

Wednesday November 21 2017

Annual Community Meeting



Acknowledgement of Country

I wish to begin by acknowledging that we are in the country of the Yamaji people.

I pay respect to their tribal elders.

I celebrate their continuing culture, and I acknowledge the memory of their ancestors.



AGENDA



Welcome



Prayer



Attendance/Apologies



Annual General Meeting (AGM) of the School Board



Annual Parents & Friends AGM



Annual Principal's Report



Refreshments

NANO NAGLE PRAYER

At St John's School we continue the mission of Nano Nagle and the Presentation Sisters who founded our school



Nano Nagle wanted to help the poor she saw around her in Cork. Determined to help to educate them, both to improve their lives and to deepen their faith, in spite of the dangers she faced because of the Penal Laws, she opened her first school in 1754 with an enrollment of thirty-five girls in a two-room cabin.

Nano taught the children during the day and visited and nursed the sick by night. As a result, she became known in Cork as the Lady with the Lantern.

Believing that this work must be continued after her death, Nano founded the congregation now known as the Presentation Sisters in 1775.

Since then the Presentation Sisters have educated young people and cared for the sick and the poor all over the world.



**We pray today:
that we may always try to follow Nano's
example.**

**When she wanted to help others
she didn't look around her and say
"I can't do anything, too many people
need help".**

**She responded to the needs of those
she could do something for.**

**Help us, like her,
to do the best we can,
where we are,
each day of our lives.**







**We make our prayer
through Christ Our Lord.**

Amen.



AGM OF THE SCHOOL BOARD

AGENDA

-  **Welcome**
-  **Acceptance of the 2016 AGM minutes**
-  **Annual report by Chairperson**
-  **Treasurer's report-2018 budget presented**
-  **Announcement of criteria for Board membership**
-  **Election of the 2018 School Board**

2017 SCHOOL BOARD

School Board members for 2018:

- | | |
|--|-----------------------|
| • Fr Larry Rodillas | Parish priest |
| • Maureen Barrett | Principal |
| • Stephany Keeffe | Chairperson |
| • Brett Morrison | Vice Chair |
| • Stacey Ertzen | Treasurer |
| • Kym Trenfield | Secretary |
| • Anita Chadwick | Elected member |
| • Candi Forsyth | Elected member |
| <hr/> | |
| • Jude Darby (resigned during 2017) | P & F Rep |

REPORT BY CHAIRPERSON OF THE SCHOOL BOARD

- Annual report by Chairperson
Stephany Keeffe



BOARD TREASURER'S REPORT

**Budget Report for 2017
Annual Provisional Budget 2018
Presented by Stacey Ertzen**

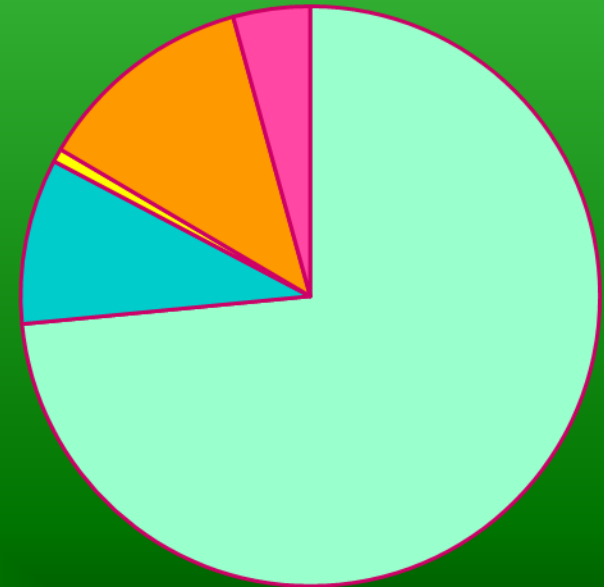


BUDGET FOR 2017

Opening Balance (01/01/2017)	\$ 313,473
2017 Income	\$ 2,658,995
2017 Expenditure	\$ 2,836,208
Estimated Result for 2017	-\$ 177,213
Estimated closing balance Dec 31 2017	\$136,260
Operating account	\$ 72,053
Building account	\$ 31,525
Information Technology	\$ 2,527
Deferred maintenance	\$ 15,602
Vehicle Replacement	\$ 14,553

OPENING BALANCE

Opening Balance	@ 1st Jan 17
Operating Account	\$ 72,053
Building Account	\$ 31,525
ICT Replacement	\$ 2,527
Deferred Maintenance	\$ 15,602
Vehicle Replacement	\$ 14,553
	\$ 136,260



- Operating account
- Building account
- ITC replacement
- Deferred Maintenance
- Vehicle replacement

TREASURER'S REPORT FOR 2018 INITIAL BUDGET

- The Initial Budget has to have a balanced Recurrent Component which ours does.
- Provisions are required for 2018 January Salaries equating to **\$170, 712.**
- Main expense for the school is salaries and on-costs of salaries which total approx. **68.7% of income received.**
- **91.6% of Income received from Government Funding** based on the number of students
- **6.97%** from school fees, levies, camp and excursion fees.

BOARD TREASURER'S REPORT

The Initial budget for 2018 has been calculated based on:

- **179** students Pre-Primary to Year 6
- **22** Kindergarten students

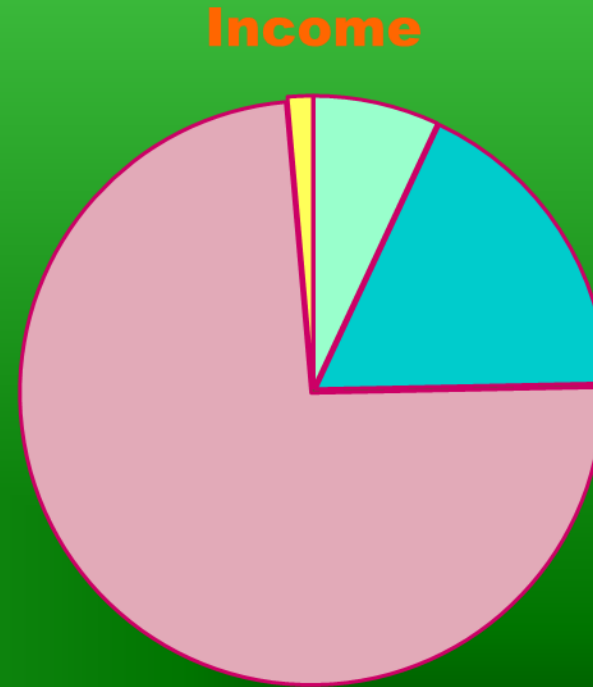


For 2018

The School fees have been indexed by 2%
(as advised by Catholic Education WA)

INCOME

Private	\$	192,952
State	\$	490,423
Federal	\$	2,045,945
Other	\$	38,659
Total	\$	2,767,979



■ Private ■ State ■ Federal ■ Other

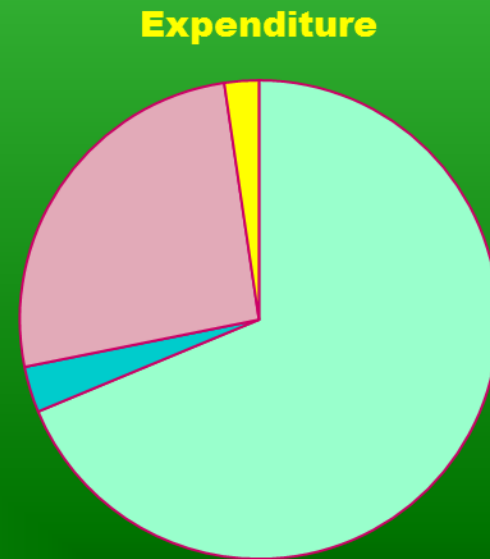


2018 Budgeted Operations

Recurrent Income (0000-0899, excl 0400)	\$2,713,155	
Capital Income (0900-0999)	23,024	
Trading Activity Income (0400)	31,800	
TOTAL INCOME		\$2,767,979
Recurrent Expense (1000-3999)	\$2,562,138	
Trading Activity Expense (4000)	38,587	
Total Expense		\$2,600,725
ESTIMATED ACCRUAL RESULT		\$167,254

EXPENDITURE

Salary	\$	1,787,431
Teaching Expenses	\$	80,800
Running Costs	\$	671,994
Capital Expenses	\$	60,500
	\$	2,600,725



- Salary
- Teaching Expenses
- Running costs
- Capital Expenses



EXPENDITURE

Provision	Amount
Opening Bank Balance in Jan 2018	\$136,260
Estimated Cash Result 2018	\$141,237
Estimated Cash Reserves as at 31 Dec	\$277,497
Jan Salary 2019 Estimate	\$170,712
Total Provisions/Reserves Dec 2018	\$106,785
	\$106,785



Account	
Building Account	\$34,785
IT replacement	\$17,500
Deferred Maintenance	\$40,00
Motor vehicle	\$14,500
Total provisions	\$106,785

