

***St John the Evangelist
Catholic Primary School
Campbelltown***



***Annual School Report
2011***

About This Report

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

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

The Report also outlines information regarding School Review & Improvement (SRI) 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 NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2012.

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

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Parish Priest: Fr Michael Healy

Principal: Mr Peter McKenzie

Date: December 2011

Vision Statement

St John's strives to be a Catholic school community that promotes excellence in a learning environment based on Gospel values. Our mission is to provide a quality Catholic school enabling each person to reach full potential in the light of our school motto, "Walk in Peace and Joy."

Message from Key School Bodies

Principal's Message

The 2011 School Year was another successful year at St. John's. Enrolments remained steady and parent involvement was excellent, particularly through our Reading Support Program and through the support of a number of sporting ventures and our school fete. During 2011 our Kindergarten (K), Year 1 and Year 2 classes move into brand new purpose built facilities following the Building Education Revolution (BER) Program.

A range of quality pastoral care programs including the Peer Support Program were delivered successfully and indigenous culture was further acknowledged and celebrate through a number of initiatives.

Learning and Teaching was again characterized by a further commitment to authentic student centred learning enhanced by significant professional development and collegial support. The relationship between the school and the wider parish continued to be productive and supportive.

Parent Involvement

The Parents and Friends Committee again received excellent support from the wider parent body for a range of events held during the year. These included Mothers and Fathers Day stalls, Student Discos and a Shopping Trip. The Annual Fete was reintroduced in 2011 and was a resounding success on a number of levels. The fete was undoubtedly a highlight and was very well supported by parents and the local community. The practical support for the school by so many parents during the year is acknowledged and appreciated. This includes all those within the school community who assisted with sports carnivals, gala days, in classrooms and in a variety of other ways.

Parents and Friends Association, President

Student Leadership

2011 was a great year at St John's particularly for Year 6 students, who completed their primary education in such an inviting learning environment as the Learning Space. Students have learned many new things because of the great teachers at St John's, and have been able to have fun while learning. Highlights for Year 6, in 2011, included the overnight excursion to Wedderburn in Term 1, where students developed their leadership skills, and the trip to Canberra in Term 4, which was part of learning about the nation's capital and Federal

Government. Year 6 students will also remember their Thanksgiving Mass, the dinner at the Campbelltown Catholic Club and our end of year 'fun day' at Jamberoo. On behalf of Year 6 we thank the school and especially our parents, for providing us with the opportunity to learn so much during the past seven years.

School Leaders

School Profile

School Context

St John the Evangelist Catholic Primary School is a Catholic Systemic co-educational school located in Campbelltown. The school caters for students in Years K to Year 6 (K—6), and has a current enrolment of 572.

As the first Catholic school in the region, St John's has a long and proud tradition of providing an excellent Catholic education to children from a number of parishes within the Macarthur. St John's had its beginnings as early as 1849 when Archbishop Polding blessed the cornerstone of the building now known as Quondong. Then it was St Patrick's School, the first Catholic school built by private enterprise in the colony. A number of dedicated Irish lay teachers ran the school until the Sisters of the Good Samaritan took charge in the late 1880's.

The school transferred to its present site in 1914. The school name was also changed at this time. Throughout the ensuing years the school has grown and flourished under the guidance of successive principals and dedicated teachers. Many local parents and parishioners have played an active role in the school's development, as has the Campbelltown Catholic Club. As a Catholic Parish School the spiritual growth and welfare of every student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government Educational authorities.

Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	280	292	572	39	129

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.sjctdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	91.3%	88.5%	89.8%	88.8%	88.9%	93.3%

Management of Student Non Attendance

Student non attendance is recorded electronically on a daily basis via the School Administration System (SAS) and in accordance with Diocesan Attendance Guidelines and Procedures, which were updated in September 2011.

Staffing Profile

There are a total of 32 teachers and 10 support staff at St John's Catholic Primary School. This number includes 20 full-time, 12 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 2011 was 94.19%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 100 %.

