



ST JOHN'S SCHOOL

School Performance Data

2017



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School Performance Report for 2017

We are pleased to present the St John's School Performance Information for 2017. 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 Blueearth 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 3 mornings a week and in a rotation of sporting activities on Friday afternoons.

In 2017 the 0-4 Year old Aboriginal as First Educators Abecedarian Playgroup commenced on Monday and Friday mornings. On the Fridays, the Multicultural Playgroup combines with the Aboriginal Playgroup.

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
- The school includes 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.
- 0-4 Year old Aboriginal as First Educators Abecedarian Playgroup two morning a week. On the Fridays, the Multicultural Playgroup combines with the Aboriginal Playgroup.

Student Background 2017

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	44%	38%	15%	3%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

Students 2017

Total Student Enrolments	208
Number of students (PP to Year 6)	194
Girls	86
Boys	93
Full-time equivalent enrolments	179
Kindergarten enrolment	29
Indigenous students	20%
Language background other than English	5%

Item 2. Teacher standards and qualifications: 2017

During 2017 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: 17

Qualifications/Certificates include:

Qualifications include: (N.B. Some staff have more than 1 qualification)	No. EA (at highest qualification)	%
Certificate 4	6	35.2%
Certificate 3	5	29.4%
Diploma of Library Information Services (Level 3)	1:Library Technician	6.6%

Item 3. Workforce composition: School Staff 2017

St John's School employed 32 staff over the course of 2016 including:

	No of staff	% of Staff
Teaching Staff	15	46.8%
Non Teaching:	17 (One works in dual role)	53.1%
Educational Assistants	11 (One works in dual role: EA and Canteen)	34.3%
Administrative	2	6.2 %
Library, Canteen, Cleaning and Grounds	6 (One works in dual role: EA and Canteen)	18.75 %
Male	5	15.6 %
Female	27	84.3 %
Indigenous	3	9.3 %
Non Indigenous	29	90.6 %

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

An average of % of Pre-Primary to Year 6 students attended school each half day in 2016.

Year Level	% Attendance
PP	88.17 %
Year 1	89.38 %
Year 2	93.19 %
Year 3	92.52 %
Year 4	91.1 %
Year 5	92.96 %
Year 6	91.21 %
Whole School (PP-Year 6)	91.21 %

Year Level	% Attendance
Kindergarten	87.5 %

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/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.

8. The importance of student attendance and arriving at school on time is reinforced within the newsletter at different times throughout the year.
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: NAPLAN Annual Assessments 2017: As reported on the MySchool website

2017 NAPLAN Results

Year Level		Reading	G&P	Numeracy	Spelling	Writing
Year 3 1 child absent for all assessments	ST J Mean/average	402.5	432	393.6	374.1	376.8
	National Mean/average	431.3	439.5	409.4	416.2	413.6
	% Above or At bench mark	95.6%	86.3%	95.8%	87.5%	91.6
Year 5 1 absent and 1 withdrawn for all assessments	St J	485.5	475.5	478.2	461.7	441.6
	National	505.6	499.3	498.8	500.9	472.5
	% above or at benchmark	92.3	84.6	100%	80.7%	84%
Growth from Year 3 to Year 5		Reading	G&P	Numeracy	Spelling	Writing
	School Growth	115	157	133	116	57
		1.43 X National average of growth	2.38 X National average of growth	1.38 x National Growth	1.26x National growth	1.01 x of National growth plus 1 point
	National growth	80	67	96	92	56
	WA growth	86	68	101	98	61
	CEWA Growth	84	73	102	98	60
	CEWA Similar schools	82	76	107	101	60

	substantially above
	above
	close to
	below
	substantially below

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 2017
- 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 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 and input gather during the review of the 2017 Annual School Improvement Plan. 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 satisfaction is also evident in the retention of staff, with only the Assistant Principal moving to work for Catholic Education WA, one teacher departing to the Eastern states to be closer to family, and an Aboriginal Teacher Assistant moving to another school for fulltime work. A number of previous staff, who left over a number of years to retire or 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. Comments made by students to visitors and staff, and reported by parents, also provide evidence of the high level of satisfaction. As the 2017 Year Six students completed their primary education they were asked to share their thoughts about St John's School and what Catholic education at St John's School has meant for them.

