

# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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St John the Evangelist Catholic Primary School, Campbelltown 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: Fr Michael Healy  
Principal: Christina Murray

Date: 12/12/2015

## Vision Statement

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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 their full potential in the light of our school motto, "Walk in Peace and Joy."

## Message from Key School Bodies

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### ***Principal's Message***

The Annual School Report provides an opportunity for the school community to reflect on, celebrate and to share the significant achievements that have occurred throughout the 2015 school year. Throughout St John the Evangelist's 101 year history our community has remained committed to creating an environment that strives to cater for the learning needs of all our students. During 2015, we have continued to target improvements, in numeracy and literacy. Collaborative planning sessions have built the capacity of staff to focus on the essential learning of the new syllabus documents. The development of assessment tasks closely aligned to essential learning allowed for student achievement to be closely tracked using the Literacy and Numeracy Continua. Attempting to include parents as partners through consultation and opportunities for involvement and engagement continued to support the focus on learning.

I take this opportunity to thank all those who have helped to make St John the Evangelist the school we enjoy today. I thank the Priests for their wonderful support and guidance, the staff for their expertise and generosity of spirit, the Parents and Friends' Association (P&F) and the general parent community for their continued support and encouragement, and most importantly, the students who have worked hard to achieve their personal best in all areas.

Together, all members of the St John the Evangelist community continue as stewards of the living history we are responsible for passing on to our children. This continues to be both a great privilege, but also a great challenge, each and every day.

### ***Parent Involvement***

The Parent's and Friends' Association (P&F), continued to work hard to raise funds for the greater good of the school community. Despite a minimal number of committee members a full year of events was undertaken. In 2015 this included a McDonald's Family Fun Night, School Discos, Mother's and Father's Day Stalls, a community barbeque during National Aboriginal Islander Day Observance Committee (NAIDOC) celebrations and our Carols under the COLA. The snow cone stall at the Cross Country, Grandparent and Great People Day morning tea, coloured hair spraying for the Athletics Carnival, the Easter and Christmas Raffles and our annual School Fete. This year's fete raised over \$22,000. The family pavers from our centenary year have now found a home, in the shape of a school family tree on the wall of the Stage 3 building. We were very appreciative of the continued support received in 2015 and look ahead to another successful year in 2016.

*Parents and Friends Association, President*

### ***Student Leadership***

At St John the Evangelist, every student is a leader, especially in Year 6. For the first time, every Year 6 student was given a leadership title and responsibility in 2015. We each had a badge to indicate that every leadership title was important. This year we had six committees. They each had their own special

role and their own time to shine. At our school no matter how young or old, no matter how big or small, everybody was considered to be a leader. St John's is a great school that has created bright memories and opportunities for everyone. There are not just sporting opportunities but also academic opportunities, as well as, fun, exciting activities that create many wonderful memories. It has been a wonderful seven years with many chances to 'Walk in Peace and Joy.'

2015 School Leaders

## School Profile

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### **School Context**

St John the Evangelist is a Catholic systemic co-educational school located in Campbelltown. The school caters for students in years K-6 and has a current enrolment of 561.

St John the Evangelist Catholic Primary School strives to be a Catholic school community that promotes excellence in a learning environment that is based on the promotion of Gospel values. Our mission is to provide a quality Catholic education that strives to enable each person to reach their full potential in light of our school motto, 'Walk in Peace and Joy'. St John's is a three-stream school located near the centre of the city of Campbelltown. 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 area. We aim to support and develop our students spiritually, academically, socially and emotionally to enable them to become valued contributors to our community and to society in general. We look to develop independent and creative thinkers who are lifelong learners. We provide a contemporary approach to learning that recognises the value of adopting a student centred focus supported by quality teaching practices. St John's is a community where students are encouraged to feel safe and to know that they belong, a place where student's individual strengths are nurtured and developed and a place where faith and a sense of community are fundamental to who we are.

### **Student Enrolments as at August 2015 census**

2015 enrolments	
Boys	281
Girls	271
Total	552
Indigenous	50
LBOTE	114

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.sjctdow.catholic.edu.au](http://www.sjctdow.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**

<b>2015 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	93.4%	92.1%
Year 1	92.2%	93.5%
Year 2	92.5%	92.8%
Year 3	93.1%	92.4%
Year 4	92.8%	94.0%
Year 5	91.8%	92.8%
Year 6	93.2%	93.6%
Whole school	92.7%	93.0%

### **Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care, monitor part or whole day absences.

Class teachers had the responsibility to record class attendance on rolls each day, either manually or via the Diocesan portal, Sentral. It was an expectation that if students were absent from school, that a written note explaining the absence is to be provided to the class teacher within 7 days. This was entered into Sentral and archived by office staff. An email to the school or the use of the Skoolbag portal parent e-form explaining an absence was also acceptable. If an explanation for an absence was not received, a reminder note requesting an explanation was sent to parents/guardians. If two such notes were not returned then an “unexplained/unjustified” absence was documented. In the event of a student having an excessive number of unexplained absences, contact with the parents/guardians was made by the Principal or representative to investigate the circumstances related to these absences. Whenever a student was required to leave the school early they were issued with a leave pass, which indicated that the school was aware of their absence. Parents/guardians were required to apply to the Principal for extended periods of absence prior to the leave being taken. An exemption from attending school, if approved, was issued. Both full and partial absences were documented on student reports each semester. Awards were presented at the end of each semester to students who maintained a 100% attendance record or who demonstrated exceptional attendance (less than 5 partial/full absences during the semester).