Professional Learning

During 2011, St John's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through SRI priorities.

These included:

A. St John's whole school development days involved 32 staff.

These days focused on:

- Australian Curriculum Focus Day;
- Numeracy Review and Reflection; and
- Deepening Spirituality.

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

- School Wide Positive Behaviours for Learning (SPB4L) involving 28 teachers;
- Literacy courses involving 15 teachers;
- Numeracy courses involving 5 teachers;
- Pedagogical courses involving 8 teachers; and
- Information Technology professional development involving 28 teachers.

The average expenditure by the school on professional learning per staff member was \$618. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$636.

Catholic Life & Religious Education

The Catholic culture at St. John's has continued to grow throughout 2011. The staff, students and parents together with the wider community have joined on many occasions to share, work and celebrate. The Spiritual and prayer life of the St John's school family has been deepened throughout the year with many beautiful celebrations. These include the weekly gathering as a whole school praying for special intentions or to reflect on scripture, the celebration of the Eucharist with the students from each grade joining with the wider parish community and their parents and friends.

The school was able to support the Parish Sacramental Programs, of Penance, First Holy Communion and Confirmation. These occasions were highlights of the year as was the Mass held to celebrate the Good Samaritan tradition of the school. Many students received the sacraments in their own neighbouring parishes as well as within St. John's Parish itself. Other highlights included whole school masses to both open and close the 2011 School Year, the Christmas concert held at John Therry Catholic High School and the Year 6 Thanksgiving Mass, which celebrated the completion of their primary education.

The relationship between the school and St. John's parish continues to be very positive with staff regularly attending the parish mass on Friday mornings before school and Frs. Michael and Lucas both providing support and pastoral guidance for staff and students.

In 2011 the school supported a number of charities and organizations including the St Vincent de Paul Society, Caritas and Catholic Missions. Donations totalled approximately \$3,900.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 84 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2011 and

88 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.

For Part A, 24% of students were placed in the developing level, 57% in the achieving level and 19% were in the extending level.

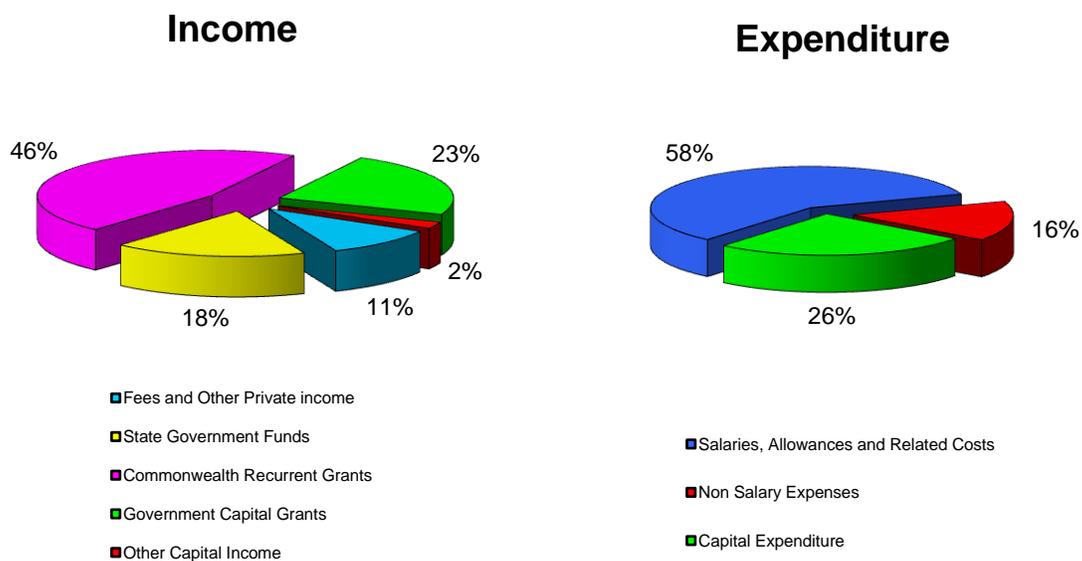
For Part B, 35% of students were placed in the developing level, 59% in the achieving level and 6% were in the extending level.