Their thoughts and sharing have included:

I've have been throughout St John's all my life. I have had many teachers who have been caring and taught me alot. About how to act towards each other and things that will help me throughout my life and everyone's life. I think I speak for everyone when I say, "We have had a lot of wonderful fun".

And another student wrote:

Since I've moved to a Catholic School I learnt a lot more Religious Education and teachers help me and encourage me in my work at St John's School.

At my time at St John's School they've taught me all the values and the Fruit of the Spirit. But most of all they encourage you to do the right thing and help you in your learning and progress.

Item 7: School Income (As reported on the MySchool website)

Financial information for the past year as on the My School website www.myschool.edu.au

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

The Annual Principal's Report: presented at the 2016 Annual School Community Meeting on Wednesday November 21 2017 reports on the progress towards the School's ASIP goals for the past year. Please find the relevant extracts of the report. The full report can be found to the school website : <http://sjr.wa.edu.au/reporting-to-the-school-and-the-wider-community/>

It is my pleasure to present the 2017 Principals Report to outline the operations of the school during the year and the achievement of our 2017 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, mas evident in the quotes from our two Year 6 students.

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 2016/7 Annual School Improvement Plan (ASIP) and forward plan for the 2018 Annual School Improvement Plan which will also be presented tonight.

For 2017 our strategic plans continued to be 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.

2017 Annual School Improvement Plan Overview

Learning	Engagement	Accountability	Discipleship
Effective teaching and learning practices will be embedded: <ul style="list-style-type: none">Criteria based self-assessment by studentsInstructional Walk and Talks,Three Levels of FeedbackReading Data WallCase Management Meetings processes for students at risks	Use of Digital technology to engage parents/ carers in student learning <ul style="list-style-type: none">FacebookWebsiteBlogs	Involvement of staff, parents and community members in school review processes <ul style="list-style-type: none">Code of ConductQCS reviews	Embed the Nano Nagle Chrism into the life of the school , through: <ul style="list-style-type: none">the newsletter informationusing key sayings of Nano Naglethe school Feast Day

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 Digital Technologies Curriculum Expand the integration of Digital Literacy within student learning 	Nature Play area and Play Pods The collaborative establishment of Stage 3 Natural Play areas and Play Pods by the P&F, School Board, staff and school community	Staff Performance Management and Professional Development processes, linked to AITSL Standards, will be reviewed and developed	A scope and sequence detailing the key teachings about the Church will be developed
Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics <ul style="list-style-type: none"> Active student learning investigations within Mathematics (STEM) 	Establish 0-4 year old playgroups		

Learning	
Effective teaching and learning practices will be embedded: <ul style="list-style-type: none"> Criteria based self-assessment by students Instructional Walk and Talks, Three Levels of Feedback Reading Data Wall Case Management Meetings processes for students at risks 	<ul style="list-style-type: none"> Staff have implemented co-constructed Success Criteria into their teaching and learning. Students are now self-assessing their work against the co-constructed success criteria to make further improvement and reach the high expectations set by all teachers. The walk and talks are providing valuable school-wide data on the initiatives that have been implemented. Instructional Walk and talks need to become more common place. Staff were provided with further professional development on Effective feedback, using John Hattie's model of three levels of feedback and Douglas Fisher and Nancy Frey's model on the Gradual Release of Responsibility Model. The coalition of school wide Reading Data Walls have been further developed. Staff are breaking into cluster groups whilst altering these data walls. This practise is providing valuable professional dialogue on student growth. Case Management Meetings processes have become more refined but need to become more frequent. The value of having all staff sit on these Case Management meetings became quickly evident. Mrs Christine Kerr also visited SFX to ascertain ideas on how to administer these meetings, which was then brought back to St John's School. St John's School has completed the Regional School Improvement Collaborative Work presented by Professor Lyn Sharratt. This two-year work has provided valuable teaching and learning practises for both staff and students. St John's School has continued to implement Visible Learning into the teaching and learning practises, particularly within Mathematics
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 Digital Technologies Curriculum Expand the integration of Digital Literacy within student learning 	<ul style="list-style-type: none"> In 2017 the staff were introduced to the Office 365 suite. PLC time was used to give exposure to some of the applications in O365. This included OneNote, OneDrive and Teams. The use of Teams as a form of communication between staff has been trialled and gaining momentum, not yet embedded. Several Teams have been created for different applications within the school (e.g general, leadership, teachers, daily news) Staff professional development occurred to develop rich task and deep thinking foci in Mathematics. Students across all year levels have been issued with O365 student accounts. Years 3-6 have activated their O365 accounts, including creating passwords, familiarising themselves with log in procedures and basic introductions to OneDrive and Forms. Staff Professional Development around the difference between ICT Capability and Digital Technologies. A brief introduction to the new Technologies curriculum for full integration into 2018. Reporting has been separated into two sections in readiness for full implementation in 2018-Design and Technology and Digital Technology. The school is a part of a Technologies project with ACARA and assistance with the Technology curriculum will be available into 2018/2019. Students/Teachers-Purchase of Edison robots, specifically a focus in Year 4 with Mr