Fees for 2018

SAINT JOHN'S SCHOOL SCHOOL FEES AND DISCOUNTS 2018

FEES INCLUDED IN BELOW FULL FEE TOTALS				MISC FEES TO BE ADDED TO FEE TOTAL		
PP- YEAR 6	\$242.00	per term		Leadership Camp	Yr 5 & 6	\$50.00
KINDY	\$114.00	per term		Year 6 Camp	YR 6	\$550.00
BUILDING LEVY	\$194.00	per family		Diary Yr 1-6	YR 1-6	\$6.00
HCC - Kindy - 6	\$300.00	annual		Kindy Craft Fee	KINDY	\$20.00
Incursion	\$30.00	Per Student Annual		Mathletics	YR 1-6	\$15.00
ICT Levy	\$25.00	Per Student Annual		Maths Resources	YR 1-6	\$10.00
Swimming Lessons Yr 1-6	\$45.00	Per Student Annual		PP COOKING LEVY	PRE-PRIMARY	\$15.00
FULL FEES	Total	Building levy	ICT Levy	Incursion	Swimming	Total
1 CHILD P-6	\$968.00	\$194.00	\$25.00	\$30.00	\$45.00	\$1,262.00
2 CHN P-6	\$1,742.40	\$194.00	\$50.00	\$60.00	\$90.00	\$2,136.40
3 CHN P-6	\$2,323.20	\$194.00	\$75.00	\$90.00	\$135.00	\$2,817.20
4 CHN P-6	\$2,323.20	\$194.00	\$100.00	\$120.00	\$180.00	\$2,917.20
1 CHILD KINDY	\$456.00	\$194.00	\$25.00	\$10.00		\$685.00
2 CHN (1 in P-6 and 1 in K)	\$1,332.80	\$194.00	\$50.00	\$40.00	\$45.00	\$1,661.80
3 CHN (2 in P-6 and 1 in K)	\$2,016.00	\$194.00	\$75.00	\$70.00	\$90.00	\$2,445.00
4 CHN (3 in P-6 and 1 in K)	\$2,016.00	\$194.00	\$100.00	\$100.00	\$135.00	\$2,545.00
HEALTH CARE CARD	Total	Building levy	ICT Levy	Incursion	Swimming	Total
1 CHILD P-6	\$300.00	\$90.00		\$30.00	\$45.00	\$465.00
2 CHN P-6	\$540.00	\$90.00		\$60.00	\$90.00	\$780.00
3 CHN P-6	\$720.00	\$90.00		\$90.00	\$135.00	\$1,035.00
4 CHN P-6	\$720.00	\$90.00		\$120.00	\$180.00	\$1,110.00
1 CHILD Kindy	\$300.00	\$90.00		\$10.00		\$400.00

CRITERIA FOR SCHOOL BOARD

The criteria for membership of the Board shall be:

- 1. possession of special skills that will be an asset to the Board**
- 2. a deep interest in the welfare of all students and staff**
- 3. a desire to give service to the Catholic School Community**
- 4. a keenness to promote Catholic schooling**
- 5. an ability to work cooperatively and constructively with all other members of the Board and**
- 6. a sufficiency of time to devote to Board duties (including attendance at the Board meetings one night per month)**

(Taken from the School Board Constitution)

SCHOOL BOARD MEMBERSHIP

The School Board consists of:

EX-OFFICIO MEMBERS

the Parish Priest &

the Principal

Representatives of the Parish Council and the Parents & Friends Association who are elected by each organization.

ELECTED MEMBERS

Parent representatives, four to six in number.

Members are elected by the community for two-year terms (2018-2019) and can serve for a maximum of 6 consecutive years.

ELECTION: 2018 SCHOOL BOARD

**There are 4 elected member vacancies
on the School Board for 2018**

**Completed a two year term and re-nominating for
the Board:**

Stephanie Keeffe

Stacey Ertzen

Nominations for the School Board

Hamish Darby

Sharnna Weston

All nominations for the Board accepted

2018 SCHOOL BOARD

School Board members for 2018:

- **Fr Larry Rodillas** **Parish priest**
- **Maureen Barrett** **Principal**
- **Stephany Keeffe**
- **Stacey Ertzen**
- **Brett Morrison**
- **Kym Trenfield**
- **Candi Forsyth**
- **Hamish Darby**
- **Sharnna Weston**
- **And P&F School Board representative to be elected during P&F AGM**

AGM OF THE PARENTS & FRIENDS

AGENDA



Accepting 2016 Previous Minutes



President's report: Nic Beaver



Treasurer's report: Debra Robinson



**Voting regarding the introduction of a \$30
P&F Levy**



**Election of 2018
Office Bearers
& Committee**

**Principal to
occupy chair**

2017 P&F OFFICE BEARERS

Office Bearer Positions:

- | | |
|-------------------------------|-----------------------------|
| • President | Nic Beaver |
| • Vice President | Ursula Boreham |
| • Treasurer: | Debra Robinson |
| • Secretary | Amber Ward |
| • P&F Rep on Board | Jude Darby (retired) |

Committee:

Sue Miragliotta, Stacey Ertzen

PRESIDENT'S REPORT

Presented by:

Nic Beaver



TREASURER'S REPORT

Presented by:
Debra Robinson



ELECTIONS OF 2018 P&F OFFICE EXECUTIVE AND COMMITTEE

- **President** **Nicole Beaver**
- **Vice President**
- **Treasurer:** **Debra Robinson**
- **Secretary** **P&F Rep on Board**
- **Committee members:**
Helena May, Tracey Forrester, Stacey Ertzen,
Sue Miragliotta, Jodi Reed

ANNUAL PRINCIPAL'S REPORT

Presented by:

Maureen Barrett






Annual Principal's Report:

- 1. Presentation of the achievement of the 2017 Annual improvement Plan outcomes:**
- 2. Present the 2018 Annual School Improvement Plan**
- 3. Address the school community**



2017 Annual School Improvement Plan Overview

Learning	Engagement	Accountability	Discipleship
<p>Effective teaching and learning practices will be embedded:</p> <ul style="list-style-type: none"> • Criteria based self-assessment by students • Instructional Walk and Talks, • Three Levels of Feedback • Reading Data Wall • Case Management Meetings processes for students at risks 	<p>Use of Digital technology to engage parents/ carers in student learning</p> <ul style="list-style-type: none"> • Facebook • Website • Blogs 	<p>Involvement of staff, parents and community members in school review processes</p> <ul style="list-style-type: none"> • Code of Conduct • QCS reviews 	<p>Embed the Nano Nagle Chrism into the life of the school, through:</p> <ul style="list-style-type: none"> • the newsletter information • using key sayings of Nano Nagle • the school Feast Day
<p>The expansion of Digital; Learning skills, knowledge and curriculum</p> <ul style="list-style-type: none"> • Expand staff and students Digital Literacy skills, • Teacher knowledge of the Western Australian Curriculum: Digital Technologies and • Expand the integration of Digital Literacy within student learning 	<p>Nature Play area and Play Pods</p> <ul style="list-style-type: none"> • The collaborative establishment of Stage 3 Natural Play areas and • Play Pods • by the P&F, School Board, staff and school community 	<p>Staff Performance Management and Professional Development processes, linked to AITSL Standards, will be reviewed and developed</p>	<p>A scope and sequence detailing the key teachings about the Church will be developed</p>
<p>Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics Active student learning investigations within Mathematics (STEM)</p>	<p>Establish 0-4 year old playgroups</p> 		

Achievement of 2017 ASIP

Learning

Effective teaching and learning practices will be embedded:

- **Criteria based self-assessment by students**
- **Instructional Walk and Talks**
- **Three Levels of Feedback**
- **Reading Data Wall**
- **Case Management Meetings processes for students at risks**

Outcomes

- Staff have implemented co-constructed Success Criteria into their teaching and learning. Students are now self-assessing their work against the co-constructed success criteria to make further improvement and reach the high expectations set by all teachers.
- The walk and talks are providing valuable school-wide data on the initiatives that have been implemented. **Instructional Walk and talks need to become more common place.**
- Staff were provided with further professional development on Effective feedback, using John Hattie's model of three levels of feedback and Douglas Fisher and Nancy Frey's model on the Gradual Release of Responsibility Model.

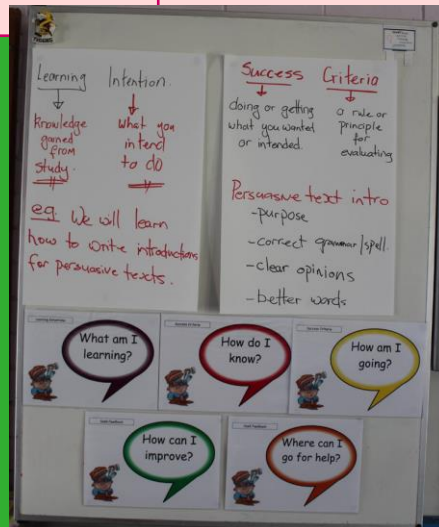
Learning Intention

We are learning how to write a play script.

Success Criteria

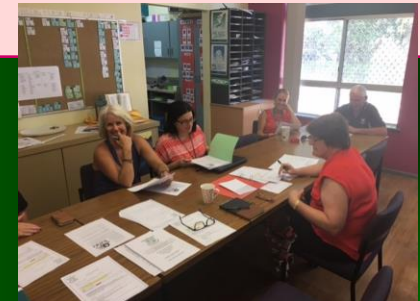
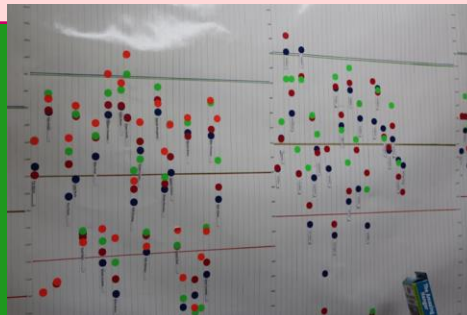
I will know that I can do this when I include:

- Title
- Cast
- Setting, scene or act
- Person's name in left column, what they say on right
- No speech marks
- Actions in brackets or italics
- Sometimes a narrator or storyteller



Achievement of 2017 ASIP

Learning	Outcomes
<p>Effective teaching and learning practices will be embedded:</p> <ul style="list-style-type: none"> • Criteria based self-assessment by students • Instructional Walk and Talks • Three Levels of Feedback • Reading Data Wall • Case Management Meetings processes for students at risks 	<ul style="list-style-type: none"> • The coalition of school wide Reading Data Walls have been further developed. Staff are breaking into cluster groups whilst altering these data walls. This practise is providing valuable professional dialogue on student growth. • Case Management Meetings processes have become more refined but need to become more frequent. The value of having all staff sit on these Case Management meetings became quickly evident. Mrs Christine Kerr also visited SFX to ascertain ideas on how to administer these meetings, which was then brought back to St John's School. • St John's School has completed the Regional School Improvement Collaborative Work presented by Professor Lyn Sharratt. This two-year work has provided valuable teaching and learning practises for both staff and students. St John's School has continued to implement Visible Learning into the teaching and learning practises, particularly within Mathematics.



Learning

The expansion of Digital; Learning skills, knowledge and curriculum

- **Expand staff and students Digital Literacy skills**
- **Teacher knowledge of the Western Australian Curriculum: Digital Technologies and**
- **Expand the integration of Digital Literacy within student learning**



In 2017 the staff were introduced to the Office 365 suite. PLC time was used to give exposure to some of the applications in O365. This included OneNote, OneDrive and Teams. The use of Teams as a form of communication between staff has been trialled and gaining momentum, not yet embedded. Several Teams have been created for different applications within the school (e.g general, leadership, teachers, daily news)

Staff professional development occurred to develop rich task and deep thinking foci in Mathematics.

Students across all year levels have been issued with O365 student accounts. Years 3-6 have activated their O365 accounts, including creating passwords, familiarising themselves with log in procedures and basic introductions to OneDrive and Forms.

Staff Professional Development around the difference between ICT Capability and Digital Technologies. A brief introduction to the new Technologies curriculum for full integration into 2018. Reporting has been separated into two sections in readiness for full implementation in 2018- Design and Technology and Digital Technology. The school is a part of a Technologies project with ACARA and assistance with the Technology curriculum will be available into 2018/2019.

Students/Teachers-Purchase of Edison robots, specifically a focus in Year 4 with Mr Matthews. Mr O'Malley introduced all students in year levels to basic coding, via Code.org all year levels consolidated their coding skills by programming tasks and challenges with the Edison robots.



Learning

**Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics
Active student learning investigations within Mathematics (STEM)**



The Faces on Data Team presented to the rest of the staff professional Development on using Lyn Sharratt's Five High Impact Instructional Strategies: **Higher Order Thinking, Differentiated Instruction, Gradual Release of Responsibility, Rich Tasks and Accountable Talk.**

The staff further applied these five strategies to the use of rich tasks in Mathematics and the relationship with surface/deep/transferable learning with all students.

Each teacher embedded a series of rich tasks into their planning and teaching. The success of these rich tasks were then presented back to the teaching staff at a scheduled PLC. Staff found that the rich tasks:

1. Extend the knowledge of students and they could then apply this knowledge in new contexts
2. Allowed for different methods to present the student's learning
3. Gave opportunities to broaden student's problem-solving skills
4. Deepened and broadened mathematical content knowledge

Engagement

Engagement

Use of Digital technology to engage parents/ carers in student learning

- **Facebook**
- **Website**
- **Blogs**



Engagement through Facebook of school families and community has increased in 2017.

This has been evidenced in the increase of users (traffic) reached within the administration section of the St John's Facebook page.

Increase in people following and liking St John's Facebook page.

Successful when used in conjunction with events in the school that show children being involved and engaged.

Most engagement occurs when quality photographs are used.

Uploading of clips onto Facebook engages followers.

School website is being accessed, needs to be updated on a more regular basis. Newer students to be added to the site.

Some classes attempted Blogs to communicate with families with varying success.



Engagement

Nature Play area and Play Pods

- **The collaborative establishment of Stage 3 Natural Play areas and Play Pods**
- **by the P&F, School Board, staff and school community**



P&F Committee, led By Nicole Beaver worked together and in consultation with KIDSafe to develop plans for the Nature Play area, which is designed to stimulate creative play.

The plans were discussed with school Board and put into action in May of this year.

Series of busy bees and through a small number of contractors. On August 30th P&F opened the new Nature playscape to the students.

It includes the spider climbing web, tunnel, tire wall and with rope pull, a dry creek bed made of logs and one made from river sand, a large tepee, structure made of logs, refurbished stairs with artificial grass and Fruit of the Spirit mosaics.

The shade house has now been transformed into an outdoor classroom, with garden beds and seating, storage, a chessboard made from pavers and the family / pavers.

A new pathway runs through the play area to enable easy access to the area and to the hall.

A storage area to enable the children's play equipment and final fencing will complete the project in the coming weeks.

The project which was brought to life through the hard work, organisation and dedication of the P&F over a number of years and to completion though the current P&F executive and committee under the leadership of Nicole Beaver.



Engagement



Establish 0-4 year old playgroups

The Aboriginal As First Educators O-4 Year old Aboriginal playgroups operates using the Abecedarian Approach Australia (3a) which places priority on adult-child interactions to promote language. Language is the main priority for early learning and school readiness. The approach involves Enriched Caregiving, Conversational reading and Learning games.

The Aboriginal Playgroup commenced in Week 3 of Term 2 operating on Monday mornings from 9.00-11.00am.

On Friday mornings operates a Multicultural Play.

Mrs Nicole Henderson is the teacher leader and Zoe Whitby to be the Family Liaison Officer.

It has also provided the funding for the purchase of additional age appropriate resources, the provision of morning teas and advertising to the school and wider community.

At the end of Term Two Nicole, Zoe, Damien, Brett, Kylie and Maureen were received training in the Abecedarian Approach Australia (3A) approach to operating a playgroup.

During Term Three and Four Nicole and Zoe have been introducing the 3A approach to parents and carers.

At the end of Term Three Mrs Nicole Henderson, Zoe Whitby and I attended the 7th SNAICC National Conference held at the National Convention Centre in Canberra.



Engagement

Establish 0-4 year old playgroups

During Term 3 the playgroup was named Mayu Biyamanha (meaning Kids playing) Aboriginal Playgroup in collaboration with playgroup staff, parents and the Irra Wanga language Centre at Bundiyyarra.

The name was officially launched at our Playgroup Open Day in week 3 of Term 4.

We are currently in the process of finalising our playgroup logo which will then be printed on hats, t-shirts, water bottles and all of our promotional materials.

We believe the playgroups have been successful in its first year of operation with an average of 23 children accessing the playgroup each term and an average of 13 parents weekly.

Approximately 3 new families from the wider community are accessing the Playgroup.

It has been wonderful to have the support shown by organisations, including the Ngala Child Parents Centre Rangeway, GRAMS, Bundiyyarra, Radio Mama, Day Care Centres and organisations affiliated with the Mid West Early Years.

We are presently waiting for official confirmation that we will receive the grant funding to continue the 0-4 year old playgroup next year.



Accountability

Involvement of staff, parents and community members in school review processes

- **Code of Conduct**
- **QCS reviews**

Parent, staff and community members are involved in feedback and review processes, both formal and informal throughout the year.

These include feedback from the school representatives on the School Board and P&F, groups of parents, such as those attending the Playgroups, families within the school attending enrolment meetings and conversations with school community members throughout the year.

The Code of Conduct

Has been distributed and made available to all members of the staff and parents carers. It is posted in the school website.

It has been discussed with the School Board, P&F and various parents and staff representatives throughout the year.

Aspects of the Code of Conduct has been referred to within the school newsletters and conversation with staff

Contractors employed by the school are required to read and adhere to the Code of Conduct as part of the contracting process, as the expected basis.

Feedback indicate it is both comprehensive, practical in the examples given and thoroughly in line with our values and ethos as a Catholic school.

QCS Reviews

During 2017 CEWA is no longer using the Cultural School surveys, consequently the staff have developed a combined survey focusing on the three areas of school development which are our focus for review for 2017:

The survey has been issues to parents in Week 6, with a requested deadline of Week 8. The survey is available through a website link, the school website and in hard copy sent home with the newsletter.

The information gained through the survey will be collated with feedback gained from staff and parents/carers throughout the year as data for the QCS review processes which the staff will undertake in Week 10 of this term.

Accountability

Professional feedback, Staff Performance Management and Professional Development processes will be developed

During 2017 our St John's School staff have reviewed our previous formal professional feedback processes.

Processes have been designed, suited to the varied roles within the staff, to incorporate more time effective processes and the use of Office 365 applications.

Staff One Note is used by the teaching staff now to basis for record their practice and feedback related to their individual goals foci and the AITSL Teaching Standards,

It is also used to record goals, observations and feedback of non-teaching staff related to the roles and duty statements.



Discipleship

**Embed the Nano Nagle
Chrism into the life of the
school, through:**

- the newsletter information
- using key sayings of Nano Nagle
- the school Feast Day



Information about Nano Nagle has been included in the newsletter from terms 1-3. This included the timeline of her life, her involvement in founding the Presentation Sisters, prayers, sayings and quotes from religious about her mission.

Key sayings have been included in the newsletter, sharing, caring, sense of justice, “May love be our lantern” are used in the Nano Nagle award certificate.

Parents of Nano Nagle award recipients invited to attend the community mass.

The School Feast Day celebrations are to fall on or near the 21st November of each year.

During these celebrations whole school community mass, Nano Nagle awards presented and references to St John the Apostle, including Whole school activities.



Discipleship

Discipleship

A scope and sequence detailing the key teachings about the Church will be developed

Instead of formulating focus the scope and sequence on areas within the Religious Education units (specifically Church) we decided to unpack the focus areas with the Units of Work at each year level and by analysing the results of the Year 3 & 5 BRLA results.

These were used to assist in setting the foci for 2018.



Continued improved educational standards


As well as the aforementioned strategic priorities, our ongoing school improvement has continued in the areas of:

- Literacy, Early Intervention Support, Reading Recovery
- Numeracy
- Catering for students with Learning and Special Needs.
- Digital Technology

The success of these school improvement initiatives continues to be seen in student achievement growth as examples by the growth in NAPLAN achievement from our current Year 5 class from their Year 3 results who achieved Above National growth in all areas and Australia (Pat R , Pat M) and school based assessments.

Annual Principal's Report

The success of these school improvement initiatives has been seen in student achievement growth as examples by the growth in NAPLAN achievement from our current Year 5 class from their Year 3 results who achieved above National growth in all areas.

Year Level		Reading	G&P	Numeracy	Spelling	Writing
Year 3	% Above or At bench mark	95.6%	86.3%	95.8%	87.5%	91.6
Year 5	% above or at benchmark	92.3	84.6	100%	80.7%	84%
Growth from Year 3 to Year 5		Reading	G&P	Numeracy	Spelling	Writing
	School Growth	115 1.43 X National average of growth	157 2.38 X National average of growth	133 1.38 x National Growth	116 1.26x National growth	57 1.01 x of National growth plus 1 point
	National growth	80	67	96	92	56
	CEWA Similar schools	82	76	107	101	60

Looking forward to 2018

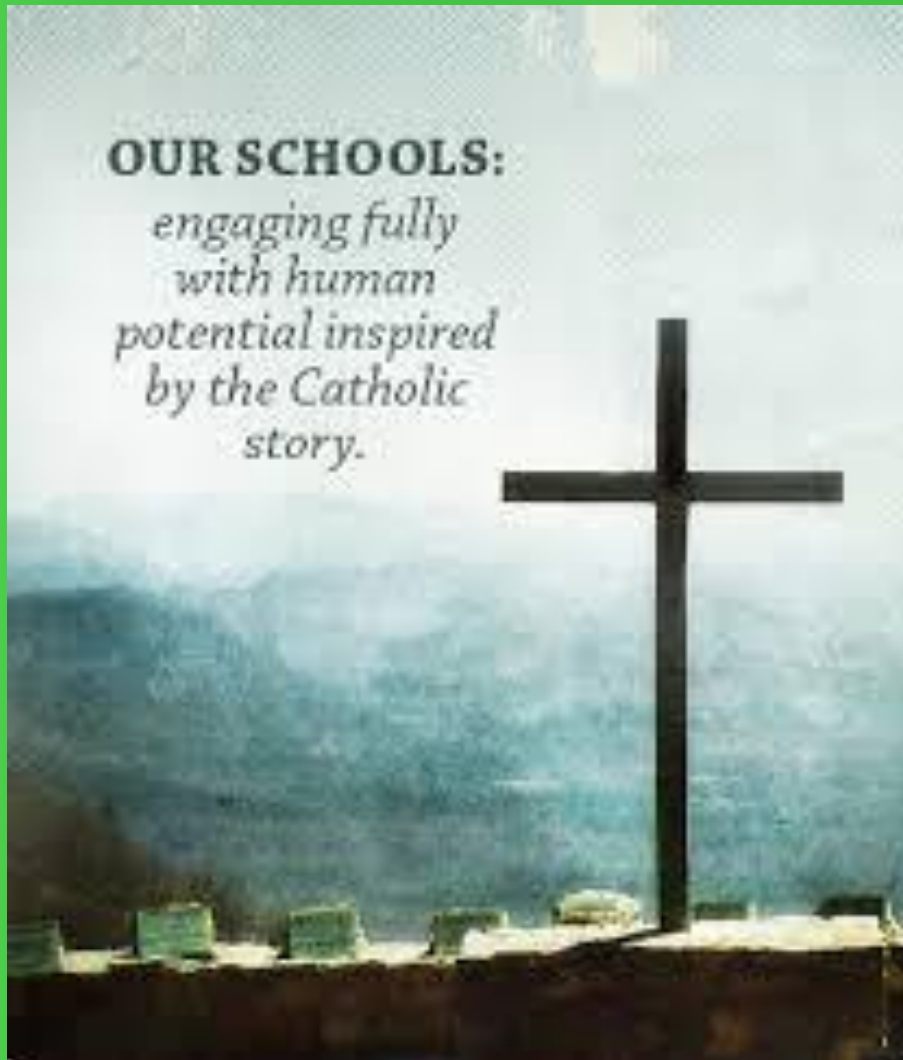
CEWA Strategic Intent	LEARNING Leadership Formation: Transforming our people to lead outstanding Catholic communities	ENGAGEMENT Early years learning and care: Partnering across communities to provide the best opportunities for young families	ACCOUNTABILITY Health and well-being of students and staff: Providing learning environments where everyone feels safe and can flourish	DISCIPLESHP Educating at the margins: Engaging with the most vulnerable and marginalized in our society
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Focus Area	As evidenced by
To continue to deepen and refine the pedagogical (teaching and learning) practices LEAD	<ul style="list-style-type: none"> ❖ Refine Instructional Walk and Talks so they are more common place ❖ Refine the Case Management Meeting Process ❖ Explore the idea of a Writing Data wall. Possibly integrate with the Brightpath Moderating Scale ❖ Development of oral language and thinking skills through the use of conversational questioning and rich tasks.
The expansion of Digital learning skills, knowledge and curriculum, including computational thinking LEAD	<ul style="list-style-type: none"> ❖ Embedding the SCSA Digital Technology curriculum ❖ Develop computation thinking across the school ❖ ACARA Digital Technologies and STEM initiatives ❖ Conversion of ITC room into 21st Century Learning space
Embed levels of feedback feedback, and staff performance appraisal and development model LEAD	<ul style="list-style-type: none"> ❖ Staff to students, students to student levels of feedback ❖ Leadership and teaching staff using Staff OneNote to record feedback, goal and professional development based on AITSL Teaching Standards ❖ Non teaching staff, Leadership and teacher using Duty Statement / Performance Feedback form or Staff OneNote to record performance appraisal, feedback and goals
Aligning and development of key scripture passages and understanding from the RE Units of Work at each year level and across the school LEAD	<ul style="list-style-type: none"> ❖ Develop and chart the Scripture passages used within the RE Units at each Year level ❖ Purchase additional resources for the teaching and development of Scripture and key understanding in the RE Units of Work ❖ School focus on the development of understanding key Scriptural passages, within the school and staff

On behalf of the school community and myself, I would like to acknowledge and thank:

- **Our Parish Priest**
- **The School Board**
- **The P&F Committee**
- **Assistant Principals**
- **The Staff**
- **Our wonderful students**
- **The School Community**





I thank each person for their contribution and the part they have played in all that has been achieved this year.