



ST. JOHN'S SCHOOL

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Annual Principal's Report: 2015 Annual School Community Meeting Tuesday December 1 2015

Benjamin Franklin said that "Without continual growth and progress, such words as improvement and achievement and success have no meaning." As I sat to write this report I was amazed at two things. The first, how quickly the year has flown and the second was all that we have been able to achieve together. In the words of Ben Franklin we have shown and achieved continual growth and progress so that the words improvement, achievement and success can fittingly be used throughout this years' Principal report.

The Annual Principal report to the community is an opportunity for me, as Principal, and us as a Catholic school community, to reflect upon where we have come from since the beginning of the year, what we have achieved this year and where we are heading in the coming year.

One of the key roles of Catholic schools is to help parents in the education of their children and especially in their development as young Christian people, ready to make a positive contribution to society. The reporting of our Annual Plans, enable us to work together in unison and clarity to ensure that we are committed to ongoing school improvement: concerned with our Catholic beliefs and values, educational responsibilities to students and staff and the nurturing of strong ties with our families and the Parish in which we belong.

At St John's School, we are committed to facilitating each child to achieve educational excellence to their individual capabilities. Equipping students with skills and strategies to achieve their full potential and to be lifelong learners is the vision of St John's School. Our Annual Strategic Plans, which are developed in collaboration by the Leadership team and staff, are our endeavour to ensure we have planned processes to bring our vision to fruition.

In reviewing our strategic plans for 2015 and formulating our plan for 2016, we have undertaken a thorough and inclusive process. The review and reporting on our 2015 Strategic Plan thus incorporates feedback from all stakeholders within our community, especially staff, students and our parent community. Ongoing self-evaluation tools such as the School Climate Surveys and Quality Catholic Schooling Tool have provided lens through which to reflect upon our practices and in the identification of future goals and priorities. The review and analysis of student performance and achievement data has also given insight into the success and future directions of our educational programmes.

Our Strategic Plan fundamentally has also identified actions that ensure we address the accountability requirements of Federal and State governments, the Catholic Education System and the School Curriculum and Standards Authority of Western Australia who provides curriculum, assessment and reporting guidelines for schools.

Through this process we have assessed how well we are going as a school, identified emerging concerns and discerned new initiatives and opportunities. We are appreciative of the feedback provided by all those within our community consultation and of the Leadership team and staff who have worked together to formulate our emerging aspirations as we move into the future.

Our strategic plans are organised around four key elements established by the Catholic Education Commission of Western Australia (CECWA) – Learning, Engagement, Accountability and Discipleship (LEAD). It is within each of these areas that I will provide a summary report, giving a

broad overview of the year. As will be evident, we are blessed to have a number of highly talented people leading and living out our school strategic plans and school improvement.

Learning

Implementing WA/Australian Curriculum

The School Curriculum and Standards Authority of Western Australia now provides curriculum, assessment and reporting guidelines for schools. As such, it was our 2015 strategic goal that: By the end of 2015, classroom teachers will be planning, teaching and reporting using the Australian Curriculum in the mandated Learning Areas. Through shared professional development learning and teachers' professional commitment we have achieved this goal with teachers planning and reporting Health and PE, as well as the previously implemented mandated areas of English, Mathematics, Science and History. This year, teachers have been investigating Geography from the new curriculum and will be teaching and reporting in this area in 2016. We thank Mr Brett Love and Damien O'Malley for leading the school curriculum development.

Implementing Hattie's Explicit/ Visible Learning and Teaching Model

Over the last two years teachers have been developing their understanding and skill in implementing Visible learning instruction outcomes and success criteria for student growth. Our 2015 strategic outcome was: By the end of Term Two explicit instruction outcomes and success criteria will be visually displayed for Literacy, Numeracy and one other Learning Area each day and documented in teachers DWP and/or programmes. This is now an embedded part of the teaching learning cycle for students and teachers.

This year teachers have been exploring the 3 levels of feedback which are given to students to deepen the students' awareness and understanding of their learning processes. Posters can be seen in use in each classroom asking the students: What am I learning?, how am I going/ and where to next? Research have shown that these questions can assist learners to take greater self responsibility for their learning and to make better learning progress. The students are also being explicitly told the success criteria for the lesson so that they are clearer about both the intention of their learning and when and how they can be successful in their learning.

The teachers have been involved in professional conversations during Professional Learning Community meetings and using the levels of feedback during their peer enhancement professional visits and feedback to their peers.

We thank Mr Love and the School Visible Learning Team of Mr Damien O'Malley and Mrs Kylie Murphy for leading this initiative.

Literacy: Implement Whole School Approach to Writing –Genres

The teacher focus on the development of writing was continued and has been developed through the School Curriculum and Standards Authority of Western Australia curriculum outline for each year level, rather the developing our own school based scope and sequence.

Within the area of Literacy, another initiative that was introduced has been the **Literacy Pro Reading Programme**. Literacy Pro involves the students undertaking an on-line reading test which set a level for their reading. The children then have the opportunity to read novels at their level then take an online comprehension tests upon the completion of the novel. The students are able to achieve certificates once they complete a number of books and rise through levels as their reading and comprehension progresses. This has been a very successful initiative in increasing students desire and capabilities to read. We thank Mr Love for introducing and leading this initiative.

ITC- Introduce Chrome Book and Google Apps for Education

By Term 2 Google Apps for Education became an embedded part of staff meetings and PLC processes to enhance collaboration, as exemplified by Google surveys, google forms during staff discussions.

The increased number and access of ipads in the junior years and Chrome books in the middle and upper Primary years has enabled increased use during the teaching learning processes. This has been evident in the students' work displayed in their room and in the school. We thank Mr Damien O'Malley and Mr Love for their leadership in these areas. We also acknowledge our ITC support company of Norris and Hyde for their great work throughout the year.

Embed AITSL Standards

During 2015 the teaching staff have continued to increase their knowledge, use and application of the Australian Institute of Teaching and School Leadership Standards, the website and its purpose. Links from the website, including video clips, have been used as a basis for professional dialogue to further increase effective pedagogical/ teaching practice. The Standards have also been used to support and enhance peer enhancement discussions and feedback.

Implement National Quality Standards

Implement and assessing learning and teaching programmes and practices for Kindergarten to Year 2 against the National Quality Standards has been a major focus throughout this year.

The Early Childhood team have been working together on the auditing of the Early Childhood practices and facilities as part of the National Quality Standards audit and the development of the Quality Improvement Plan which will be completed by the end of the year.

The NQS consists of seven quality areas, each containing standards and elements, that children's education are assessed and rated against.

The seven quality areas covered by the National Quality Standard are:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

This essential process of evaluation of these seven standards is to ensure that St John's School is providing the best possible delivery for our students.

Continued improved educational standards

As well as the aforementioned strategic priorities, our ongoing school improvement has continued in the areas of Literacy, Numeracy, Early Intervention Support, Reading Recovery, catering for students with Learning and Special Needs is also important foci within the school.

The success of the learning and educational programmes are evident within our NAPLAN results in which the Year 5 cohort has achieved growth at a rate above the National growth rate. In Reading low achievers performed better than expected. In Writing and Numeracy most students performed above expected. In Numeracy the Year 5 cohort performed above national average levels.

Year Level		Reading	G&P	Numeracy	Spelling	Writing
Year 3	ST J Mean/ average	371.1	333.2	351.9	351.3	390.9
	ALL Mean/average	425.8	432.7	397.8	409.2	416.3
	WA Mean/ Average	412.7	423.8	387.8	400.4	408.0
	% at or above benchmark	79.3%	82.7%	93.1%	82.7%	93.1%
Year 5	ST J Mean/ average	484.5	483.8	501.3 Above National and State Average	479.3	475.1 Above WA
	All	498.3	503.8	492.3	498.1	478.1
	WA	489.2	496.0	484.5	492.9	470.9
	% at or above benchmark	96.9%	96.9%	96.9%	87.8%	90.9%

Growth from Year 3 to Year 5		95 Above National and State growth	95 Above National and State growth	133 Above National and State growth	103 Above National and State growth	91 Above National and State growth
	National Growth	65.4	55.6	104.4	78.6	59.5
	WA growth	76.5	72.2	96.7	92.5	62.9

ENGAGEMENT

Develop School Community Partnership Agreement

While this outcome and a written Partnership Agreement was not completed as such, the discussions held with representative members of the school community reinforces that school community was happy with the existing practices, process and opportunities for staff, students and families to engage in shared responsibility and communication regarding each students progress. The use of the school diary, Personalised Learning Plans and existing communication methods of offered by the school to families are highly valued. In discussion with Catholic Education Aboriginal Consultants a School Community Partnership Agreement is no longer an expectation for the school and, as such, was not continued.

Develop Cultural Competencies

The strategic focus of Cultural competence and inclusion of the Yamatji culture has been evident within the school with activities listed on the calendar and newsletter, including during Harmony Week and NAIDOC week celebrations. It has also been achieved and evident through the increased connection of our ATA, Zoe and Sherie within the community. Cultural inclusion is evident teaching and learning programmes and children's work samples. During the last week of the year during the Professional Development week for staff, one day has been arranged for a local cultural immersion to enable staff to become more familiar with aspects of local Yamatji culture. We acknowledge Zoe and Sherie for their great work with staff, students, parents/carers and within the wider community

The promotion of communication through ITC, through the school website and Facebook has been a strong focus and success this year. The school website will be upgraded with the new facility for staff to upload items, rather than relying on the website manager. The school Facebook has been a great success and means to reach out to the wider community. We thank Mr Damien O'Malley for his work and leadership in this area.

Thanks to Ryan Robinson we have learnt the power of boosting Facebook notices. That has led to one family attending the Open Day On Monday and enrolling into the school. Lots of positive comments about the school have been received from the postings.

Professional photographers have been up to St John's and we are very pleased with the quality of images that we have been able to use during our advertising and promoting. Over the last few weeks you would have seen promotions regarding the school in local papers. Banners advertising enrolments are soon to be added to the fence line of the school and parish.

Our flyers and posters have arrived and Zoe and Sherie have been out delivering them around to different organisations and places within the local area.

We have received very positive feedback both within and outside the school community regarding the high quality of the promotion of the school

Embed Social Emotional Scope and Sequence

To further develop the students' abilities to interact and resolve issues appropriately, the staff developed a Social and Emotional Scope and Sequence of skills using existing programmes and Learning Area outcomes, including those within the Religious Education, Health Learning Area and the Fruits of the Spirit programmes. The skills are being explicitly taught within the teaching and learning programmes and within the playground. This is a continued focus for 2016.

Develop Leadership Capacity

Leadership capacity has been developed and demonstrated by the Assistant Principals and key leaders and staff at St John's School, including training and professional development, such as Mr Love being involved in the Emerging Leaders programme, staff professional development and Mrs Kylie Murphy leading the NQS initiatives. Our Aboriginal Teacher Assistants Zoe and Sherie have also been involved in additional training regarding ITC. Leaders have been taking responsibility to produce initiative outcomes in their area of responsibility and we have been implementing more collaborative shared leadership processes.

Accountability

Implement Policies and Procedures in Line with CEO, System, and Government requirements/audits

The school will meet and implement all audit and government requirements, including policies and procedures. We have reviewed and updated the school Evacuation Plan and the Evangelisation Plan to plan for and facilitate ongoing improvement.

Five Year Capital, Maintenance and ICT plans

A three year ITC Plan and 5 year Maintenance and Capital Development Plan is being developed and implemented.

The National Quality standards audit and Quality Improvement Plan will be finalised before the end of the year.

Each strand of the NQS will have been investigated over K-2 teachers by the end of the year and required changes implemented to ensure each Standards are assessed as being met. Areas for further development will be documented in a Quality Improvement Plan.

Implementation of SEQTA

The staff have been trained in and have consistently implemented the SEQTA components of :

- Pastoral Care notes
- Reporting
- Recording

The staff are consistently using the SEQTA pastoral care component to record notes about students and parent meetings. Each semester the teachers will be implementing the new SEQTA format and expectations for Semester reports.

Natural Playscape

Stage One of the school's natural play scape has been completed and is being enjoyed by students at recess and lunchtime. Thank you to our wonderful P&F and all the families and staff who supported them in this achievement.

DISCIPLESHIP

Implementing the Vision and Mission of the school, based on the Nano Nagle Charism

Both new Assistant Principals have developed a deeper understanding of the Nano Nagle Charism from which to lead the Vision and Mission of the school in the school community by attending the Nano Nagle Conference in Melbourne. Aspects of the Nano Nagle tradition and charism becoming evident in communication and the language within the school.

Fruit of Spirit Programme

The Fruit of the Spirit programme has been embedded within each classroom, across the school and in language of the staff and students. Information is included in the newsletter each week. A Fruit of the Spirit certificate is included from each class at each assembly.

Eucharist

A focus on developing further knowledge, understanding and appreciation of the Sacrament of the Eucharist by members of the school community was a priority coming from our Evangelisation Plan. Staff participated in a staff retreat with a focus on the Eucharist. Students have participated in classroom learning and in a Mass explicitly teaching the parts and symbols during the Eucharist, and information has been included in the newsletter during the year by Mr O'Malley.

Enrolment Pack, which reflects the school's commitment to inclusivity

Equality of access is provided through inclusive practices, differentiated learning and access by parents to assistance based on needs, Health Care card discounts are promoted in the enrolment pamphlet and promotional information. Provision and support is given for those with Special Needs and Learning Difficulties.