Combining Parts A and B, 32% of students were placed in the developing level, 55% in the achieving level and 13% were in the extending level for Religious Literacy.

Financial Summary

Each year, the school budget is determined by the ongoing needs of the school. The budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented. A copy of the budget is given to our Parish Priest.

The following graphs reflect the aggregated income and expenditure for St John the Evangelist Catholic Primary School, Campbelltown for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

The well being of each student is central to the culture of the school. A number of specific programs operate within the school that are designed to improve the experience of school for each student.

Pastoral Care

The Peer Support Program was again run in Term 3 with the Years 5 & 6 students leading our 50 groups of all students from K-6 on a weekly basis. Promoting Harmony, a module that focuses on anti – bullying strategies was used in 2011 and was well received by students. Buddy classes have run successfully across the school with many joint experiences being held, including grade religious celebrations as well as classroom and whole school experiences. The friendships that develop across the grades contribute to social cohesion among students. Year 6 students participated in a Leadership forum at the Sydney Entertainment Centre, which was once again well received by the student leaders attending.

To support our behaviour management policy, leadership team members were again assigned playground duties. This was to support students who may have experienced difficulties with social skills on the playground. This initiative has been successful for these children and for the smooth running of playtime.

A program of transition to school for students with special needs was held for students enrolling in Kindergarten, 2011. The Life Education Program was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE) Program for students and involved all classes, K-6. This program took place in Term 2.

Good Samaritan Awards continued in 2011 and these are presented weekly to promote and acknowledge excellent behaviour and school spirit amongst the students. In 2011 the school began the incorporation of the School-wide Positive Behaviours for Learning Program (SPB4L).

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 2011.

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

The delivery of quality learning and teaching at St John's has continued to be the core objective and this has been pursued in many ways throughout the year.

Curriculum & Pedagogy

The K-2 Religious Education curriculum that was introduced for infant students at the beginning of 2006 has continued to develop, with a focus on the particular ways young children learn. Teachers had previously received an introduction to the syllabus as well as having a resource book "To Know, Worship and Love" for each of the students and additional resources have also been purchased to enhance the teaching of Religious Education in the school.

Curriculum integration maintains a strong focus in teaching/learning programs as teachers plan in order to integrate outcomes in light of the Primary Foundation Statements that set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. These statements provide a basis for assessing, reporting and discussing student progress. In light of these Foundation Statements and the federally mandated reporting procedures, teachers have reported student progress to a common grade scale A-E. Opportunities were also given to the parents to meet and discuss each report.

The continued use of Information Communication Learning Technologies (ICLT) as a tool to enhance learning has further directed pedagogical thinking in the classrooms K-6. Teachers have adopted a more student centred approach to learning, integrating the use of ICLT so that students are able to follow an inquiry style model of learning allowing greater self-direction and the opportunity to work more independently. Those students requiring greater scaffolding to support their learning have been able to access explicit teaching and direction from the teachers present in the team teaching environments which has been in place throughout the year for Stages 1 and 3 and in Grades K, 3 and 4 with relation to inquiry learning.

In 2011 a member of the School Leadership Team was released from class to support both teachers and students with inquiry-based learning as a process for gathering information by questioning. This style of learning involves a level of student engagement and participation that leads to deeper understanding as well as the resolution of questions and issues whilst constructing new knowledge.

Teachers were able to work in a team teaching situation gaining direct support from the modelling of effective strategies for supporting this style of learning and students benefitted from exposure to another teacher working with them as they questioned, investigated, planned and implemented their action. In response to inquiry learning, the students across the grades K-6 were involved in a wide variety of planned action as a result of their inquiries into a variety of topics and local issues.

