



ST JOHN'S SCHOOL

School Performance Data

2014



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School Performance Report for 2014

We are pleased to present the St John's School Performance Information for 2014. 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 school catering for students from Kindergarten to Year 6, with an enrolment of 230 students. The school is located close to the regional centre of Geraldton. St John's School was established in 1969 by the Presentation Sisters with the St John's Parish.

The focus of St John's School is to provide quality Catholic education to all students. The school is centred on Christian values whereby all members treat each other with respect and dignity. The school community works together to nurture the whole development of each child and to provide pastoral care for each person.

The School's Mission Statement is to:

1. Provide a Catholic, caring, supportive environment in which students can grow in God's likeness.
2. Develop each individual spiritually, academically, physically, socially and emotionally to his or her full potential.
3. Assist the development of self-esteem and respect for others, so that each of our students becomes a positive, contributing member of the community.

St John's School is characterised by its strong sense of community and tradition and has maintained the character of a small country community school. A number of students are the second, third or fourth generation of their family to attend the school. The cultural heritage of each person and of all cultures is valued and embraced.

St John's School has a strong emphasis on catering for children needs and talents, offering a variety of experiences and learning opportunities and well established programmes to develop the whole person. The emphasis on effective Literacy development is embedded in well-established Literacy programmes. Early Intervention programs have been a feature of the school's education strategy in recent years, through an Early Intervention Support teacher in the Pre-Primary to Year Three classes, Reading Recovery programme and data analysis of PIPS and Observation Surveys. The teaching of Mathematics includes the use of the Mathletics programme from Year 1 to Year 6. St John's School implements the Primary Connection Science program. Specialist programmes include Indonesian, Information and Communication Technology, Art and Music. The Drumbeat Music and Social Emotional Programme is undertaken with the Year 6 class. The integration of ICT within the school and classrooms is a strong component of the learning experiences within the school.

A specialist teacher is employed to implement the Bluearth Physical Education programme. 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, hockey and cricket teams. The children from Years 1-6 participate in daily fitness 4 mornings a week and in a rotation of sporting activities on Friday afternoons.

The School Board and Parents and Friends' Association have a strong commitment to the school maintaining a welcoming and aesthetically pleasing presentation and high quality facilities and resources to meet the needs of members of the school community.

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, Ipads and Chromebooks which are used within the classrooms
- Year 2 to Year 6 and the extra classroom have Smart Boards and speakers.
- Kindergarten to year 1 classroom have large screen link to the ipads
- 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 2014Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	927
Average ICSEA value	1000
Data source	Parent information

Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	48%	33%	15%	4%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

Students 2014

Total Student Enrolments

Number of students (PP to Year 6)	201
Girls	97
Boys	104
Full-time equivalent enrolments	201
Indigenous students	19%
Language background other than English	5%

Item 2. Teacher standards and qualifications: 2014

During 2014 St John's School employed 16 teachers. All teachers are registered with the Teachers Registration Board WA. 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	2	12.5%
4 Years	Bachelor of Education Bachelor of Education (Early Childhood) Bachelor of Arts (Education) Graduate Diploma in Education (Primary)	10	62.5%
3 Years	Diploma of Teaching	4	25%

All Full Time teaching staff are 4 year trained.

Non- teaching staff: 17

Qualifications/Certificates include:

Qualifications include: (N.B. Some staff have more than 1 qualification)	No. EA (at highest qualification)	%
Certificate 4	5	
Certificate 3	5	
Diploma of Library Information Services	1:Library Technician	

Item 3. Workforce composition: School Staff 2014**St John's School employed 33 staff over the course of 2014 including:**

	No of staff	% of Staff
Teaching Staff	16	48.4%
Non Teaching:	17 (One works in dual role)	51.5%
Educational Assistants	10 (One works in dual role: EA and Canteen)	30.3
Administrative	2	6.25%
Library, Canteen, Cleaning and Grounds	6 (One works in dual role: EA and Canteen)	18.1%
Total staff	33	100%
Male	4	12.1%
Female	28	84.8%
Indigenous	2	6.0%
Non Indigenous	30	90.9%

Item 4. Student attendance at school. (Half day absences.)**An average of 93.34 of Pre-Primary to Year 6 students attended school each half day in 2014.**

Year Level	% Attendance
PP	94.12%
Year 1	91.43%
Year 2	91.43%
Year 3	93.25%
Year 4	92.46%
Year 5	94.67%
Year 6	94.32%
Whole School (PP-Year 6)	93.34%

Year Level	% Attendance
Kindergarten	92.22%

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 the attendance on SEQTA by 9.00am each morning.
3. An absentee list is then sent to the school office.
4. 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.
5. 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 generic school note to remind parents that notes have not been handed in.
6. The Administrative Assistant cross checks the absentee lists with the SEQTA records at least once a week.
7. 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.

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

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

N/A

Item 6: 2013 NAPLAN information: As reported on the MySchool website

In 2014 100% of student in the Year 3 class were assessed in the Literacy Assessments and 98% of students were assessed in Numeracy.

Year 3					
	St John's School Average	St John's School Range	Similar School	Australian School Average	% above National Benchmark
Reading	379	354-405	380	418	93%
Persuasive Writing	342	321-363	370	402	89%
Spelling	355	332-378	376	412	86%
Grammar and Punctuation	344	317-371	383	426	75%
Numeracy	351	330-372	372	402	89%

KEY

	substantially above
	above
	close to
	below
	substantially below

In 2014 99% of student in the Year 5 class were assessed in the Literacy Assessments and 98% of students were assessed in Numeracy.

Year 5					
	St John's School Average	St John's School Range	Similar School	Australian School Average	% above National Benchmark
Reading	490	467-405	466	501	96%
Persuasive Writing	465	443-487	437	468	96%
Spelling	487	465-509	466	498	96%
Grammar and Punctuation	472	447-497	465	505	88%
Numeracy	476	456-496	456	488	96%

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 and affirmation 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 new 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.
- There is a strong sense of community at the school, with many second and third generations enrolled
- Many past student return to visit the school. Many also continue to return for school events, assemblies, and for work experience.
- 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 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 :
 - Happiness of students
 - High standards of achievement and student progress
 - 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
 - The maintenance of the school facilities
- The End of Year survey conducted with staff indicated an average rating of 7/10 rate of satisfaction
Positive Feedback included:
 - ability to have input into school improvement direction and decision making
 - the progress being made by the school
 - resources available
 - professional development offered

Item 8: Post school destinations in 2014

Year 6 children moved to:	Nagle Catholic College	John Willcock Senior high School	Total
No of students	25	5	30

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/>