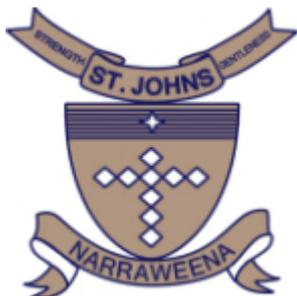


# 2019

## ANNUAL SCHOOL REPORT



### St John the Apostle Catholic Primary School

166 Alfred Street, NARRAWEENA 2099

Principal: Mr Mark Bateman

Web: [www.sjandbb.catholic.edu.au](http://www.sjandbb.catholic.edu.au)

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## About this report

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St John the Apostle Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

St John the Apostle Catholic Primary School, Narraweena (the School) seeks to educate and form our children in Catholic missionary discipleship. We believe that we can best achieve this by engaging our children in experiences within their local community and in ways that are relevant to their own lives. As an important member of the Parish of Warringah, we seek to engage with our local Parish in meaningful ways in order to build a sense of connection between our children, their families and the local Parish community.

The school School Improvement Plan (SIP) is developed annually to guide us toward the achievement of three main goals which include:

1. Inspiring faith through relevant and meaningful experiences (Catholic Life and Mission)
2. Authentic engagement of students in their learning
3. Building well-being and resilience.

Following completion of our three year review in our SIP cycle in 2018, this report reflects the adjustments made during the first year after review as we head toward completion of our six year improvement cycle in 2021.

### Parent Body Message

The Parents and Friends (P&F) of the School met regularly during 2019. The group supported our SIP by promoting attendance at numerous parent workshops. The P&F supports the idea that parent engagement in the learning agenda of the school carries significant benefits for the learning of our children. With this in mind, our P&F meetings began with a teaching and learning focus. Term One saw us focus on the ways in which the school was developing a thinking culture across the grades. Term Two focused on Spelling and Reading in our school. Term Three saw us discussing the topic of student resilience. During Term Four, we looked back on the SIP and its achievements for the year.

The P&F organised a number of social events and fundraisers aimed at bringing families together and helping the school to make improvements to the St John's Hall which is in need of upgrading. Parents and staff worked together to create our school musical - A Kid Summer Night's Dream. The event was a great success and a testament to the collaborative culture of St John's. The organisation of these events was shared among our Class Parents, led by our parent volunteer Class Parent Coordinator. These parents did an amazing job encouraging parents to engage with each other and with class and school events and happenings.

## Student Body Message

The students of the School enjoyed many opportunities to contribute to the community as a whole. Our Senior Leadership Teams worked hard on developing a sustainable school environment. Our school eco garden was well maintained with lots of produce harvested throughout the year. Our contribution to Mission Day helped Catholic Mission with its work. The Technology Team ensured that our IT devices were well maintained and functioning effectively in the school and our Wellbeing Team was involved in organising dress up days, meditation sessions and fun activities for Wellbeing Week each term. Our Playground Team established rosters and created events and happenings at recess and lunchtimes. Our Colour House Captains encouraged and inspired students as they participated in our sports carnivals and activities and our Student Representative Council (SRC) met regularly to give students a say in the day to day running and improvement of our school. Our SRC, chaired by our school captains and vice captains organised a waste management audit; they initiated play time activities and competitions enjoyed by us all; they promoted school events and happenings regularly reported on the needs of their own class.

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## School Features

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The School Advisory Council is a group composed of parents and teachers. The Advisory Council meets once to twice per term with the principal to discuss the progress of the SIP, to provide advice on policy matters and on community issues that arise or are ongoing. The council's brief is to keep the school mission and vision firmly at the heart of its discussion and work.

The work of the council was instrumental in encouraging a solution for the repair and upgrade of St John's Hall. As a result of the council's work and constructive approach, responsibility for the repair and ongoing maintenance of the hall moved from the Parish to the school. Once this was established repairs and renovations were able to be carried out during the Christmas school holidays.