At the beginning of the school year, the new Building the Education Revolution (BER) learning facility for K-2 students was officially opened and a dynamic learning environment was nurtured and developed for our Infant students. This move into a shared learning space has allowed greater independence for some students and the opportunity for those students requiring greater structure and direction to work more readily, one on one with a teacher. The new facility was equipped with the latest Smartboard technology, which had been installed in each area. The success of the technology and the possibilities it gave teachers in enhancing their teaching practice resulted in all classrooms being furnished with a Smartboard during Term 3, 2011. This extensive purchase was supplemented with planned teacher professional development to enable staff to confidently utilise the technology and to create interactive, engaging and collaborative learning experiences to help all students with differing learning styles to develop their skills, knowledge and understandings.

The purpose built learning environment for Stage 3 students continued into its fifth year, enabling students to complete the final two years of Primary schooling in a more student centred environment with an emphasis on the students enjoying greater independence and responsibility for their own learning, the skills and approach to learning which greatly assists them in their transition to High School.

Cross Curriculum

During this year there has been a continued focus on early literacy. This focus has involved reviewing and updating current resources, monitoring the reading levels of students at frequent intervals throughout the year and supporting and assisting teachers in planning and implementing specific literacy programs. The Reading Support Program continued during the year as a means of increasing reading opportunities for younger students. Both parents and parishioners were part of this very successful program that resulted in improved oral reading or students and an opportunity for local community participation in school. The literacy program continues to be supported by the Reading Recovery Program. Fourteen students received intervention through this program during 2011.

At the end of Term 2 a highly successful Professional Development Day was held with Numeracy as the focus. From the day, teachers were asked to revisit the Diocesan 'Guidelines for Quality Mathematics Practice', analyse National Assessment Plan for literacy and numeracy (NAPLAN) results, review the K-6 Curriculum Map for the teaching of Mathematics as well as select appropriate digitally presented Professional Learning for specific stages of teaching. Further Staff Meetings identified the area of problem solving as a starting point for explicit teaching and a format for problem solving was delivered universally with the Learning Support teacher presenting team teaching opportunities in classrooms.

In 2012, Diocesan support for professional development has been secured with K teachers participating in 'Best Start' and Stage 2 teachers involved in Taking Off With Numeracy (TOWN).

In 2011 teachers continued to develop and support the thinking skills of students through a variety of strategies as a means of exposing students to approaching problem solving in both a creative and critical way. These strategies included Habits of Mind, explicit descriptions of intelligent behaviours, De Bono's Thinking Hats and a large range of thinking tools introduced as part of inquiry learning.

The school's Indigenous Education Policy identifies where this aspect of cross-curriculum content has been covered through the teaching of the various Key Learning Areas.

During part of 2011 an Aboriginal Cultural Officer was employed to assist in providing learning experiences to all classes. Termly Indigenous Education Meetings were scheduled for our Indigenous parents as a means of encouraging collaborative and cultural dialogue to assist with meeting the needs of our growing student Indigenous population.

Meeting the needs of all students

All teachers plan and assess in order to meet the needs of all students. Learning experiences are designed to be relevant and purposeful so that students are supported in their learning. In this way, all students are able to make learning gains, regardless of their level of achievement or competency. A more open and negotiable manner of teaching and assessment has allowed teachers to meet more accurately the needs of individual students and this has certainly complemented the pedagogical thinking and style of learning generated in all Stages K-6.

Staff development has resulted in a greater ability to meet all the needs of all students. The move from the conventional presentation of classrooms, in Stages 1 and 3, is one way in which the school has met the needs of students.

All teachers benefitted professionally from the support offered by the Learning Support teacher throughout the year and through contact with colleagues at regular planning meetings and opportunities to share good practice.

The needs of students stretch beyond the academic and our sporting programs and opportunities for school and Diocesan representation allow students to develop and nurture their sporting abilities. Peer Support is an integral part of the school calendar and this provided another specific opportunity for peer relationship building during Term 3.

