



ST. JOHN'S SCHOOL

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Annual Principal's Report: 2016 Annual School Community Meeting Wednesday November 23 2016

As I began to reflect in preparation for our AGM and my delivery of the Annual Principal report I began to think about our School Day of Celebration held on Monday. The Day of celebration was to honour of rich history of our school, the founders, their vision and charism which has been incorporated into the life of the school and what we have and are achieving.

I thought of Nano Nagle who quietly went about her ministry to bring love, comfort and support to the poor of Cork, by going out guided by God and the light of her lantern, to the poor of the Cork city. I wondered, could she ever have thought that her ministry would bring about a Religious Order- an order that would bring Christ's love and learning to children 14, 713 Km away in Rangeway Australia.

I thought of the courage, commitment and compassion of the Presentation sisters who came from Ireland, and of Sr Raphael who began our wonderful St John's school.

I also thought of St John who wrote the Gospel- telling of the life, love and teaching of Christ. I wonder could he ever have thought or believed that for over 2000 years his words, inspired by God, would have reached across the globe to us, here and now, at St John's School in Rangeway.

I considered too that while we planned and presented our Annual School Improvement Plan this time last year- with its goals, processes and desired outcomes, could we then and even now fully know what the year of learning, sharing Christ's love and being in community could bring forth for our students, our staff, our families and those who have passed through our school this year.

It is my pleasure to present the 2016 Principals Report to outline the operations of the school during the year and the achievement of our 2016 Annual School Improvement Plan goals.

And so, while I share some insights as to what we have achieved this year, they are but examples of what has been achieved overall. They provide a snapshot of some of the school's foci and events. I am sure there is more that has, and will be, brought forth in the lives of the individuals in the school that we may ever know.

As I present my report, it is probably the photographs that accompany the PowerPoint Presentation that show greater glimpses into what has been happening and has been achieved in the school this year.

Before I begin I wish to acknowledge our Leadership Team, Damien and Brett, and the staff who worked collaboratively with me to achieve and review the 2016 Annual School Improvement Plan (ASIP) and forward plan for the 2017 Annual School Improvement Plan which will also be presented tonight.

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.

The points highlight are record on the summary table, with the blue dot points record some of the ways with achieve our Strategic goals.

LEARNING

In the area of Learning we have three main strategic goals: The first being:

Visible Learning structures will be embedded into daily practice of articulated Learning Intentions, Success Criteria and providing the three levels of feedback

This year's strategic goal built upon our Visible Learning teaching and learning practices which have been a focus for the last two years. This year we also joined a Regional collaborative project with an international educationist Lyn Sharratt. It has been pleased that the work which we had already undertaken dove tailed and was further enhanced by the Learning and practices brought forth through our professional learning with Lyn Sharratt.

Some of the achievements and outcomes of this foci have included

- The Visible Learning, Success Criteria for Literacy and Numeracy displayed in classrooms
- Professional Development of staff, including our staff, Professional Learning Community meetings
- A common language has of learning has been established throughout the school: We are learning
- The effective learning practices which have been developed throughout the school has been evident in ECE Quality Improvement Plan
- We have established learning processes including reflection questions linked to Learning Intentions, Success Criteria and Feedback questions
- Posters of 5 learning reflection questions displayed in classrooms

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.

We thank Mr Love, Mr Damien O'Malley Mrs Kylie Murphy Mr Patrick Mathew and Mrs Chris Kerr for leading the initiatives with the staff and students.

2. Structures for measuring and tracking students' improvement in the areas of Reading being incorporated in whole school practices, has been our second learning strategic goal for 2016.

This foci has seen the establishment of Reading Data wall, focusing on

- Letter and Sound ID (K-Year 1)
- Running record levels (PP-Year 3)
- Lexile reading (Year 3-6)
- The Pat R Assessments give us baseline and tracking data throughout the school to further establish and assess student growth and/or any of further development for staff, students and the school as a whole.
- Case management Meeting are being established so that we, as a teaching staff can work together to identify students at risk, who are not progressing as desirable and/or those who may be in need of extension. Through the meetings we look at the student's data and discuss known successful strategies that may be used as part of an intervention. Research shows that this practice enable both increased teacher effectiveness in implementing teaching strategies and improved student learning.

3. Introduce a termly inter-class activities afternoon and a reading buddy programme to increase the social connection between students across the school.

One of our strategic focus over the last two year has been to develop within the students appropriate social skills to engage, connect with each other and to appropriately resolve social difficulties which arise. The skills are being explicitly taught within the teaching and learning programmes and within the playground.