In addition to the work carried out on the hall, the annual school maintenance cycle continued and this included painting indoor and out, re-carpeting classrooms and the school library. New audio visual equipment and seating is planned thanks to the contributions from parent fundraising along with effective school finance management. These activities ensure our school building and surrounds are well maintained, are continually being improved and are safe and functional.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
147	152	78	299

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.54%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.64	92.43	93.97	95.38	93.01	94.19	92.39

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	11
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Professional learning is an important aspect of the life of the School. Staff development days included opportunities for teachers to ensure programs and structures were in place for the beginning of the year. During Term Two the staff joined with teachers from other local schools to be introduced to the new Personal Development, Health and Physical Education syllabus then develop a scope and sequence for St John's. Teachers from local schools gathered for a special day on the preparation of liturgy and masses for children which was led by the Mission and Evangelisation Team from the Catholic Schools Office. A group of teachers attended the 'Sweeter than Honey' conference in western Sydney and were able to bring back inspiring ideas and practical strategies to share with their colleagues on teaching scripture to children. The teachers were involved in learning more about developing a culture of thinking at St John's. This work tied directly into our SIP Teaching and Learning goal which aims at authentic engagement in learning. The work in this area encourage children to think more deeply about their learning, how it applies to their lives and the subject matter in question. At the end of the year the teachers met to discuss and hand over information which supported student transition to the next grade. Outside of staff days, teachers continued working on analysis of assessment data in Mathematics and how it impacted student learning. Analysis of reading result Kindergarten to Year Two helped us meet the different learning needs of our students. Our work on catering for the diverse learning needs of students assisted teachers in identifying practical ways to implement and monitor the effectiveness of teaching strategies in place for these students. The teachers continued to implement adjustments to learning for all students identified with a disability and to regularly consult with their parents about these adjustments.

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Experiencing faith life within the local community provides our students with opportunities to participate in a relevant and meaningful ways as part of this Catholic school and the Warringah Parish community. The children regularly attend masses with the Parish on a class and grade level, with the broader Parish community on special feast days and celebration days and regularly as hosts of the weekend Parish Family Masses which are held two to three times each term. Our student Year 6 Mission Team played a key role in attending the Diocesan Mission Day with Father David Ranson and used their experience of the day to inspire other students in the organisation of our own student led Mission Day which provided much needed support for Catholic Mission. The Mission Team also led student involvement in Project Compassion activities.

Prayer is a daily occurrence and occurs on a whole school, class and individual student basis. Each week begins with a Prayer Assembly. Each of our grades is rostered to lead the whole school in prayer on Mondays during term. We pray our school prayer at morning assembly each day and our teachers use prayer circles in their classrooms each day to encourage the children in their prayer lives. Staff prayer is a regular part of our meetings and is used to begin gatherings of parents or special occasions.

Holy Week leading into Easter is a particularly special time for our children. They share the story of the passion and death of Jesus during Holy Week liturgies at the end of Term One and to begin Term Two with a celebration of the Resurrection and the joy of the Easter

season. The children show incredible reverence and respect during this time and the celebrations are valued highly by our parent community. During the

The school supports the Parish in the implementation of the Parish Sacramental Program providing resources, space and organisation for gatherings of parents and children as they learn about each of the Sacraments of Confirmation, Reconciliation and Eucharist. The schools very much values the role it plays in supporting the parents and the Parish in this important aspect of our faith.

Central to the mission of St John's is the goal of encouraging a sense of discipleship within the local community through the experience provided. We continually strive to achieve this and welcome the support and encouragement of our Parish Priests and Assistant Priests in this task.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St John's implements the NSW Education Standards Authority (NESA) syllabus documents in each of the required Key Learning Areas. These have been organised around a scope and sequence which takes into account a staged approach i.e. children have two years in which to learn the outcomes expected at each stage with the exception of Kindergarten where outcomes are organised for a single year. Where possible, we try to organise our learning with relevance and connection in mind. Where it is possible to draw connections between disciplines, teachers are strongly encouraged to do so. In recent years, a number of Key Learning Areas have undergone syllabus review at NESA level which has necessitated a review of our own approach to learning and understanding of syllabus documents.

St John's uses a range of assessment practices to identify the strengths and needs of each student; areas of focus for overall teaching and to analysis long term data which informs overall student progress.

We believe in an approach that encourages children to develop a strong foundation in literacy and numeracy then build upon it as they progress through school. Physical education, social and emotional learning along with the Creative Arts - Music, Drama and Visual Art are also important in providing a balanced and inspiring education. Our faith and practice of Catholic traditions is central to the overall curriculum and have a considerable impact upon it.

In recent years, our teachers have been working hard at embedding a culture of thinking into our teaching and learning approach. In this approach, a number of thinking forces or influences on thinking are discussed and used to encourage and appreciate different perspectives; to broaden thinking and to help children develop approaches to the way they think about ideas. This work is applicable across learning areas and feeds directly into our goal of authentically engaging children in their learning. This year the staff attended after school meetings and worked with the children on thinking projects which were the teachers then shared with each other.

With the development of the National Consistent Collection of Data on children with Disabilities (NCCD) by the Commonwealth Government, St John's has been implementing

an approach that requires teachers to identify children who have disabilities and to ensure that adjustments are put in place to allow them access to the curriculum on the same basis as other learners. Consultation with parents about these adjustments is an important part of our process as is monitoring of progress.

The children were provided opportunities for challenge with their own class curriculum using cultures of thinking. They are were also provided opportunities to take part in the Australian Maths Trust Maths Challenge; the Northern Beaches Community of Catholic Schools (NBCCS) Science, Technology, Engineering and Maths (STEM) presentation day; Debating and Public Speaking competitions and children volunteered to participate in the University of NSW Competitions in Maths, Science, English and Computing

St John's provided the students with increased access to technology after entering into a plan with the Catholic Schools Office to renew technology for its students every two to three years depending on the devices being used.

## Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	82%	59%	3%	10%
	<b>Reading</b>	73%	54%	0%	10%
	<b>Writing</b>	76%	55%	0%	5%
	<b>Spelling</b>	73%	52%	0%	11%
	<b>Numeracy</b>	65%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Grammar and Punctuation</b>	68%	37%	5%	17%
	<b>Reading</b>	55%	38%	5%	12%
	<b>Writing</b>	24%	19%	0%	18%
	<b>Spelling</b>	61%	38%	8%	13%
	<b>Numeracy</b>	42%	32%	3%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

St Johns uses the Positive Behaviours for Learning (PBL) framework to explicitly teach the children about expected behaviours. At St John's the children are expected to be respectful, responsible and sage learners. In order to achieve this they explicitly learn about expected behaviours which are identified on our St John's PBL Matrix. Teachers follow a series of lessons in each of our grades to do with each behaviour. In this way, the children consistently learn about the expectations and are provided with a reference point to check on how effectively they are able to apply the behaviours at school.

We have established a Wellbeing Team which includes a teacher representative from each grade. Our Student Representative Council (SRC) is used to promote and seek feedback from the student body about our PBL framework. Student voice is an important component in helping us to identify where we may need to review or place emphasis on our behaviours. We enlist the support of our students in teaching each other about behaviour expectations as well as the teachers.

Our Well being Team chair regularly attended the Diocesan Well being Leaders meetings held each term. As a result of attending these meetings, information and ideas were brought back to the school to help guide us in our goal of strengthening student well being and resilience. We reviewed our online behaviour management data collection form to make the entering of data from teachers easier. Data collected at the end of the year, showed student knowledge of school rules and behaviours was well known but that there was room for improvement. It showed a need for us to review and teach behaviours more explicitly in Kindergarten, Year 1 and Year 2. As a result, our plans for explicitly teaching behaviours across the school were updated using diocesan resources and time was provided as part of our Personal Development and Health (PDH) curriculum to carry out this teaching. Analysis

will be carried out in the new year to see if the data shows any improvement. This encouraged teachers to use the forms so that we could regularly collect data about student behaviours. As a result we attended professional learning about Tier 1, Tier 2 and Tier 3 interventions.

Staff feedback to the Well being Team showed a need to develop a clearer approach to managing student behaviour at levels which demanded more time and resources. While children being placed into these categories are low in numbers, their behaviour often requires more resources and time in order to meet needs and provide support. We participated in training to understand a tiered approach to behaviour management and to understand how it may fit into our PBL Framework. Identifying behaviour as Tier 1, Tier 2 or Tier 3 behaviour allows for a graduated approach to escalations in behaviour and calls us to involve more staff members in a team approach to provide support for the children identified. As a result we concentrated on providing more focused support for teachers with Tier 2 and Tier 3 behaviours and we were able to use the resources of the Catholic Schools Office Well being Team psychologists and expert teachers to support us with the implementation of behaviour plans, coordination of resources and professionals and consultation with parents and staff. This work will continue into the new year.