Expanding Learning Opportunities

Throughout the year the students have been given the opportunity to attend excursions as a grade. These were planned as extended learning opportunities to support an area of study within the classroom.

Senior students were given the opportunity to participate in the Diocesan Public Speaking Competition held during Term 4.

During the 2011 school year St John's was extensively involved in the sporting arena. Apart from the annual school Swimming, Cross-Country and Athletics carnivals, there were numerous Gala Days in which children from Year 3 to Year 6 participated. These Gala Days included Football, Netball, Rugby League, Rugby Union and Futsal.

A number of our sporting teams experienced success during 2011. Of particular note was the Senior Boys Rugby League team, who retained The John Skandalis Shield. As regional champions, they qualified for the Legends of League State Finals held at Macquarie, where they finished 10th. The Senior Boys and Girls FUTSAL teams again qualified for the State Finals staged at Penrith participating admirably. The Senior Boys Rugby Union team competed strongly in the ARU Western Sydney Primary Schools 7's, which involved both Public and Catholic schools, as well as being the Diocesan representatives in the NSW Catholic Primary Schools Rugby 10's Knockout, finishing fourth in both competitions. One player's talents were recognised by gaining selection in both the Diocese of Wollongong Rugby League and Union teams, which also earned him a Primary Red Sports Medallion.

The Diocesan involvement from St John's staff members included the organisation of the West Region Netball Gala Day, which involved close to 900 students from various schools. As well as this, staff members convened the West Region Athletics Carnival, a major event on the sporting calendar.

The school has continued several health initiatives that have been adopted by classes, and students have been encouraged to increase their levels of exercise and to monitor their eating habits. "Munch and Crunch" is the opportunity for students to have a healthy snack, at approximately ten o'clock each day, to energise the children. During 2011 a part time teacher was employed for three days a week to teach Physical Education and fitness as a way of increasing the amount of activity and exercise undertaken by the students.

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

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test 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.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. 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 2011: % 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	23%	48%	29%	19%	58%	23%
	National	15%	39%	45%	21%	49%	29%
Writing	School	9%	58%	33%	7%	74%	19%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	9%	48%	43%	6%	61%	33%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	14%	44%	42%	17%	43%	41%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	30%	55%	15%	24%	60%	17%
	National	14%	51%	33%	17%	56%	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) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	89%	92%
	National	94%	92%
Writing	School	91%	98%
	National	95%	92%
Spelling	School	95%	99%
	National	93%	91%
Grammar & Punctuation	School	91%	95%
	National	93%	92%
Numeracy	School	92%	95%
	National	94%	94%

Parent, Student and Staff Satisfaction

During Term 4 an appraisal of the Principal took place. The appraisal was conducted by a panel comprised of the Head of Human Resources from the Wollongong Catholic Education Office, an external Education Consultant and a colleague Principal from another Diocesan primary school. The appraisal process included interviews with school staff and representative groups of parents and students. Questionnaires were also given to staff, students and parents.

Comments which reflect satisfaction with the Principal and more generally, the school included: Students feel confident that they can engage in conversation with their Principal; respect for confidentiality and the dignity of the individual were consistently named by staff as characteristic of the Principal's interactions with staff; teachers are enthusiastic about their own educational journey and the Principal has enhanced this attitude by the provision of rich professional development opportunities for staff and parents expressed enthusiasm for the children's learning opportunities and confidence in the Principal's management of the school.

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 2011:

- **Key Area 2: Students and Their Learning**
 - 2.2 Rights and responsibilities
- **Key Area 3: Pedagogy**
 - 3.1 Curriculum Provision
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities**
 - 5.2 Use of resources and space

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 2: Students and their Learning**
 - 2.3 Reporting student achievement
 - 2.4 Integration of Information and Communication Technology
- **Key Area 3: Pedagogy**
 - 3.5 Assessment
 - 3.6 School climate, learning environment and relationships
 - 3.7 Professional learning