### **Staffing Profile**

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There are a total of 30 teachers and 14 support staff at St John the Evangelist Catholic Primary School. This number includes 19 full-time, 11 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 97.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 74 %.

## **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 35 staff. These days focused on:
- Staff Spirituality Day – Being People of Presence;
  - Staff Development Day – Exploring our beliefs systems in order to plan for improvement;
  - Building a Collaborative Learning Community – How can we become the school we want to be? This day provided an opportunity for all staff to discuss and build a common understanding of the learning community we are building together. Staff had the opportunity to provide input to assist goal setting and suggest initiatives to support continued improvement.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Numeracy: K-2 (9 staff);
  - Leading the Australian Curriculum (5 staff);
  - Best Start Training (5 staff members);
  - Learning for Leadership (1 staff member);
  - Beginning Teacher Professional Development (4 staff);
  - REC Conference (1 staff member);
  - Religious Literacy Assessment (1 staff member);
  - School Positive Behaviours for Learning (SPB<sub>4</sub>L) Training new staff, facilitation staff (5 staff);
  - Sue Larkey Workshop (2 staff);
  - Live, Life, Well (2 staff);
  - Oliver Training (1 staff member);
  - Reading Recovery and Support (2 staff);
  - Anaphylaxis Training (34 staff);
  - Support for students with Autism Spectrum Disorder for support staff (3 staff);

- Understanding Autism (8 staff);
- SALT Training (all staff);
- CPR Training (all staff);
- DDA Certificate 2 (all staff);
- PDHPE Workshop (1 staff member);
- Writing Professional Learning Team – (7 staff);
- AIS Sport Conference – (1 staff member);
- MSPEC Team – (5 staff);
- Leading the Australian Curriculum – English (2 staff);
- Leading the Australian Curriculum – Maths (2 staff);
- Leading the Australian Curriculum – Science (1 staff member);
- Leading the Australian Curriculum – History (1 staff member);
- Alight for the World (2 staff);
- Lamplighters (3 staff);
- Shining Lights (1 staff member);
- Silent Retreat (1 staff member);
- Leading Libraries (1 staff member);
- Religious Literacy Year 4 – Diocesan Marking Day (1 staff)
- Sentral Training - Student Wellbeing (3 staff);
- WHS Inservice (1 staff member);
- Growth Coaching (2 staff);
- Selective Mutism Workshop (3 staff);
- Early Career Teacher Days (6 staff);
- RE Planning – Backward Design (Years 2 – 6 - 13 staff);
- Hawker Brownlow Conference (3 staff);
- Collaborative Planning in Mathematics (21 staff);
- Gifted Education Conference (1 staff member);
- Leading Indigenous Education (2 staff);
- Road Safety Resources (1 staff member);
- New Staff Induction for 2016 (10 staff).

The average expenditure by the school on professional learning per staff member was \$252.

In addition, CEDoW provided professional learning opportunities with an additional average expenditure per staff member of \$1 260.

## **Catholic Life & Religious Education**

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St John the Evangelist Primary School sought to promote its Catholic Identity within the tradition of the Catholic Church. Ensuring that symbols reflective of the Catholic faith, were visible throughout the school and most importantly, through the provision of quality prayer experiences and liturgical celebrations for all members of the community The Catholic culture at St John’s continued to grow throughout 2015. The staff, students and parents, together with the wider community, joined on many occasions to share, pray, work and celebrate together. Staff prayed together on Thursday mornings each fortnight. One staff member assumed responsibility for leading this prayer and reflection. In Term 3, the school staff participated in a Spirituality Day that focused on building an awareness of our call to be people of presence within our community of faith. This Spirituality Day was led by Br Bill Tarrant in conjunction with the school Lamplighter Team.

The school continued to develop a strong relationship with the Parish community, which continued to be very positive. This was evidenced by staff, students and parents regularly attending the Parish Mass on Friday mornings before the commencement of the school day. Both Priests provided support and pastoral guidance for staff and students and were active in the school community. Each term, Years 3-6 students accessed the Sacrament of Penance and the Priests joined with the school each Term to celebrate many whole school and Grade Eucharistic celebrations.

Prayer was an integral part of St John's school life. Each day began with a morning assembly where the school community gathered to pray the St John's school prayer. During the year each class assumed responsibility for leading prayer at Friday assemblies. The spiritual and prayer life of the St John's school family was deepened throughout the year with many beautiful celebrations. Many memorable liturgies were celebrated during 2015. These included the Opening School Mass that acknowledged the Feast Day of St John the Evangelist, the Ash Wednesday liturgy and Mass and a very moving Holy Week walk. A community highlight of the year was the Catholic School's Week; Good Friends and Grandparents Mass. During this Mass, the students' grandparents and carers were acknowledged. There was an opportunity for the students to enjoy a shared morning tea which was followed by an opportunity to welcome the special visitors into the classrooms. Other special whole school celebrations took place to mark Lent, Easter, ANZAC Day and Remembrance Day. NAIDOC Week was acknowledged and the elders of the indigenous community, invited guests and parishioners gathered to celebrate Mass with the school community. During the month of October each of the mysteries of the Rosary became a weekly focus at morning assembly. The daily praying of the school prayer was replaced with the Hail Mary during this time.

