Competitions*

Thirty-two students from Year 4 to Year 6 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 2015 a large number of students from the school participated in a variety of sports including:

- the annual swimming carnival, conducted at the end of 2014. Twenty five students were selected from the school carnival to represent the school at the 2015 Regional Diocesan Carnival, and 2 students were selected by the Diocese to compete at the MacKillop Trials. One student then continued onto the NSW Primary Schools Sports Association (PSSA) State Swimming Championships;
- the school's cross country carnival held at the end of Term 1. Following the school carnival 24 students represented the school at the Diocesan carnival. Three students were selected to represent the Diocese at the MacKillop Trials. One student was then selected to attend the PSSA cross country carnival then continued onto the NSW PSSA Cross Country State Championships;
- the school's Athletics carnival held in Term 2 from which 38 students were selected to represent the school at the Regional Diocesan Carnival, St John's came third overall. Eighteen students were selected to participate in the Diocesan Selection Trials. One student was selected for the MacKillop Athletic Team;
- students in Year 3 to Year 6 participated in an AFL skills program delivered by AFL NSW Development Officers;
- students in Year 5, Year 4 and Year 3 participated in a baseball clinic run by Dapto Chiefs;

- eleven school teams participated in the Paul McGregor and Rod Wishart Shield Rugby League Competition;
- four school teams participating in the South Coast Primary Schools All Schools Rugby League Carnival;
- the state-wide Mark Taylor Shield cricket competition;
- fourteen school teams participating in the Diocesan Soccer Gala day;
- fourteen school teams participating in the Diocesan Basketball Gala day; and
- one student was selected for the NSW MacKillop team for hockey, then continued on to represent NSW at the PSSA Boys Hockey State Carnival.

Throughout 2015 8 students represented the Diocese of Wollongong in the sports of basketball, rugby league, tennis, rugby union, cricket and hockey. One student was awarded the Primary Sports Council Medallion and another student was awarded the Primary Sports Council Red Award at the Annual Diocesan Sports Awards.

### **School Production**

St John's Catholic Primary School was very proud to present their first musical production, Joseph and The Amazing Technicolor Dream Coat.

Many staff, along with 100 students from the Evangelist Campus came together to create the cast and crew. They were fortunate to have a whole team of directors, choreographers and an extended production crew all actively involved throughout the process in helping make the production come together. This was possible because of the talent, support and flexibility of all involved. The students had the opportunity to grow in self-confidence, see themselves from new perspectives, work together as a team, learning about commitment and focus. Joseph and The Amazing Technicolor Dream Coat was an exciting, challenging but rewarding and memorable experience for the students.

### **Student Achievement**

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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 Year 3 and Year 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 2015 an area identified as a strength was reading with 56% of Year 3 and 44% of Year 5 achieving the top two bands. Grammar and Punctuation were also identified as strengths for the Year 3 cohort, with 68% achieving a Band 5 or 6.

In literacy, spelling has been identified in Year 3 and Year 5 as one significant area for improvement. 9% of the Year Three students and 13% of the Year Five students achieved at or below the National

Minimum Standards (NMS) in spelling. Spelling will continue to be a school wide focus for professional development in 2016.

### 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 2015: % 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	3%	42%	56%	12%	44%	44%
	National	13%	39%	48%	20%	47%	33%
Writing	School	1%	42%	57%	7%	69%	24%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	9%	51%	41%	13%	64%	23%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	1%	30%	68%	13%	57%	29%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	22%	43%	35%	19%	64%	17%
	National	17%	49%	34%	18%	55%	28%

## 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 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	99%	97%
	National	95%	93%
Writing	School	100%	99%
	National	96%	92%
Spelling	School	99%	96%
	National	93%	93%
Grammar & Punctuation	School	100%	95%
	National	95%	93%
Numeracy	School	99%	99%
	National	94%	95%

## Parent, Student and Staff Satisfaction

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Parents, students and staff were invited to complete online 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

Forty-five families completed the survey. Over 87% 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. 75% agreed or strongly agreed that the teachers are genuinely interested in the welfare of their child and that St John's provides various opportunities for parents/carers to become involved. Over 78% agreed or strongly agreed that St John's communicates effectively information about activities and events going on in the school.

## **Students**

Over 90% of the students agreed or strongly agreed that they understand their rights and responsibilities at school and that their teacher encourages them to learn to the best of their ability. Over 80% agreed or strongly agreed that the school helps them in understanding their Catholic faith; 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 in what St John's offers the students in understanding the Catholic faith; understanding their rights and responsibilities and in creating a safe and supportive environment.



**CATHOLIC EDUCATION**  
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