



ST JOHN'S SCHOOL

School Performance Data

2012



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School Performance Report for 2012

We are pleased to present the St John's School Performance Information for 2012. The Australian Government requires all schools to report on the following items as part of our accountability to them and to the St John's School Community.

Item 1. Contextual Information

St John's School is a single-stream Catholic co-educational parish primary school with an enrolment of 223 students from Kindergarten to Year 6, located close to the regional centre of Geraldton. The school was established in 1969 by the Presentation Sisters and has maintained the character of a small family school. The mission of St John's School continues to be to provide a Catholic, caring, supportive environment in which students can grow in God's likeness. The school is centred on Christian values whereby all members treat each other with respect and dignity.

St John's School has a strong emphasis on catering for children needs and talents, with well established Literacy programmes and Early Literacy Intervention. The emphasis on Literacy development is embedded with well-established Literacy priorities which includes Literacy Dedicated Time. Early Intervention programs in the area of Literacy have been a feature of the school's education strategy in recent years, through the use of PIPS, Observation Surveys, Reading Recovery and an Early Intervention Support teacher in the Pre-Primary to Year Two classes. Children identified as Gifted and Talented in Year 3-6 are invited to participate in the University of NSW Certificate Assessments, in which they have achieved strong results.

Alternative structures for the teaching of Mathematics in Year 3 to Year 6, include a split gender Mathematics programme for Space and Measurement, Targeted Mathematics groupings in Years 3 to Year 6 was introduced in 2010 and the Mathletics programme is used from Year 1 to Year 6 throughout the school.

Specialist teachers are employed in the area of Art, Music, Bluearth, Cultural Studies and Information and Communication Technology (ICT). The integration of ICT within the school and classroom is a strong component of the learning experiences within the school

Involvement in local school and community sport is a feature of the school, with staff and parents generously giving their time to coach a number of Netball, Soccer, Football and Cricket teams. A specialist teacher is employed to implement the Bluearth Physical Education programme from Pre-Primary to Year Six. The children from Years 1-6 also participate in daily fitness four mornings a week and a rotation of sporting activities on Friday afternoons.

St John's School is characterised by its strong sense of community and tradition. A number of families have had 2-3 generations of their family attending the school.

The School Board and Parents and Friends' Association have a strong commitment to providing facilities and resources to meet the needs of all students, as is evident in the provision of a well-supported ICT laboratory and high quality school and classroom facilities and resources.

SCHOOL MOTTO:

The school's motto *Sinite Parvulos* (see-knee-tay Par-voo-low-ss) means 'Let the Little Children...' is taken from St. Mark's Gospel.

SPECIAL FACILITIES of the SCHOOL:

- The St John's Parish Church is on the same site as the school
- The school has an Information Technology Laboratory, a small computer pod in each class, as well as a bank of laptop computers which can be used within the classrooms
- Year 1 to Year 6 and the extra classroom have Smart Boards and speakers.

- The school undercover has a soft-fall covering
- The school hall was opened in 2011
- The school canteen is offered three days a week.
- The school uniform shop is open two mornings a week
- A well resourced Library and a Resource room
- Large play equipment areas are available within the Early Childhood Centre and for Year 1-6 children

Student Background 2012

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 884

Average ICSEA value 1000

Data source Parent information

Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	42%	44%	14%	0%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

Students 2012

Total enrolments - number of students 223

Girls 106

Boys 117

Full-time equivalent enrolments 210

Indigenous students 22.42%

Language background other than English 3%

Item 2. Teacher standards and qualifications: 2012

During 2012 St John's School employed 18 teachers, including short term contract teachers. Their teacher qualifications included:

Years Qualified	Qualifications include: (N.B. Some teachers have more than 1 qualification)	No. Teachers (at highest qualification)	% Teachers
5 Years	Masters of Educational Leadership Master of Education	3	17%
4 Years	Bachelor of Education Bachelor of Education (Early Childhood) Bachelor of Arts (Education) Graduate Diploma in Education (Primary)	12	66%
3 Years	Diploma of Teaching	3	17%

All full time Teaching Staff are 4 year trained.

Non- teaching staff : Qualifications/Certificates include:

Certificate 4	3
Certificate 3	5
Diploma of Library Information Services	1:Library Technician

Item 3. Workforce composition

St John's School employed 37 staff during 2012 including:

	No of staff	% of Staff
Teaching Staff	18	49%
Educational Assistants	10.5 (One works in dual role)	28%
Administrative	4	11%
Non Teaching: Canteen, Cleaning and Grounds	4.5 (One works in dual role)	12%
Total staff	37	100%
Male	3	8%
Female	34	92%
Indigenous	2	5%
Non Indigenous	35	95%

Item 4. Student attendance at school. (Half day absences.)

An average of 91.92% of all students attended school each half day in 2012.

Year Level	% Attendance
Kindergarten	88.80%
PP	91.17%
Year 1	91.5%
Year 2	90.21%
Year 3	90.88%
Year 4	90.89%
Year 5	90.47%
Year 6	93.08%
Whole School	91.12%

How is non attendance managed by the school?

The Schools Policies and Practices are such that where a child is absent from school:

1. The parent is required to notify the office before 9:00am to inform of the absence.
2. Teachers complete an absentee list each day which is sent to the school office.
3. Where notification is not received, telephone contact or a message is left for the parent requiring them to contact the office immediately to clarify the child's absence.
4. Upon return to school the child is required to provide a parental letter of explanation.

Generally notes to explain absences at St John's School are provided readily by parents. Parents are reminded of their obligations in regards to providing absentee notes, at meetings at the beginning of the school year and regularly through the school newsletter. Where a letter of explanation is not provided class teachers use the school diaries or the generics school note to remind parents that notes have not been handed in.

5. The Administrative Assistant enters the records of attendance from the class registers at least once a week onto the MAZE school Administrative programme.
6. Teachers or Administrative Assistants who begin to have a concern about the amount or patterns of absenteeism inform the Principal and monitors the situation.

If a pattern of absenteeism becomes evident or consistent absenteeism occurs, generally a meeting between the class teacher, parents and Principal is arranged. The concern is discussed and where possible the cause of the absenteeism is identified. The impact that missing school is having on the educational and social progress of the child is discussed with the parent/carer. Where possible, any assistance the school may provide to support the child and family to have the child attend school is discussed and, where required a behavioural contract or social intervention/programmes are put into place in cooperation with the parents/carers. Where cultural or specific issues exist, where appropriate, the St John's School Aboriginal Teacher Assistants may make contact to support the families or guidance from the Catholic Education Office of WA may be sought.

Where necessary and appropriate, outside support agencies including the Catholic Education Office, Department of Child Protection, if appropriate and Regional Attendance Officers are involved in discussions to assist the school and family address the situation.

7. If the school is unsuccessful and continual absenteeism occurs, official discussions and actions involving Attendance Officers takes place.

During 2012 it was noted that, for a small number of families, regularly coming to school late had become an issue that was having impact on their learning and the learning of other students. The procedure of signed late notes being issued to the parents upon arrival of late children or sent home with the child was introduced. The new procedure and the reasons behind it was explained through the school newsletter. Some improvement has been seen since the implementation of the procedure.

Item 5: Senior Secondary Outcome: Not relevant to St John's (Primary) School

N/A

Item 6: 2012 NAPLAN information: As reported on the MySchool website

In 2012 100% of children with the Year 3 and Year 5 class were assessed.

Year 3				
Averages	St John's School Average	St John's School Range	Similar School	Australian School Average
Reading	338	313-364	368	420
Writing	357	336-378	375	416
Spelling	355	332-378	368	414
Grammar and Punctuation	320	293-347	367	424
Numeracy	336	315-357	353	396

Year 5				
	St John's School Average	St John's School Range	Similar School Average	Australian School Average
Reading	474	450-498	446	494
Writing	458	436-480	443	477
Spelling	458	436-480	452	495
Grammar and Punctuation	445	420-470	438	491
Numeracy	450	430-470	446	489

Item 7: Parent, student and teacher satisfaction

Overall a very high to high level of satisfaction was expressed by all parties, based upon a variety of sources including.

- Feedback included in reports by School Board Chairperson during the AGM report, letters of thanks to Principal and staff from parents and community members.
- Individual parent comments received by the Principal, teaching staff and support staff across the course of the year from members of the school, parish and wider community.
- The number of enrolment applications received from parents seeking to move their child into the school because of what they have heard about the high standards of the school, from those within the school and wider community and the high satisfaction of existing families within the school.
- The retention rate of staff indicates their satisfaction in the school.
- Parent/Carer feedback related to the school was sought from existing families within the school during Kindergarten interviews with existing families. All of whom, report very high degrees of satisfaction with the school.
Positive comments received included:
 - The small community atmosphere of the school,
 - High standard of education and children's happiness to come to school.
 - The consistent improvement of the school facilities and presentation over the last few years
 - The openness and communication with Principal and staff was noted.
- Feedback from the members of the school community including members of the P&F have indicated a high level of satisfaction regarding :
 - Communication avenues with the Principal, Leadership Team and staff
 - The opportunities for input into the decision making of the school
 - The approachability of the Principal, leadership Team and staff
 - Standards of teaching and learning
 - The maintenance of the school facilities and
 - A medium level of satisfaction with the resources within the school

Item 8: Post school destinations

Year 6 children moved to:	Nagle Catholic College	Rangeway Primary School	Geraldton Primary School	Mt Tarcoola Primary School	Total
	27	2	1	1	31

Item 9: School Income (As reported on the MySchool website)

School income statistics can be accessed through the ACARA My School website by searching for "St John's School Rangeway".

<http://www.myschool.edu.au/>