As the year drew to a close, the community celebrated Advent through our 'Carols under the COLA' evening. This was facilitated by Andrew Chinn who presented student workshops during the school day in preparation for the evening's celebration. The Year 6 Farewell Mass celebrated the completion of the student's primary education. The End of Year Whole School Thanksgiving Mass was an opportunity to formally close the year and farewell members leaving the community.

During 2015 the school continued to develop links with the wider community. Year 6 representatives attended the launch of the Caritas and Catholic Mission campaigns and led school fundraising initiatives for these organisations. Stage 3 students had the opportunity to be involved in the Mission team, which included the Mini Vinnies group. The students met regularly to plan and organise social justice initiatives. These included fundraising activities for St Vincent de Paul, Caritas, Catholic Mission and Project Compassion. Donations totalling \$2 192 were made to these organisations. In addition, food hampers were donated to the St Vincent de Paul Winter Appeal and many Christmas gifts were donated to St Vincent de Paul on the evening of the Christmas Carols. Members of the Mini Vinnies team attended a Macarthur student gathering to share the initiatives with other local schools.

Members of the school Indigenous community attended the National Sorry Day Service at Minto. The students participated in a liturgy and shared morning tea with other children from various schools in the Macarthur, as well as, elders from the Macarthur (Dharawal) Indigenous community.

St John's Catholic Primary School students were active participants in the Parish Sacramental Program and these sacramental celebrations were highlights of the year. In 2015, each of the Sacramental Programs was supported by the Religious Education (RE) lessons within the classrooms. The staff of St John's, along with the members of the Parish Sacramental Team, acted as leaders for the lessons in the Parish based Sacramental Program. The Religious Education Coordinator (REC) and other staff members liaised with the Parish Sacramental Team to ensure that Parish/School communication was maintained. The Sacrament of the Eucharist was celebrated in Term 2 and the Sacrament of Confirmation in Term 3. The reception of the Sacrament of Penance took place in Term 4.

In Term 3, Year 6 students had the opportunity to participate in the Diocesan Year 6 Mass and Gathering along with other Year 6 students from the Macarthur region. This was hosted at St Paul's Parish Church, Camden. Bishop Peter Ingham celebrated the Mass and interacted with the students informally following the celebration.

The Year 4 students participated in the Diocesan Religious Literacy Assessment task in Term 3. St John the Evangelist Year 5 and Year 6 students participated in the Sydney Catholic Education Office and CEDoW Christmas Story Art Competition and Exhibition with great success. Three students artworks were honoured at the Diocesan level with one of the artworks awarded the Director's Prize. Two artworks progressed to the final at St Mary's Cathedral. One of the artworks was awarded the Archbishop's prize and will be transported to Rome to be displayed at the Vatican.

St John the Evangelist Catholic Primary School sought to promote its own Catholic Identity in the tradition of the Catholic Church. All staff worked towards promoting faith development through the provision of a quality Religious Education curriculum. Staff received professional development in Religious Literacy, RE curriculum and Assessment Practices in RE. Staff members had opportunities to continue their personal faith formation through participation in the Catholic Mission Conference and Spirituality Formation Programs such as Lamplighters, Shining Lights, Alight for the World and the Silent Retreat.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed in schools across the Diocese in 2015. The school cohort in 2015 consisted of 68 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) in August and 69 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a good understanding of their knowledge of the religious tradition.

This was particularly noticeable in their ability to:

Identify key symbols, signs and rituals of the Catholic Tradition;

- Identify ways that they continue the ministry of Jesus;
- Demonstrate an understanding of Jesus' teaching on the practice of giving;
- Write a prayer of thanksgiving for being made in God's image;
- Demonstrate growing familiarity with Scripture stories;
- Demonstrate an understanding of the Commandments and relate these to their own life; and
- Demonstrate an understanding of an image from the scriptures.

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 a basic understanding of the Sacrament of Penance;
- Demonstrate an understanding of Jesus' teaching on forgiveness;
- Identify the three Sacraments of Initiation; and
- Identify Jesus' example of service to others.

For Part A, 19.1% of students were placed in the developing level, 60.3% in the achieving level and 20.6% were in the extending level.

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

For Part B, 5.8% of students were placed in the developing level, 68.1% in the achieving level and 26.1% were in the extending level.

Combining Parts A and B, 10.6% of students were placed in the developing level, 71.2% in the achieving level and 18.2% 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 support teachers to collaboratively plan a Religious Education unit using the backward design model

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

- 2.1: Educational Potential

- Goal: To provide opportunities for professional conversations about learning, pedagogical practice and higher expectations for all learners K-6 with a particular focus in the teaching of Mathematics and numeracy

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- Goal: To support students requiring Tier 2 and 3 intervention through Managing Students Pastoral and Educational Concerns (MSPEC processes). To support class teachers to develop and deliver differentiated learning and tiered intervention plans.

- 3.1 Curriculum provision

- Goal: To provide support and professional learning for teachers around the use of data to drive teaching and learning, using the Class Learning Plan (CLP) tracking tool and the Literacy/ Numeracy Continua

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

- 6.1: Parent Involvement

- Goal: To provide more opportunities for parents to be engaged in the learning of their child/children.

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

- 7.1 Planning for improvement.

Goal: To strengthen the capacity of the members of the Leadership Team to lead identified school improvement initiatives.

**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

Goal: To review and build upon the religious and spiritual programs utilised within the school.

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

- 2.1 Educational Potential

Goal: To explore methods that identify and support the provision of educational programs and opportunities that address the learning needs of students.

- 2.5 Pastoral Care

Goal: To support all members of the school community by developing a network of pastoral care services that reflects the school's mission and vision for learning.

- **Key Area 3: Pedagogy**

- 3.4 Planning, programming and evaluation

Goal: For teachers to engage in professional dialogue about effective teaching and learning in order to ensure programs are compliant, responsive to student needs and reflective of the learning and teaching cycle.

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

- 5.2 Use of resources and space

Goal: To modify K-2 class learning spaces in order to respond to and address the learning needs of students.

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

- 6.2 Reporting to the community

Goal: To establish communication structures and processes that serve the information needs of new members of the school community.

During 2016 the school will continue to provide opportunities for staff to engage in dialogue to plan and evaluate the effectiveness of educational programs. This will be facilitated through access to fortnightly collaborative planning sessions. Revised student leadership structures will continue to evolve in order to provide greater opportunities for student engagement with current issues related to social justice and environmental stewardship. The communication of active role descriptions for the members of the School Leadership Team, School Support Officers and Administration staff linked to the implementation of the Annual Action Plans, will provide greater clarity among the members of the learning community. The school will explore the services and resources available to assist in supporting

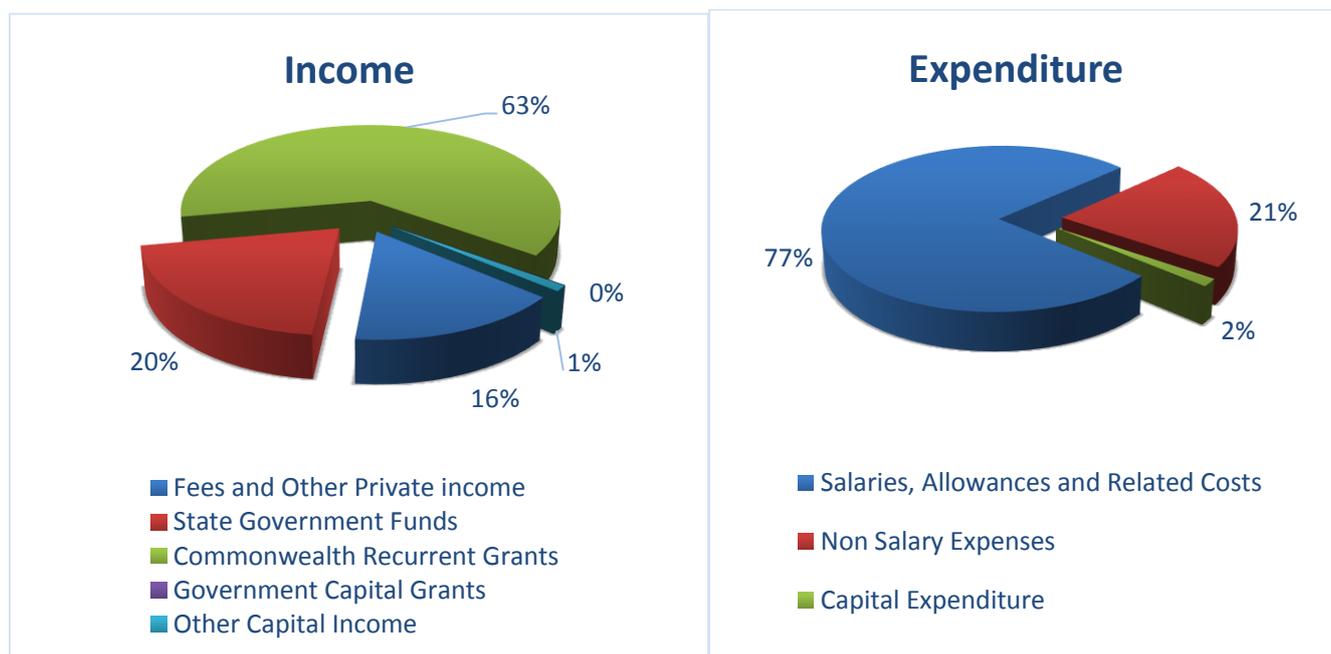
the pastoral and information needs within the community. The modification of K-2 learning spaces will support the provision of environments that are more conducive to meeting the learning needs of our students.

## Financial Summary

During 2015 normal school running costs were incurred. In addition, the school underwent various maintenance initiatives in the areas of plumbing, electrical and roof guttering. The replacement of the telephone system and air conditioners in some classrooms was necessary as a result of storm damage. The Parish School Enhancement Debt Servicing Obligation (SEDSO) fund financed the upgrade to the PA and bell system, tree pruning, the installation of new school signage, compliant door handles and repair to a damaged stormwater pit. The erection of the shade structure was completed on the primary playground and provided much needed additional shade for students.

The P&F Association was again generous with their support throughout 2015. Funds provided by this school community group were used to purchase additional technology equipment, to subsidise the cost of incursions, to pay sport affiliation fees and to provide hospitality for the school community at several school functions held throughout the year.

The following graphs reflect the aggregated income and expenditure for St John the Evangelist Catholic Primary School, Campbelltown 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

### Introduction

Catholic Schools are based on the dignity of the whole person and witness to Gospel Values through daily living. St John the Evangelist Catholic Primary School strived to be a place of belonging where all are treated with dignity and respect. The wellbeing of each student was therefore central to the

culture of the school. A number of specific programs operated within the school that were designed to enhance the school experience for each student.

### **Pastoral Care**

The Diocesan School Wide Positive Behaviours for Learning (SPB4L) Program, now in its fifth year at St John the Evangelist Catholic Primary School, aimed to improve student learning, both socially and academically. This initiative continued to make a significant impact within the school. The evidence based framework aimed to positively manage behaviour through systems, structures and procedures through consistency in approach and language. SPB4L promoted and reinforced positive behaviour choices through explicit teaching for all and additional intervention for some students. The focus for 2015 was to continue to embed SPB4L consistently in all non-classroom areas through the use of specifically taught behavioural expectations founded on the four school rules. Throughout the year, the SPB4L Committee and all staff members introduced and refined procedures and behaviour management measures which led to improved consistency of whole school practices.

Although SPB4L continued to maintain focus in the non- classroom settings, a greater focus was placed upon implementing consistent practices in each classroom. Clear rules, routines and procedures were established early in the school year and reviewed regularly. The provision of more streamlined methods for documenting and reporting student behaviour was a focus for the members of the SPB4L team. Use of the Behaviour Analysis & Reporting Tool (BART) for data collection assisted the team to make informed decisions and guided SPB4L initiatives. A transition from BART to Sentral was undertaken in Term 4. The consistent and purposeful monitoring of behaviour in all school settings led to improvements in the school's ability to cater for specific needs and to implement a variety of interventions, including the RAPT lunchtime program (Responsible Attitudes to Play Time). The SPB4L Committee worked on reviewing and formalising the new Behaviour Management and Anti-Bullying policy.

A Kindergarten Orientation/Transition Program was undertaken to familiarise the 2016 Kindergarten students and their parents with school life, in order to, assist a smooth entry into the new school environment. This program offered both parents and the new students opportunities for both orientation and transition. The orientation program was designed to help children and parents become familiar with the school setting. The transition program was designed to assist students and parents to become familiar with procedures and expectations and provided teachers with the opportunity to become informed about the individual needs of the children and their families, prior to formal entry into the school setting. Students attended two transition sessions to experience and become familiar with the school environment. Additional transition sessions were offered to students who staff believed would benefit from extra experiences in order to prepare them for a smooth transition to school. Parents attended workshops facilitated by school staff and a local speech therapist who presented ideas and strategies to assist them to promote school readiness prior to formal school entry. Parents were also invited to participate in sessions that provided input regarding the operations, routines and procedures of the school. Parents participated in a tour of the various areas of the school. Each student and their parents received a Transition to School pack that included a library bag, picture book and resources to support readiness for school entry. During each session parents were encouraged to ask questions, seek clarifications and voice any concerns. Parents were provided with an opportunity to offer feedback and suggestions related to the transition sessions.

The promotion of positive relationships amongst all members of the community, especially among the students, is the touchstone of Catholic education. Throughout the year children were encouraged to strive to be the best they can be. Their achievements in a number of different aspects of school life were recognised through a variety of awards. At the weekly Tuesday morning assembly Good

Samaritan Awards were presented. These awards promoted and acknowledged Christian actions, values and concern for others. Assemblies each Friday celebrated the achievements of students across a range of domains. The recognition for exemplary behaviour on the playground was celebrated through the presentation of daily individual playground awards. As these awards accumulated students were eligible to receive Bronze, Silver or Gold Playground Awards.

The School continued to provide valuable support to all members of the school community. Counselling services for students and their families was provided through the support of CatholicCare. Counsellors from CatholicCare were instrumental in organising a combined Transition to High School workshop that brought together Year 6 students and representatives from the surrounding secondary schools. In addition, Year 5 and Year 6 students attended various transition programs that were organised by the local Catholic High Schools. Stage 3 students attended a presentation by the Diocesan Youth Liaison Officer.

During 2015, Year 4 and two individual students showed enormous leadership by separately proposing and leading fundraising efforts for charities associated with the support of those struggling with cancer. Funds raised by these initiatives totalled \$2702 and were donated to Shave for a Cure, the Cancer Council and Camp Quality. A St John's staff team participated in the Macarthur 24 hour Walk Against Cancer and contributed \$1 190 to this annual community event.

St John the Evangelist Catholic Primary School continued to provide valuable support to all members of the school community. The school had access to the expertise of a Pastoral Support Person (PSP). The PSP has become an integral and active part of the school community and offered those members undergoing hardship and challenges, not only a listening ear and an understanding heart, but also practical help, advice and access to other associated support services. The PSP assisted at the Kindergarten Transition to School and co-ordinated and facilitated the 'Seasons For Growth' grief and loss program within the 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 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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### ***State Literacy and Numeracy Action Plan***

St John the Evangelist Catholic Primary School participates in the State Literacy and Numeracy Action Plan. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our initiatives will build teaching skills and focus on literacy and numeracy outcomes for all students in years K-12.

St John's has implemented the following initiatives under the State Literacy and Numeracy Action Plan. Ongoing focus on instructional leadership;

- continuing to strengthen partnerships between home and school;
- continuing to support students requiring Tier 2 and 3 intervention through Managing Students Pastoral and Educational Concerns (MSPEC processes);
- ongoing support and professional learning for teachers around data-based teaching and learning, using the Class Learning Plan (CLP) tracking tool and the Literacy/ Numeracy Continua;
- providing a stronger focus on the teaching of Mathematics and numeracy across all KLAs inclusive of skilling Numeracy Leaders in targeted schools;
- increasing professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners, especially in the areas of mathematics and writing.

Participation in the State Literacy and Numeracy Action Plan also secured the continued appointment of a Teacher Educator position at St John's in 2015. The school also appointed a Teacher Educator, through the school staffing allocation to support literacy and numeracy pedagogies in Stage 2 and 3 during Term 1 and 2.

Previous involvement in the National Partnership focus of improving educational outcomes for Aboriginal students was sustained, in an attempt to continue to meet the needs of the growing Indigenous student population. This initiative was supported through the continued appointment of the Aboriginal Education Assistant (AEA). This appointment continued to be instrumental in providing occasions where all students had access to cultural awareness opportunities. The role of the AEA continued to support the development of Personalised Learning Plans (PLPs) for each Aboriginal Torres Strait Islander (ATSI) student, the development of strategies to improve ATSI student school attendance and a contribution towards enhancing the development of whole school literacy and numeracy strategies for our Indigenous students.

### **Curriculum and Pedagogy**

The Diocesan Learning and Teaching Framework (DLTF) underpinned the programming, learning, teaching and assessment of all Key Learning Areas across K-6.

During 2015, St John's implemented many professional learning opportunities to further develop literacy and numeracy practices across the whole school. Across Kindergarten, Year 1 and Year 2 there was a particular focus on the delivery of balanced literacy and numeracy sessions that aligned to the Diocesan Literacy and Numeracy guidelines. The use of the Literacy and Numeracy Continua assisted staff to track and plan for continued student progress. Staff received extensive Professional Development in both Literacy and Numeracy in 2015.

Classroom teachers were provided with opportunities to be involved in regular collaborative planning sessions focused on exploring the essential learning contained in the Mathematics, English and Religious Education syllabus documents. These professional learning opportunities provided frameworks that allowed for the delivery of assessment to inform planning and teaching and to evaluate the effectiveness of delivery. This significant professional development has resulted in the collection of a wide range of data to assist in the tracking of student performance and the measurement of learning gains. Teachers analysed collected data regularly throughout the year. This data was used to drive learning and teaching programs and continued to develop a school culture that promoted and valued data literacy. The use of data walls provided the stimulus for regular staff discussions.

The current K-6 syllabus prescribes Stage based Foundation Statements which provided 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.

With the introduction of the NSW Syllabuses for the Australian Curriculum in English and Mathematics, the CEDoW made the decision in 2014 to introduce a new reporting format throughout all primary schools in the Diocese. The aim of the new format was to improve the communication of each student's performance to his or her parents via the written report. Opportunities were offered each semester for parents to meet and discuss their child's report with the class teacher.

Additional opportunities were provided for the parents of students with personalised plans to review and provide input into future planning and goal setting.

### **Cross Curriculum**

Curriculum integration maintained a strong focus in learning and teaching programs to promote the connectedness and enhanced understanding of concepts and new learning. The continued use of Information Communication Learning Technologies (ICLT) as a tool to enhance learning has further developed pedagogical practice in the Kindergarten to Year 6 classrooms and promoted cross curriculum integration. The addition of extra laptops in 2015 created opportunities for students to further access mobile technology. This promoted a more fluid and flexible integration of ICLT into the curriculum while improving the school's ability to use technology to support the diverse needs of students and to deliver learning associated with digital citizenship.

In recognition of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, Kindergarten to Year 6 participated in indigenous cultural activities which included the creation of contemporary artworks, participation in indigenous games and investigation of bush tucker. Staff members supported by our AEA facilitated these activities. Community Elders, parents and representatives from the CEDoW were among the invited guests during these celebrations. This celebration culminated in a Mass led by all Indigenous students, an art exhibition and a community lunch. The school welcomed the opportunity to join with the members of the wider community to celebrate this important event.

The Grandparents' Day celebration has become one of the major highlights on the school calendar. Held during Catholic School's Week in Term 1, the St John's parents and grandparents had the opportunity to visit classrooms and share morning tea with the students. The purpose of Catholic School's Week was to increase public awareness of the strengths and distinctiveness of Catholic Schools and acted as a focus for community celebrations about the good things that occur every day in Catholic schools.

St John's celebrated Book Week 2015 with a visit by children's author Jacqueline Harvey. The visit came as a result of a proposal letter written by a senior student. It was possible to organise the visit and all students benefited from the insights provided by Jacqueline Harvey regarding the processes undertaken to produce a novel. A book fair was conducted in the library, which was decorated to support the theme for 2015, 'Books light up our world.' The students had the opportunity to attend the P&F disco dressed as a book character.

All classes had the opportunity to enhance their learning through excursions or incursions. Years 5 and 6 received input from the Diocesan Youth Liaison representative related to social pressures, bullying and appropriate online behaviour. Kindergarten visited Calmsley Hill City Farm. Year 1 enjoyed their day exploring the Fairfield Museum, attending the Campbelltown Bike Track and an incursion by the 'Bug Man.' Year 2 visited the Campbelltown Art Gallery and Vacluse House, Year 3 visited Kurnell. Year 4 enjoyed their excursion to Hyde Park Barracks and the crypt at St Mary's Cathedral. The Year 5 students enjoyed an overnight camp focusing on leadership development at Wedderburn Christian Camp. Year 6 students participated in an overnight visit to the National Capital, visiting significant sites including Parliament House, the War Memorial, the National Gallery, the Electoral Education Centre, Old Parliament House, The Australian Mint, the Australian Institute of Sport and Questacon.

All students had the opportunity to participate in the World of Maths incursion. This provided students with a variety of 'hands on' activities promoting mathematical thinking. Many parents also took advantage of the opportunity to attend the session with their child's class.

Aboriginal and Torres Strait Islander students in Stages 2 and 3 once again had the opportunity to participate in the University of Western Sydney's school-engagement program, Heartbeat. This initiative involved a visit to the Western Sydney University campus where students were able to participate in activities designed to raise the student's awareness of health issues, to inspire them to take up careers in health, medicine and related-sciences. It also supported the development of positive educational aspirations by presenting university as an educational option in the future. A number of parents took advantage of the opportunity to attend this event with their children.

Year 6 students participated for the first time in the Kids In2Uni program facilitated by the University of Wollongong. The program was designed to raise awareness of university and introduced students to the idea of study beyond school. It involved delivery of a module of work within the classroom and an In2Uni Workshop delivered by University Mentors. The program was complemented by a Kids In2Uni campus day that allowed students to build a positive connection with university and to experience what it would be like to be a university student. Two parents took advantage of the opportunity to join students on this day, the aim of which was to provide them with useful tools and strategies to start a positive and realistic conversation with their child about further educational possibilities.

During Term 4, the Year 5 students once again participated in the 'Transition Project' which involved students visiting St Patrick's College and John Therry Catholic High School to engage in a number of learning and teaching experiences in Woodwork, Science, Mathematics, Visual Arts and Food and Textiles. These experiences allowed students to experience first-hand learning within the High School context.

## **Meeting the needs of all students**

The staff at St John the Evangelist Catholic Primary School was committed to striving to meet the needs of all students. In addressing this goal, a variety of individual support structures were provided. These included Parent Reading Helpers, School Support Officer Intervention and access to Reading Recovery.

Reading Recovery offered an intensive reading intervention to the students in Year 1. In 2015, 14 students accessed the program. 12 were successfully discontinued from Reading Recovery, 2 students were referred off and 1 student was incomplete due to transfer to another school.

In 2015 the school continued to embed the structures aligned to the Diocesan Managing Students with Pastoral and Educational Concerns (MSPEC) framework. These structures involved all staff having the opportunity to meet regularly with members of the MSPEC committee to present students identified with specific needs. These meetings also provided the opportunity to discuss ideas and suggest strategies to support the classroom teacher with the formulation of learning and teaching plans.

Classroom teachers who had students with specific additional educational needs, implemented a Personal Plan (PP) to identify academic, social and emotional needs and to set achievable goals related to each area. Meetings were held twice in the year to inform parents of progress and to maintain communication between home and school. Staff had the opportunity to develop specific individual transition plans and transfer of information sessions were undertaken in Term 4 to assist the smooth transition of all students from one academic year to the next.

Significant professional development in literacy and numeracy and the incorporation of the consistent School Wide Positive Behaviour for Learning (SPB4L) expectations and procedures into the classroom setting provided teachers with the opportunity build their professional and pedagogical skills. These initiatives, in addition to the focus on the collection and analysis of data, resulted in the development of classroom learning plans and associated resources that were focused on meeting the individual needs of all students.

Class learning plans in literacy and numeracy assisted teachers to recognize the learning needs of each individual student within the class and to track individual student progress. These plans were consistently updated using the Literacy and Numeracy Continuums and passed onto the teacher for the following year as part of the process of information transfer.

The Best Start Assessment Program was implemented in Kindergarten. This assessment was administered to all Kindergarten students at the beginning of their schooling. It provided valuable baseline data that enabled learning growth to be tracked throughout the year. The information obtained through this assessment was used to inform the development of learning plans, and assisted in the identification of those students requiring learning support in specific areas. At the conclusion of the year, the data for each student was forwarded to the new teacher to ensure continued measurement of learning growth.

## **Expanding Learning Opportunities**

Throughout 2015 students from Years 2 to 6, had the opportunity to participate in the International Competitions in English, Mathematics, Computer Skills, Science and Writing. These competitions were entered on a voluntary basis. Students were awarded high distinction, distinction, credit and participation certificates.

During Term 2, under the direction of the school Visual Arts teacher, the students in Year 2 once again had the opportunity to create sculptures. This culminated in a weekend exhibition at the

Campbelltown Art Gallery. The refurbished hall provided a venue to display student created artworks on a regular basis. These changing exhibitions and the variety and quality of the artworks reflected the skills developed by the students and impressed all who were able to view the changing exhibitions.

'The Christmas Story Art Competition and Exhibition 2015' organised by the Archdiocese of Sydney again allowed students in Stage 3 the opportunity to express and use their artistic talents. St John's was successful in having six entries displayed in the exhibition at the Wollongong Art Gallery. One student received a Highly Commended certificate for the artwork submitted. Another two students had their works chosen for progression to the final at St Mary's Cathedral, one of these students being chosen to receive the Director's award, which resulted in the artwork being used for the Director's Christmas card. At the Sydney final, one of the students received the Archbishop's Award. This artwork will be transported to Rome early in 2016, to be displayed at the Vatican. All the school finalist artworks adorned our school Christmas cards that were sent home to families at the end of the year.

Personal Development, Health and Physical Education (PDHPE) needs were well catered for through the weekly Physical Education lessons. The provision of a dedicated teacher specialising in the delivery of Physical Education within the school enabled students to access a variety of sport lessons including fundamental movement skills and games across Kindergarten to Year 6. All students participated in the School Cross Country Carnival, which was held in Term 1. The Annual Athletics Carnival was held at the Campbelltown Stadium in Term 3 and proved to be a magnificent venue for students to test their athletic capabilities. Selection trials were held, and students were chosen, to represent St John's at the Western Region Athletics Carnival. Children from Year 3 to Year 6, and selected Year 2 students, were invited to participate in the Annual Swimming Carnival, which was held at Bradbury Swimming Centre in Term 4. Although it was necessary to adjust the carnival due to extreme weather conditions, competitive races were still conducted. A main objective of all carnivals held in 2015 was to promote and build an inclusive and vibrant whole school community. With the assistance of staff, students, parents and the P&F, these carnivals were major successes and thoroughly enjoyed by all. Teams were selected from each of these carnivals to represent the school at the Diocesan level.

Throughout 2015, St. John the Evangelist was actively involved in sporting events both through the Diocese of Wollongong and within the Macarthur region. With such a large student population, it is the aim of St. John's to provide students with as many opportunities to participate in sporting events throughout the year. All students are encouraged to trial and participate in the various sports on offer and we endeavoured to select each child as a representative of St. John's, at least once in the school year.

Staff also prepared children for participation in a number of Diocesan and local sporting events and carnivals including cross country, cricket, athletics, netball, swimming, soccer, basketball, rugby league, rugby union and futsal. Many St John's sporting teams experienced success during 2015. A number of St John's students had the opportunity to represent at Diocesan, MacKillop and State level. Students were invited to trial for representative places in a variety of sporting codes throughout the year. A host of students successfully gained selection in Diocesan teams, with a handful being recognised for their individual achievements and progressing to higher levels.

## 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 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 May 2015, the children in Year 3 and Year 5 sat NAPLAN tests. There were eighty-two Year 3 and seventy-four Year 5 students who sat these assessments. Overall, the Year 3 cohort performed better in all aspects assessed in comparison to the Year 5 cohort, with the exception of spelling and numeracy. Year 3 achieved more Band 6 results in writing, grammar and punctuation and numeracy than the previous year. Year 5 achieved more Band 7 results in reading, writing, spelling and numeracy than the previous year. In addition, the results indicated that the Year 5 students maintained similar learning gains in the test aspect of spelling when compared to 2014 results. In the aspects of grammar and punctuation and numeracy Year 5 students almost doubled the learning gain percentage of the previous year.

Year 5 girls performed better in aspects of reading, writing and grammar and punctuation than their male counterparts. Both sexes were on par for the aspects of spelling and numeracy.

Year 3 girls performed better than the boys in all test aspects except for numeracy.

Interestingly, student mean scores in the Aboriginal, Non-Aboriginal, LBOTE and Non-LBOTE groups in both Year 3 and Year 5 were very much on par in the test aspect of numeracy. Aboriginal students in Year 5 performed better than Non-Aboriginal, LBOTE and Non-LBOTE students in the aspects of both reading and writing.

Trend data indicated that the school achieved the target of sustaining improvements in the area of numeracy. Developing a clear focus for learning through the use of individual student assessment data assisted in this area. Analysis of the data indicated that attention is required in the areas of reading and in continuing to develop writing skills across the school. The focus for 2016, is to ensure a greater number of students have the opportunity to attain results in the higher bands and for all students to achieve expected learning gains. The school will seek appropriate professional learning opportunities to support staff to provide a challenging and engaging curriculum, which promotes the individual learning growth of each student. The school will sustain the focus on the tracking of student achievement through assessment.

## 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	5%	59%	36%	24%	54%	22%
	National	13%	39%	48%	20%	47%	33%
Writing	School	8%	54%	39%	22%	71%	7%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	13%	56%	31%	19%	43%	38%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	6%	49%	45%	26%	53%	21%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	19%	65%	16%	19%	60%	21%
	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	99%	90%
	National	96%	92%
Spelling	School	98%	99%
	National	93%	93%
Grammar & Punctuation	School	99%	93%
	National	95%	93%
Numeracy	School	98%	97%
	National	94%	95%

## Parent, Student and Staff Satisfaction

Students, parents and staff were given the opportunity to provide feedback in a number of key areas. Parents were able to provide feedback via an online survey or by completing and returning a hard copy version. The information gathered from all those who responded was overwhelmingly positive in each of the surveyed areas.

Results indicated that staff, parents and students were unanimous in recognising that the school climate was faith-centred and founded on fostering knowledge and understanding in the Catholic tradition. In addition, the respondents commented positively on the safe and supportive environment of the school, where care for students, their families and the welfare of each child is a priority. Parents identified excursions as being highlights during the year. Both staff and parent responses expressed the belief that the school was supportive of parents and pupils experiencing problems or difficulties.

The student responses indicated that they were collectively proud to be members of the St John the Evangelist community. Students indicated that they were encouraged to learn to the best of their ability. The students perceived St John's as a school, which provided many opportunities to participate in sport and other activities, both within the school and in the context of the wider community.

Parents acknowledged that the school offered opportunities for members of the community to participate in school activities and to provide input. Parent feedback suggested future improvements could be made by exploring methods to communicate more effectively with the diverse family structures represented within the school. Parents valued the use of technology as a method of communication. They suggested that greater notice could be provided regarding school events as this would support the needs, particularly of working parents. Consistency regarding home learning across the grades and expanded access to additional extra curricula activities were also suggested areas to explore in the future. Parents indicated that they were appreciative of the opportunities provided during the year to be involved and engaged in the school community. Parents commended the staff for their dedication, for being role models for the students and for mirroring the values taught at home.



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG