



ST JOHN'S SCHOOL

School Performance Data

2016



12 Tamar St, Rangeway WA 6530
PO Box 7156, Geraldton WA 6531
Tel. (08) 99 200 100 Fax. (08) 99 200 150
Email. admin@sjr.wa.edu.au
Website: www.sjr.wa.edu.au

Released June 2017

School Performance Report for 2016

We are pleased to present the St John's School Performance Information for 2016. 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 220 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 Two classes, Reading Recovery programme and data analysis of OLI 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, as well as a bank of Laptops, computers, Ipads and Chromebooks which are used within the classrooms
- Year 2 to Year 6 and the Indonesian room 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 two days a week.
- The school uniform shop is open one morning 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, with Natural Playscape area being completed during 2017

Student Background 2016

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 926

Average ICSEA value 1000

Data source Parent information

Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	50%	30%	14%	5%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

Students 2016

Total Student Enrolments	218
Number of students (PP to Year 6)	191
Girls	98
Boys	93
Full-time equivalent enrolments	191
Kindergarten enrolment	19
Indigenous students	20%
Language background other than English	2%

Item 2. Teacher standards and qualifications: 2016

During 2016 St John's School employed 15 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	1	6.6%
4 Years	Bachelor of Education Bachelor of Education (Early Childhood) Bachelor of Arts (Education) Graduate Diploma in Education (Primary)	10	66.6%
3 Years	Diploma of Teaching	4	26.6%

All Full Time teaching staff are 4 year trained.

Non- teaching staff: 15

Qualifications/Certificates include:

Qualifications include: (N.B. Some staff have more than 1 qualification)	No. EA (at highest qualification)	%
Certificate 4	4	26.6%
Certificate 3	7	46.6%
Diploma of Library Information Services (Level 3)	1:Library Technician	6.6%

Item 3. Workforce composition: School Staff 2016**St John's School employed 30 staff over the course of 2016 including:**

	No of staff	% of Staff
Teaching Staff	15	50%
Non Teaching:	15 (One works in dual role)	50%
Educational Assistants	9 (One works in dual role: EA and Canteen)	39%
Administrative	2	13.3%
Library, Canteen, Cleaning and Grounds	6 (One works in dual role: EA and Canteen)	40%
Total staff	30	100%
Male	6	40%
Female	24	60%
Indigenous	3	10%
Non Indigenous	27	90%

Item 4. Student attendance at school. (Half day absences.)**An average of 91.66%of Pre-Primary to Year 6 students attended school each half day in 2016.**

Year Level	% Attendance
PP	91.12%
Year 1	90.93%
Year 2	90.66%
Year 3	91.31%
Year 4	93.49%
Year 5	92.41%
Year 6	91.71%
Whole School (PP-Year 6)	91.66%

Year Level	% Attendance
Kindergarten	86.49%

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, contact is made with the parent/carers by the teacher then if the pattern of concern continues by the principal. 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/carers. 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.

8. The importance of student attendance and arriving at school on time is reinforced within the newsletter at different times throughout the year. During 2016 one of the Parenting Ideas pamphlet focusing on the importance of school attendance was included within the newsletter.
9. 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.
10. If the school is unsuccessful and continual absenteeism occurs, official discussions and actions involving Attendance Officers takes place.

Item 5: 2016 NAPLAN information: As reported on the MySchool website

In 2016, 92%% of student in the Year 3 class were assessed in the Literacy Assessments and 88% of students were assessed in Numeracy (1 student (4%) was withdrawn from the assessments, 1 student (4%) was absent for Literacy and 2 students (8%) absent for the Numeracy assessment)

Year 3					
	St John's School Average	St John's School Range	Similar School	Australian School Average	% above National Benchmark
Reading	359	330-387	381	426	83.3%
Persuasive Writing	373	349-396	393	421	95.8%
Spelling	347	322-373	384	420	87.5%
Grammar & Punctuat	339	309-369	393	436	83.3%
Numeracy	330	307-370	362	402	78.2%

KEY

	substantially above
	above
	close to
	below
	substantially below

In 2016 96%% of student in the Year 3 class were assessed in the Literacy Assessments and 93% of students were assessed in Numeracy. 3% (1 student was absent for the Literacy assessments and 2 students absent for the Numeracy assessment.)

Year 5					
	St John's School Average	St John's School Range	Similar School	Australian School Average	% above National Benchmark
Reading	490	466-513	459	502	92.3%
Persuasive Writing	451	429-473	445	476	92.3%
Spelling	458	436-479	462	493	84.6%
Grammar & Punctuat	457	432-482	467	505	96.1%
Numeracy	484	465-504	454	493	96%

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.

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

Item 6 Parent, student and teacher satisfaction

A high level of satisfaction has been reported from parents/ careers, the school, parish and wider community.

This feedback has been received from:

- Parents during the enrolment interview for students entering Kindergarten in 2016
- Those seeking enrolment reported that their application was based on positive recommendation of current parents and those within the community . They spoke of hearing that St John's was a welcoming community with strong pastoral care for students and families and good academic standards.
- Parents who were moving into Geraldton commented that by the MYSCHOOL and the school website and comparing with other local school they chose to apply for enrolment at St John's School.

Parents and those within the wider community report their high level of satisfaction in St John's commitment to cater for the whole child, including their spiritual/faith, social emotional wellbeing , wide variety of sporting and extra-curricular opportunities.

The Quality Culture survey revealed parents have a high level of satisfaction with reporting, Behaviour management, stimulating learning environment, student motivation, class behaviour and Christian Service.

The level of involvement of the Senior student leaders is also appreciated and valued within the school community.

A high level of satisfaction has been reported during Board and P&F meeting and more formally during the Annual reports from both groups.

The parish both formally , e.g statement made after the school concert and school major event and in informal comments, made to the Principal, Leadership team and staff, reflect **a very high level of pride and satisfaction with the school and the parish school relationship.**

The **staff also indicate a very high level of satisfaction** with the school, school improvement , level of collaboration and shared decision making.

Feedback from the Quality Catholic School component reviews, end of year staff feedback review, input gather during the review of the 2015 Annual School Improvement Plan and School Culture Survey. The staff take great pride in the above National growth for the Year 5 cohort from their Year 3 results and in the level of growth seen in our tracking of student achievement, particularly over the past few years.

Staff Culture Survey data reveal the staff have high levels of satisfaction in the areas of teacher morale, supportive leadership, empowerment, appraisal and recognition and staff compassion.

Staff satisfaction is also evident in the retention of staff, with only three teachers departing to Perth and the Eastern states to be closer to family. A number of previous staff, who left over a number of years to downsize their work commitments, have returned as relief staff.

Student report pride and a high level of satisfaction in the school, the events, opportunities and learning undertaken at St John's. The school Culture Survey data reveal high level of satisfaction in the areas of class behaviour and teacher students' relationships. Comments made by students to visitors and staff, and reported by parents, also provide evidence of the high level of satisfaction.

Item 7: 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/>

Item 8: Senior Secondary Outcome: Not relevant to St John's (Primary) School

N/A

Item 9: Post school destinations (Secondary only

N/A

Item 10: Annual School Improvement

N.B. The below is an excerpt from the 2016 Annual Principal report, which was presented at the Annual community Meeting in November 2016.

The full report is also available on the school website, along with the:

- ***2016 School Board Chairperson report and the***
- ***2016 School Board Treasurers report.***

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.

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 recorded 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 Bundiyyarra
- 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. Bundiyyarra 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.

DISCIPLESHP

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 Communio 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...