	<p>Matthews. Mr O'Malley introduced all students in year levels to basic coding, via Code.org all year levels consolidated their coding skills by programming tasks and challenges with the Edison robots.</p> <ul style="list-style-type: none">
<p>Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics</p> <ul style="list-style-type: none"> Active student learning investigations within Mathematics (STEM) 	<ul style="list-style-type: none"> The Faces on Data Team presented to the rest of the staff professional Development on using Lyn Sharratt's Five High Impact Instructional Strategies: Higher Order Thinking, Differentiated Instruction, Gradual Release of Responsibility, Rich Tasks and Accountable Talk. The staff further applied these five strategies to the use of rich tasks in Mathematics and the relationship with surface/deep/transferable learning with all students. Each teacher embedded a series of rich tasks into their planning and teaching. The success of these rich tasks were then presented back to the teaching staff at a scheduled PLC. Staff found that the rich tasks: <ol style="list-style-type: none"> Extend the knowledge of students and they could then apply this knowledge in new contexts Allowed for different methods to present the student's learning Gave opportunities to broaden student's problem-solving skills Deepened and broadened mathematical content knowledge

Engagement	
<p>Use of Digital technology to engage parents/ carers in student learning</p> <ul style="list-style-type: none"> Facebook Website Blogs 	<ul style="list-style-type: none"> Engagement through Facebook of school families and community has increased in 2017. This has been evidenced in the increase of users (traffic) reached within the administration section of the St John's Facebook page. Increase in people following and liking St John's Facebook page. Successful when used in conjunction with events in the school that show children being involved and engaged. Most engagement occurs when quality photographs are used. Uploading of clips onto Facebook engages followers. School website is being accessed, needs to be updated on a more regular basis. Newer students to be added to the site. Some classes attempted Blogs to communicate with families with varying success
<p>Nature Play area and Play Pods The collaborative establishment of Stage 3 Natural Play areas and Play Pods by the P&F, School Board, staff and school community</p>	<ul style="list-style-type: none"> P&F Committee, led By Nicole Beaver worked together and in consultation with KIDSafe to develop plans for the Nature Play area, which is designed to stimulate creative play. The plans were discussed with school Board and put into action in May of this year. Series of busy bees and through a small number of contractors. On August 30th P&F opened the new Nature playscape to the students. It includes the spider climbing web, tunnel, tire wall and with rope pull, a dry creek bed made of logs and one made from river sand, a large tepee, structure made of logs, refurbished stairs with artificial grass and Fruit of the Spirit mosaics. The shade house has now been transformed into an outdoor classroom, with garden beds and seating, storage, a chessboard made from pavers and the family / pavers. A new pathway runs through the play area to enable easy access to the area and to the hall. A storage area to enable the children's play equipment and final fencing will complete the project in the coming weeks. The project which was brought to life through the hard work, organisation and dedication of the P&F over a number of years and to completion though the current P&F executive and committee under the leadership of Nicole Beaver.