To facilitate the skills development and social connectedness we have incorporated;

- Interclass activities for NAIDOC week, Harmony Day, School Feast day
- Tabloid sports on Feast Day
- Pre-Primary and Year 5 buddy reading
- Year 6 and 1 Mass buddies
- Communio Market day
- More variety of play opportunities during recess and lunch, e.g. including mobile an construction in the undercover area

Engagement

A shared agreement and structures for enhanced professional learning and feedback will be implemented by staff

When implementing school improvement, the teaching staff and/or whole school develop and implement share understandings and agreed practice. The Lyn Sharratt and John Hattie research, shows that when school have common shared agreement and whole school practices, school improvement is enhanced and gains increased gains. Our experiences show this to be true.

To facilitate common understandings and shared practices we have undertaken:

- Regular Professional Learning Community Meetings by the teaching staff
- Regional Collaborative/Lyn Sharratt initiatives with the Team attending the Regional Lead Teacher Professional Development which is then brought back to the teachers and education assistants before it is embedded within the school practices.
- Our Visible Learning practice continues to be deepened and developed within classrooms and across the school as a whole.
- The Fruit of the Spirit is embedded within the life of the school.

Positive growth seen in School Climate surveys and in student interactions through this school Improvement focus.

The development of Cultural Competencies, of those within the school community,

The strategic focus of inclusion of the Yamatji culture has been evident within the school and its activities for a number of years. The focus at the end of last year and during this year was about enabling staff to become more familiar and involved with aspects of local Yamatji culture and the aspects which may be able to be integrated within the teaching and learning programmes.

During the last week of 2015 year during the Professional Development week for staff, one day was arranged for a local cultural immersion experience with a tour to sites of cultural significance.

- During the year we have included an Acknowledgment of Country at assembly, important events, meeting at school
- During Harmony Day we inviting parents of different cultures, including our Aboriginal families, to promote their culture within the school
- A group of dancers and classes from the school participated at Gunnado festival, and visited Bundiyarra
- Gunnado dancers performed their dance in the Showcase

It was also a part of the strategic initiative to engage and develop connections with local Aboriginal people and organisations e.g. Bundiyarra who could add to our awareness and cultural competencies.

We acknowledge Zoe and Sherie for their great work with staff, students, parents/carers and within the wider community.

Accountability

The school policies, programmes and structures related to school community safety and well-being will be reviewed and updated.

This year we underwent our 5 year registration audit process. A large focus of the audit was on safety and wellbeing of the school's operation. In readiness and part of our continued school improvement we:

- OHS training and audit related to safety and well-being, including our Crisis management policy, Bullying and Harassment of students policy and our Behaviour Management policies
- The staff were trained in and now implement the Keeping Safe Protective Behaviour programme
- The Code of Conduct with guidelines has been produced by the CEWA and the staff and representative parents will work to develop school specific examples, as required by our registration requirements

Our implementation of the National Quality Standards Quality Improvement Plan were audited as part of the school registration process. We received very positive confirmation of what we have been implementing and helpful advice to further our improvement process.

P&F Natural Playscape

While not part of our 2016 formal School Improvement Plan I do want to take this opportunity to acknowledge and thank our wonderful P&F for the work they have done and are doing to achieve the Natural Play area in our school. We are very excited about what is plan to be achieved by this weekend's busy bee and looking into 2017.

Thank you to our wonderful P&F executive committee and all the families and staff who supported them in this achievement.

DISCIPLESHIP

The school improvement goal this year was to embed the qualities and values of Nano Nagle and the Presentation Chrism in the school.

This has been achieved through:

- Information and drawings of by Year 6 students in newsletter
- The Year 6 students are producing a mural by end of year which will be hung in the school office.
- The School Day of Celebration which linked to Presentation Feast Nano Nagle and St John's was celebrated on Monday
- Nano Nagle certificates presented to 2 students from each class on school Celebration Day, noting key values and saying of Nano Nagle

Aspects of the Nano Nagle tradition and charism have become evident in communication and the language within the school.

A Year of Mercy Social Justice collage of photos of the class and whole school Social Justice actions will be produced.

In this Year of Mercy it was an appropriate time for us to focus upon Catholic Social Justice teaching and actions.

Each class selected a social justice action to explore and undertake with the class:

- Year 1 RE artwork in the Church during parish masses
- Year 2 Christmas cards to Nazareth House residents
- Year 3 Candy cane for parish Christmas mass
- Year 4 St Vincent de Paul food collection
- Year 5 Holland Street visit
- Year 6 Wheelchair for Kids Food Bank Food collection

School wide school Justice action were also undertaken, included Project Compassion Communion Market Day, Socktober for Catholic Missions and fundraising for Wheelchair for Kids.

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 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.

	Reading	G&P	Numeracy	Spelling	Writing
St John's Growth	108	106	135	99	99
National growth	83	79	91	81	73

And so as we review our 2016 Strategic School Improvement Plans and Achievements we look to our proposed 2017 School Improvement Plan, which is outlined below and presented as the overview sheet:

2017 School Improvement Plan overview

Learning
Effective teaching and learning practices will be embedded through: <ul style="list-style-type: none">• Criteria based self-assessment practices by students• Instructional Walk and Talks, will be undertaken by the Leadership Team the Sharratt Leadership Team and staff• Visible Learning Three Levels of Feedback will be further embedded• Reading Data Walls, will be continued• Case Management Meetings processes for students at risks will be further developed and embedded
The expansion of Digital; Learning skills, knowledge and curriculum <ul style="list-style-type: none">• Expand staff and students Digital Literacy skills,• Teacher knowledge of the West Australian Curriculum: Digital Technologies• Expand the integration of Digital Literacy within student learning opportunities.
Incorporate inquiry based teaching and learning in Mathematics
Engagement
Use of Digital technology to engage parents/ carers in student learning <ul style="list-style-type: none">• Facebook• Website• Blogs
Nature Play area and Play Pods <p>The continuation of the collaborative establishment of Natural Play areas and Play Pods by the P&F, School Board, staff and school community</p>
Establish 0-4 year old playgroups <p>We have been very excited in the last week to receive an invitation from CEWA to become part of a Funded Indigenous Grant, which will provide funds for St John's to operate:</p> <ul style="list-style-type: none">• A play group for Aboriginal families with children from 0-4 years of age and• A multicultural playgroup for all families with children from 0-4 year old. <p>We are now making tentative arrangements as we await official confirmation of the funding</p>
Accountability
Involvement of staff, parents and community members in school review processes <ul style="list-style-type: none">• Code of Conduct• QCS reviews

Staff Performance Management and Professional Development processes, linked to AITSL Standards, will be reviewed and developed

Discipleship
Embed the Nano Nagle Chrism into the life of the school, through: <ul style="list-style-type: none">• The newsletter information• Using key sayings of Nano Nagle• The school Feast Day
A scope and sequence detailing the key teachings about the Church will be developed

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.

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

The work of the School Board is a vital aspect of the school's management and operation and all members are to be congratulated for their voluntary work.

Our thanks to Mrs Stephany Keeffe (Chairperson), Mr Brett Morrison (Vice Chairperson), Kym Trenfield (Secretary), Anita Chadwick and Stacey Ertzen.

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 given to the School Board and school community over the year.

The P&F Committee

The Parents & Friends continued to serve our school well by organising a number of events for fundraising and to build the social connectedness of families with and staff within the school.

My thanks to the P&F Committee, Mrs Nic Beaver (President), Ursula Boreham (Vice President), Nadine Heitman (Treasurer), Amber Ward (Secretary) and Stacey Ertzen. (School Board Representative) Committee members: , 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.

A special mention to Nadine Heitman who will, with her last child finishing year 6 leave us as a day to day member of the school community. Nadine has been extraordinarily generous with her time

and effort for the P&F, Year 6 camp fundraising and a multiplicity of things around the school. Nadine we thank you but you will continue to be part of the fabric of St John's School now and in the future.

For the small size of the P&F 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 playground. The school community appreciates the opportunities the P&F have offered during the year.

Assistant Principals

My genuine thanks for Mr Damien O'Malley and Mr Brett Love. I can only express my appreciation and admiration for the way they undertake their roles of Assistant Principal. Their roles are multi-faceted and complex. However, they do a brilliant job of everything they take on. We have been exceedingly fortunate to have leaders of their calibre in the Leadership Team.

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. 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.

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 enable us to achieve what we have throughout the year.

Thank you for your attendance at the AGM this evening, I appreciate the efforts that many families have gone to find babysitters and make other arrangements so that you can be here tonight.

Upon reflection, and as I have been writing this Report regarding the achievement of our 2016 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 2017 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 2017.



Maureen Barrett
Principal