Conclusion

As can be seen much has been achieved in our School Improvement Plans and the day to day operations of St John's School and this does not just happen. We can have all the plans we want but the success and the fulfillment is through the hard work, generosity and collaboration of many, many individuals working together within our school community.

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

Parish priests

We are very, very blessed to have such wonderful Parish priests to support and model Christ's love within the school and parish community. It is wonderful to have the active involvement and support of Fr Michael. Father Michael's knowledge and understanding of education is also very rich and I value having his support in leading the school. We are also blessed to have the additional support of Father Larry who is a weekly visitor to the school and classrooms and he often leads our school and class liturgies. Father Alby is also a lovely role model of Christ in action and we have been grateful to have him with us for the times he has been leading our school liturgies. Often a Catholic school is fortunate to have one parish priest who is able to visit with the school. We are truly blessed to have a number of priests who enrich the faith life and faith experience of all within our school community.

The School Board

Our thanks to Mrs Stephany Keeffe (Chairperson), Mr Brett Morrison (Vice Chairperson), Kym Trenfield (Secretary), Anita Chadwick and Stacey Ertzen who came on to the Board this year as P&F representative and who has accepted the position of Treasurer for 2016.

A huge thank you to retiring member of the Board and Treasurer of six years Mr Ryan Robinson. His work and commitment has been truly appreciated and we will thank and acknowledge Ryan at the School Concert. Our thanks also to Amber Ward who resigned from the Board early this year.

Our thanks to Father Michael, who is an active contributor to our School Board and that of another Catholic school in town. To have a member of the Catholic Education Commission on our school Board is an honour.

I have appreciated the time and commitment each member of the School Board has each given to the School Board and school community over the year.

The P&F Committee

My thanks to the P&F Committee, Mrs Nancy Kirby (President), Ursula Boreham (Vice President), Nadine Heitamn (Treasurer), Amber Ward (Secretary) and Committee members: Nic Beaver, Jude Darby, Sue Miragliotta and members of the Parents and Friend Association, for their fantastic efforts in the fundraising and community building opportunities they have provided for the school community. For the small size of the group they have achieved an amazing amount during this year. The school community and especially our students are grateful for all you have done to achieve our nature playscape. The Family Fun Day was also a great success. The school community appreciates the opportunities the P&F have offered during the year.

Short Term Principal

A special acknowledgement and thanks to Mr Steve Miranda for leading the school in my absence for the nine weeks I was on Long Service Leave in Term Two. We thank Steve for his leadership and work during his time at St John's School.

The Staff

We have an amazingly talented and generous staff, without whom all that has been spoken about would not be possible. At the forefront of all we do is the education and wellbeing of our beautiful students and they can be in no better hands than that of our wonderful staff. Each staff member goes consistently above and beyond their role and duties to ensure that each child has the best possible opportunities for growth, success and happiness. On your behalf, I thank each and every one of them.

My thanks to Louise and Tracey for their help in the smooth running of the office and school. A particular thanks to Louise who has helped put together our AGM, mostly remotely, while I have been on sick leave. I am grateful for the happy friendly duo who are generally the first face of the school and often in the background assisting things to flow smoothly.

Assistant Principals

My genuine thanks and admiration for Mr Damien O'Malley and Mr Brett Love. I can only express my appreciation and admiration for the way they have taken on the their new roles of Assistant Principals this year. Their role is multi-faceted and complex. However they have done a brilliant job of everything they have taken on and each has made their role their own. We have been exceedingly fortunate to have both gentleman join the Leadership Team this year.

We thank them for their leadership and commitment to the continued growth and development of St John's School and all they have done to bring that about.

Our Assistant Principals, teachers Education Assistants, Aboriginal Teacher Assistants, Administrative Assistants, canteen cleaning and grounds staff, each one is an important and integral part of our team who have contributed greatly to achieve what we have throughout the year.

Upon reflection, and as I have been writing this Report regarding the achievement of our 2015 School Improvement priorities, I realised how ambitious we were in setting the 2015 priorities. However through the dedication, commitment and good will of staff, School Board and the Parents and Friends, parents and our wonderful students I believe, this has been a year of continued progress and achievement of which we can all be proud. I thank each person for their contribution and the part they have played.

Next year, when we look at our 2016 Strategic Plans, in which we continue to enhance some priorities and introduce some new foci, I believe with the continued goodwill of this wonderful community we will continue to grow, improve and achieve great things in 2016.



Maureen Barrett
Principal