<p>Establish 0-4 year old playgroups</p>	<ul style="list-style-type: none"> • The Aboriginal As First Educators O-4 Year old Aboriginal playgroups operates using the Abecedarian Approach Australia (3a) which places priority on adult-child interactions to promote language. Language is the main priority for early learning and school readiness. The approach involves Enriched Caregiving, Conversational reading and Learning games. • The Aboriginal Playgroup commenced in Week 3 of Term 2 operating on Monday mornings from 9.00-11.00am. • On Friday mornings operates a Multicultural Play. • Mrs Nicole Henderson is the teacher leader and Zoe Whitby to be the Family Liaison Officer. • It has also provided the funding for the purchase of additional age appropriate resources, the provision of morning teas and advertising to the school and wider community. • At the end of Term Two Nicole, Zoe, Damien, Brett, Kylie and Maureen were received training in the Abecedarian Approach Australia (3A) approach to operating a playgroup. • During Term Three and Four Nicole and Zoe have been introducing the 3A approach to parents and carers. • At the end of Term Three Mrs Nicole Henderson, Zoe Whitby and I attended the 7th SNAICC National Conference held at the National Convention Centre in Canberra. • During Term 3 the playgroup was named Mayu Biyamanha (meaning Kids playing) Aboriginal Playgroup in collaboration with playgroup staff, parents and the Irra Wanga language Centre at Bundiyarra. • The name was officially launched at our Playgroup Open Day in week 3 of Term 4. • We are currently in the process of finalising our playgroup logo which will then be printed on hats, t-shirts, water bottles and all of our promotional materials. • We believe the playgroups have been successful in its first year of operation with an average of 23 children accessing the playgroup each term and an average of 13 parents weekly. • Approximately 3 new families from the wider community are accessing the Playgroup. • It has been wonderful to have the support shown by organisations, including the Ngala Child Parents Centre Rangeway, GRAMS, Bundiyarra, Radio Mama, Day Care Centres and organisations affiliated with the Mid West Early Years. • We are presently waiting for official confirmation that we will receive the grant funding to continue the 0-4 year old playgroup next year.
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<p>Accountability</p>	
<p>Involvement of staff, parents and community members in school review processes</p> <ul style="list-style-type: none"> • Code of Conduct • QCS reviews 	<ul style="list-style-type: none"> • Parent, staff and community members are involved in feedback and review processes, both formal and informal throughout the year. These include feedback from the school representatives on the School Board and P&F, groups of parents, such as those attending the Playgroups, families within the school attending enrolment meetings and conversations with school community members throughout the year. • The Code of Conduct • Has been distributed and made available to all members of the staff and parents carers. It is posted in the school website. • It has been discussed with the School Board, P&F and various parents and staff representatives throughout the year. • Aspects of the Code of Conduct has been referred to within the school newsletters and conversation with staff • Contractors employed by the school are required to read and adhere to the Code of Conduct as part of the contracting process, as the expected basis.

	<ul style="list-style-type: none"> • Feedback indicate it is both comprehensive, practical in the examples given and thoroughly in line with our values and ethos as a Catholic school. • QCS Reviews • During 2017 CEWA is no longer using the Cultural School surveys, consequently the staff have developed a combined survey focusing on the three areas of school development which are our focus for review for 2017: • The survey has been issues to parents in Week 6, with a requested deadline of Week 8. The survey is available through a website link, the school website and in hard copy sent home with the newsletter. • The information gained through the survey will be collated with feedback gained from staff and parents/carers throughout the year as data for the QCS review processes which the staff will undertake in Week 10 of this term.
Professional feedback, Staff Performance Management and Professional Development processes will be developed.	<ul style="list-style-type: none"> • During 2017 our St John's School staff have reviewed our previous formal professional feedback processes. • Processes have been designed, suited to the varied roles within the staff, to incorporate more time effective processes and the use of Office 365 applications. • Staff One Note is used by the teaching staff now to basis for record their practice and feedback related to their individual goals foci and the AITSL Teaching Standards, • It is also used to record goals, observations and feedback of non-teaching staff related to the roles and duty statements.

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 	<ul style="list-style-type: none"> • Information about Nano Nagle has been included in the newsletter from terms 1-3 • This included the timeline of her life, her involvement in founding the Presentation Sisters, prayers, sayings and quotes from religious about her mission. • Key sayings have been included in the newsletter, sharing, caring, sense of justice, "May love be our lantern" are used in the Nano Nagle award certificate. • Parents of Nano Nagle award recipients invited to attend the community mass. • The School Feast Day celebrations are to fall on or near the 21st November of each year. • During these celebrations whole school community mass, Nano Nagle awards presented and references to St John the Apostle, including Whole school activities.
A scope and sequence detailing the key teachings about the Church will be developed	<ul style="list-style-type: none"> • Instead of formulating focus the scope and sequence on areas within the Religious Education units (specifically Church) we decided to unpack the focus areas with the Units of Work at each year level and by analysing the results of the Year 3 & 5 BRLA results. • These were used to assist in setting the foci for 2018. •

As well as the aforementioned strategic priorities, our ongoing school improvement has continued in the areas of:

- Literacy, Early Intervention Support, Reading Recovery
- Numeracy
- Catering for students with Learning and Special Needs.
- Digital Technology

The success of these school improvement initiatives continues to be 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 and Australia (Pat R , Pat M) and school based assessments.

2017 NAPLAN Results

Year Level		Reading	G&P	Numeracy	Spelling	Writing
Year 3 1 child absent for all assessments	ST J Mean/ average	402.5	432	393.6	374.1	376.8
	National Mean/average	431.3	439.5	409.4	416.2	413.6
	% Above or At bench mark	95.6%	86.3%	95.8%	87.5%	91.6
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Growth from Year 3 to Year 5		Reading	G&P	Numeracy	Spelling	Writing
	School Growth	115 1.43 X National average of growth	157 2.38 X National average of growth	133 1.38 x National Growth	116 1.26x National growth	57 1.01 x of National growth plus 1 point
	National growth	80	67	96	92	56
	WA growth	86	68	101	98	61
	CEWA Growth	84	73	102	98	60
	CEWA Similar schools	82	76	107	101	60

Proposed 2018 School Improvement Plan

And so as we review our 2017 Strategic School Improvement Plans and Achievements we look to our proposed 2018 School Improvement Plan.

This year the Overview format used in our Catholic Schools recognised that some priorities can flow over more than one of the Domains of Learning, Engagement, Accountability and Discipleship, which is the case for our priorities:

2018 School Improvement Plan overview

<u>CEWA Strategic Intent</u>	<u>LEARNING</u> Leadership Formation: Transforming our people to lead outstanding Catholic communities	<u>ENGAGEMENT</u> Early years learning and care: Partnering across communities to provide the best opportunities for young families -	<u>ACCOUNTABILITY</u> Health and well- being of students and staff: Providing learning environments where everyone feels safe and can flourish	<u>DISCIPLESHP</u> Educating at the margins: Engaging with the most vulnerable and marginalized in our society
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Focus Area	As evidenced by
To continue to deepen and refine the pedagogical (teaching and learning) practices LEAD	<ul style="list-style-type: none"> ❖ Refine Instructional Walk and Talks so they are more common place ❖ Refine the Case Management Meeting Process ❖ Explore the idea of a Writing Data wall. Possibly integrate with the Brightpath Moderating Scale ❖ Development of oral language and thinking skills through the use of conversational questioning and rich tasks.
The expansion of Digital learning skills, knowledge and curriculum, including computational thinking LEAD	<ul style="list-style-type: none"> ❖ Embedding the SCSA Digital Technology curriculum ❖ Develop computation thinking across the school ❖ ACARA Digital Technologies and STEM initiatives ❖ Conversion of ITC room into 21st Century Learning space
Embed levels of feedback feedback, and staff performance appraisal and development model LEAD	<ul style="list-style-type: none"> ❖ Staff to students, students to student levels of feedback ❖ Leadership and teaching staff using Staff OneNote to record feedback, goal and professional development based on AITSL Teaching Standards ❖ Non teaching staff, Leadership and teacher using Duty Statement / Performance Feedback form or Staff OneNote to record performance appraisal, feedback and goals
Aligning and development of key scripture passages and understanding from the RE Units of Work at each year level and across the school LEAD	<ul style="list-style-type: none"> ❖ Develop and chart the Scripture passages used within the RE Units at each Year level ❖ Purchase additional resources for the teaching and development of Scripture and key understanding in the RE Units of Work ❖ School focus on the development of understanding key Scriptural passages, within the school and staff

Upon reflection, and as I have been writing this Report regarding the achievement of our 2017 I believe, this has again 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 2018 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 2018.



Maureen Barrett
Principal