Our Well being Team engaged our student leaders (Student Well being Team) to assist in organising activities for their school mates especially during Well Being Week which was planned towards the end of each term. The student team provided practical activities such as dress up days, meditation and relaxation resources, playground games and competitions, the organisation of games afternoons and the use of music to end breaks and create a more relaxed atmosphere.

The use of explicit teaching, the inclusion of student voice, professional learning focused on need and the deliberate creation of enjoyable, inclusive activities for students assisted in sustaining a positive school climate for students and in fostering a sense of respect and responsibilities amongst the students, staff and parents of St John's.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

St John's School Improvement Plan identifies three key goals. The three goals are mentioned below and underneath each is a description of how the initiatives implemented during the year impacted on school improvement.

1. Catholic Life and Mission - to inspire faith through relevant and meaningful learning experiences.

- The children were engaged a deeper level with scripture by their teachers. The use of art, story and drama provided a more engaging context for scriptural understanding. An explanation of the background to the scripture being used provided the children with a deeper appreciation of the meaning of the scripture and how it applied to the people of the Gospel.
- The children were given the opportunity to develop and contribute to the creation of liturgy. Our Priests were informed of this and worked with us to give the children more time to explain and understand the parts of our liturgy. As a result, the children's appreciation of participation in liturgy was more strongly developed.

2. Teaching and Learning - to authentically engage students in their learning.

- The children were given an opportunity to use various ways of thinking across key learning areas. Their teachers used structures and routines to guide the children in thinking from different perspectives and viewpoints about key ideas. As a result, the richness of student discussion and depth of understanding about key ideas was strongly encouraged as was listening to others and appreciating different ways of thinking.
- Our focus on assessment data and what it told us about student learning helped us to understand where we were seeing student improvements and where development and

attention was needed. Our assessment data is showing improvement in overall reading ability and in some areas of mathematics.

### 3. Pastoral Care and Student Well being - to strengthen student well being and resilience.

- Our students benefited from our work on explicit teaching of expected behaviours in relation to our PBL Matrix. The students showed a developing and broader whole school understanding of expectations and how they could be applied in the school setting.
- Work in the cultures of thinking area translated into student taking greater responsibility for their learning and in their teachers providing children with more time for thinking and improved questioning in relation to key ideas and concepts. This work impacts positively on student resilience and self confidence.

## Priority Key Improvements for Next Year

For next year, the following points will be attended to in relation to the three key areas:

### 1. Catholic Life and Mission

- Embedding practices which support the students understanding of scripture. We will be taking part in professional learning with an expert in the area of teaching scripture to assist us in expanding our work in this area.
- We intend to ensure that a 'culture of thinking' becomes part of our learning environment inclusive of Religious Education.
- Our work on student participation in the creation and celebration of liturgy will also continue with the support of the Parish and its priests.

### 2. Teaching and Learning

- The school will continue implementing its work on Cultures of Thinking across the curriculum. We are taking time to embed practices in this area as there are eight broad areas of thinking to explore with students and staff. To this point we are about 75% of the way through this process. We will include parents more fully in this work by keeping them informed and by creating resources on our school web page to assist them in learning more about this approach.
- Feedback has been identified as an area of need for our teachers and from our teachers to our students. We will create opportunities to learn more about giving and receiving effective feedback and apply these to our classrooms.

### 3. Pastoral Care and Student Well being:

- Resilience is emerging as a challenging area for our children. We want to introduce a more practical approach to teaching resilience in our school but in a way that is inclusive of parents and carers. We see that there is a need to include this topic in our PBL Matrix so

that we can embed resilient practices into the everyday learning and whole school environment.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

The school invited parents to participate in the 'Tell Them From Me' (TTFM) survey during the month of June. The following feedback is evident from the collected survey data:

- The majority of parents felt welcome at the school and that they could talk easily with their child's teacher about their social and academic progress.
- Although understandable, there was a need to look more closely at the school report form.
- In terms of teacher communication, the school rated above the regional average when asked if they felt teachers would inform them if their child was experiencing any issues with learning.
- Parents felt the teachers were encouraging of their child and interested in their child achieving well with their learning.
- Parents felt their children knew about the school's behavioural expectations and that behavioural needs would be addressed. Some believed that this could be done in a more timely fashion.
- Parents felt that their child's learning needs were being addressed by the school and that communication about this was satisfactory. The rating on this point was above the mean for the region.
- The survey indicated levels of student engagement for learning above the mean for schools in the region.
- The TTFM survey results were quite positive overall from the parents who responded. Importantly parents indicated that their child felt a sense of inclusivity and safety about attending school at St John's. Parents also felt that the children had opportunities to develop and practice their faith.

## Student satisfaction

Students in Years 4, 5 and 6 took the 'Tell Them From Me' (TTFM) survey. The overall results were very positive and included some very helpful feedback. The following key points were taken from the survey data:

- The children felt they had significant opportunity to take part in sports with an instructor other than the school PE teacher. The rating for this item was well above schools in the region.
- The majority of students felt that they were valued and accepted by their peers (83%).
- In terms of experiencing bullying, St John's was well below the average data for schools in the region (26%) with 9% of students identifying this as an issue.
- In support of the above two points, 95% of our students felt that they had positive relationships with their peers and that they felt a level of trust and encouragement from them.
- Our students, in the main, felt that school was relevant and worthwhile (93%) and 96% of students felt that they did not get into trouble regularly.
- Our students felt overwhelmingly that they had an inner desire to achieve well (94%).
- The mean score of 7.9 students in the region feeling that their teachers responded to their learning needs was exceeded by St John's students with a score of 8.4.
- The students felt that they had ample opportunity to learn about their faith and to practice prayer in liturgy.

These students, in the main, have experienced life at St John's since Kindergarten. Their responses reflect between five and seven years of schooling with us. The majority of children in these grades completed the survey and, as a result, provide an extremely positive attitude toward our school. Having said that, we do not like to see any percentage of our students experiencing unhappiness or forms of bullying and we will continue to monitor student voice and school policy to lower the incidence of these types of experiences.

## Teacher satisfaction

All teachers were invited to take part in the TTFM survey. The following feedback is evident from the data received.

- Teachers feel that they well supported in establishing relevant goals for their own learning by the school leadership team. They do however feel that improvements can be made in the way they receive feedback about their teaching from their peers and the school leaders.
- The teachers believe that St John's has established an orderly and safe environment in which the children can learn.
- The teachers ranked the level of collaboration about teaching and learning among staff members as being extremely high with an 8.2 mean when compared to a 7.6 mean of schools in the local region.

- It was felt that students regularly receive opportunities to talk with their teachers about learning, goal setting and about how to be engaged and motivated in their learning. St John's teachers ranked their ability to do this (8.7) above schools with in the region (8.1).
- While the teachers felt communication with the parent community about their child was strong and opportunities were offered regularly to parents, they did note there was room for improvement on parents providing feedback about their child's learning and on providing parents to be a part of the learning process.
- St John's teachers identified a number of areas in relation to technology that could be improved. These included exploring ways to provide children with challenging technological goals; exploring ways to use technology to track learning goals and giving feedback about learning involving technology.
- Overall teaching engagement, linking of ideas, using assessment to inform practice was ranked at 8.2 compared to 8.0 among regional schools.

The survey revealed the teachers enjoyed working collaboratively, they valued providing and engaging and relevant learning environment for their students, they felt working with and informing parents was important and highly valued the inclusive and supportive environment St John's provides. There is work to do on giving and receiving feedback to and from each other and on the broader use of technology in supporting student learning.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2119776
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$599980
Fees and Private Income <sup>4</sup>	\$1048214
Interest Subsidy Grants	\$5728
Other Capital Income <sup>5</sup>	\$162338
<b>Total Income</b>	<b>\$3936036</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$216530
Salaries and Related Expenses <sup>7</sup>	\$3001157
Non-Salary Expenses <sup>8</sup>	\$870875
<b>Total Expenditure</b>	<b>\$4088562</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT