St John’s
Catholic Primary School
Dapto

Annual School Report
2008
About This Report

St John’s Catholic Primary School, Dapto is registered by the Board of Studies (NSW) and managed by the Catholic Education Office, Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this Report may be obtained by contacting the school:

St John’s Catholic Primary School
PO Box 161
Dapto NSW 2530
Ph: (02) 4261 4611
Fax: (02) 4261 2508
Email: info@stjohns.woll.catholic.edu.au

Parish Priest: Fr D Rheinberger

Principal: Mr Michael Connelly
Date: 12 December 2008
Vision Statement

Our vision is that St John’s Catholic Primary School will be an educating community in which children, teachers, parents and pastor support each other in pursuing the highest quality of Catholic education for each individual child.

Message from Key School Bodies

Principal’s Message

The year of 2008 has been another successful year for the school community of St John’s Catholic Primary School, Dapto. The Principal, Parish Priest, the Leadership Team, the staff, parents of the school and Parishioners have all worked together to provide quality Catholic learning and teaching for the students.

This Annual School Report clearly illustrates the vast array of learning opportunities provided for the students of the school in the context of a Christ centred collaborative culture of learning.

During the year great emphasis has been placed on maximising student learning. Specific intervention and child centred enrichment learning experiences, have been highlights of the year.

Parent Involvement

Again the parents of the school community have made a very positive contribution to the success of the year. There has been a high parental involvement with the 2008 Spring Fair being a highlight both financially and socially. The Parents and Friends Association Annual General Meeting was held in March and joining the executive was a number of parents who had not previously taken on these positions. Committees were formed within the Parents and Friends Association focusing on Fundraising, Social Activities, Kindergarten Orientation, Care Group and Diocesan Representation. Throughout the year the Parents and Friends Association were involved in many fundraising and social events:

- Golf day;
- Trivia night;
- Mother’s Day stall;
- Orientation Program;
- Sports carnivals;
- Kinder - Year 6 Welcome BBQ;
- Father’s Day;
- State Conference;
- World Youth Day Carnival; and, of course
- St John’s Catholic Primary School’s Annual Spring Fair - which raised over $35,000.
As at December the balance of the Parents and Friends Association was $47,192.83. The executive have approved the staff wish list for resources for literacy, numeracy, and sporting needs and also supporting families within the school community with varying situations, spending $13,465.43 over the period of the year.

In closing, I would like to thank Fr Rheinberger, Mr Connelly and his staff, the executive and all parents and friends of St John’s Catholic school community for their continued support throughout the year.

Parents and Friends Association, President

**Student Leadership**

School Captains, Sports Captains and the Student Representative Council were actively involved during the course of the year supporting all students in the school. They were also called upon to carry out a number of community based and inter-school based initiatives. This year all the students have enjoyed participating in sporting events, choir and Liturgies. Recent Gala Days have included the Basketball Gala Day, Cricket Gala Day and Dragon Tag Gala Day. We recently had the Year 1 Assembly and had the Anzac Ceremony on the Werowli Campus. Middle School had their Annual Flickfest Film Festival and have also enjoyed an excursion they recently had to Canberra. Our Annual Christmas Concert was a fitting conclusion to the school year where students presented Christmas carols and a play. On Thursday 11 December, Middle School’s Graduation Ceremony was held in the hall with prayer and presentations followed by a social gathering on the Jerematta Campus. 2008 at St Johns has been a great year.

School Captains

**School Profile**

St John’s Catholic Primary School was founded in 1839 at West Dapto. The Sisters of St Joseph taught in the school from 1880 under the direction of Blessed Mary MacKillop. In 1900 the school and convent were moved to the present site. The anticipated student population will be 509 in 2009.

At present Kindergarten, Years 1, 2 and 4 are located on the Werowli Campus and Year 3 and our Middle School Stage 3 (Years 5 & 6) on the Jerematta Campus.

The beginning of 2005 saw the commencement of Middle School Stage 3. This initiative has been designed to promote and enhance quality Catholic learning and teaching and encompasses student centred, independent and self directed learning.

Students are grouped by age cohort into 19 classes from K – 6. Students continue their education at St Joseph’s Catholic High, Corpus Christi Catholic High School, Edmund Rice College, St Mary Star of the Sea College, Dapto High School, Kanahooka High School or Berkeley Sports High School.
St John’s School received Special Education funding for twenty four children for the 2008 school year.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>256</td>
<td>215</td>
<td>471</td>
</tr>
<tr>
<td>2007</td>
<td>244</td>
<td>219</td>
<td>463</td>
</tr>
<tr>
<td>2008</td>
<td>254</td>
<td>228</td>
<td>482</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.

**Student Attendance for 2008**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.8%</td>
<td>93.3%</td>
</tr>
</tbody>
</table>

**Staffing Profile**

There are a total of 30 teachers at St John’s Catholic Primary School, Dapto.

**School Leadership**

The School Leadership Team comprises the Principal, Assistant Principal (Director, Werowi Campus), Religious Education Middle Leader, Middle Leader 3 (Director, Jerematta Campus), Middle Leader 2 and Middle Leader1 (PD/H/PE – Sport).

**Specialist Teachers**

The staffing allocation is used to provide specialist teachers in Information Communication and Learning Technology, Literature, Music and Dance during release from face to face.

As well, 1.5 FTE teachers provide Reading Recovery to Year 1 students.

**Administrative Staff**

Administrative staff consists of 1 Senior School Support Officer (SSSO) and 1 School Support Officer (SSO) located on the Jerematta Campus.

**Teaching Staff Experience**

The majority of teachers at St John’s Catholic Primary School, Dapto have more than 10 year’s teaching experience with 3 teachers having just completed Registration with the Institute of Teachers.
Teacher Standards
Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance
The average daily staff attendance rate for 2008 was 96.19%.
The staff retention rate is high at St John’s Catholic Primary School, Dapto with 100% of the teaching staff remaining for the 2009 school year.

Professional Learning
Professional learning opportunities are highly valued and sought by all members of St John’s Catholic Primary school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.
These included:

- St John’s Catholic Primary School whole school development days involving 30 staff members. These days focused on Spirituality of Blessed Mary MacKillop integrated with the Vision Statement for St John’s School and the Gospel of St John and the First Aid Certificate.

- Other professional learning activities provided at school level including CEO run courses:
  - Leadership Conferences;
  - Reading Recovery;
  - Religious Education Conference;
  - First Aid Certificate Course;
  - Anaphylaxis training;
  - Community Languages (Italian);
  - Effective Learning & Teaching;
  - Learning Communities Project – Restorative Justice;
  - Assessment & Reporting;
  - Beginning Teachers;
• Literacy & Numeracy;
• Creativity Conference;
• Special Education Conferences;
• Mental Health Conference; and
• SAS Administration & Financial Training Courses.

School based expenditure on professional learning in 2008 was $7,100. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

St John’s Primary School has continued to work closely with the Parish and the wider community during 2008 to create an atmosphere of mutual respect. Our Parish Priest, Fr Douglas Rheinberger, works closely with the school to provide the children with the opportunity to attend Mass in both class and whole school groups on a regular basis. The children are encouraged to become involved in the Sacramental Programs within the Parish on weekends. Our Religious Education Co-ordinator works closely with the Parish Sacramental team to organise the programs.

In addition to regular Masses, St John’s celebrates the seasons of the Church year along with significant Feasts and events. This year World Youth Day dominated our calendar for the first half of the year. Leading up to this our Parish, assisted by the school, hosted one of the many Cross and Icon prayer celebrations held throughout the Wollongong Diocese. Our school joined with the Parish groups, the Sisters of St Joseph and the indigenous community to witness and participate in this great event. Holy Week, Ascension, Pentecost, ANZAC Day, Grandparents’ Day, the feast of Blessed Mary MacKillop, Marion feast, Mission week, All Saints/All Souls Day and Remembrance Day were also celebrated with the whole school joining together in prayer.

Our school day begins each day with morning prayer on assembly and each week, on a Thursday, classes are responsible for leading morning prayer time using the children’s prayers. Parents are present at these prayer times. Staff also gather weekly for prayer together.

Staff are encouraged to attend the spirituality courses offered by our Diocese and four of our staff took advantage of this in 2008. Staff development days are dedicated to the spiritual growth of each staff member. In 2008 staff participated in the Restorative Justice Spirituality Program and a whole staff spirituality day held at Mary MacKillop Place in North Sydney where we revisited our roots to focus our vision for the future.

Great care is taken to ensure that Religion lessons follow the curriculum set down by our Diocese and that staff are suitably qualified to teach the children about their Catholic faith. Fifty seven of our Year 4 children completed the Religious Literacy exam this year. Samples of work done in Religious Education are published each term in our Religious Education Newsletter and sent home to parents.

The Sacramental Programs are Parish based and the children from St John’s join with other Catholic children from the Parish in workshop days and after school lessons. The school works closely with the catechists and Parish Priest on these occasions.
On Saturday 14 June 2008 forty-six children from St John’s joined with other children from the Parish to receive the Sacrament of Penance for the first time. Forty-one children joined with others from the Parish on 1 September to receive the Sacrament of Confirmation celebrated by Bishop Ingham. On the feast of Christ the King, 23 November, another seventy of our children joined with thirteen other children from the Parish to receive Jesus for the first time in Holy Communion.

The school community of St John’s continues to reach out to those in need. Through Project Compassion the children raised $1,000 and since then through the efforts of Mission Week and ongoing support of the Missions the school was able to contribute $1,400 to Catholic Missions and has supported St Vincent de Paul in both their Winter and Christmas Appeals with food and clothing and $200 cash. The school also donated $500 to support 120 children who were undernourished in a preschool operated by the Good Samaritan Sisters in Bacolod City, in the Philippines.

In 2009 the St John’s community will strive to continue to witness the values of Jesus Christ and to provide a learning environment where learning is centred around these values. We will focus particularly on continuing the work of Mary MacKillop as we celebrate the hundredth anniversary of her death on 8 August 2009.

**Student Welfare**

The Marist Youth Care Group facilitated a number of professional learning opportunities for the school community focusing on a Restorative Justice approach to managing conflict and difficult behaviours. The learning sessions included a staff spirituality day, a Restorative Strategies Day for staff, a student leader’s day and a parent information session. The Restorative Justice guiding principles are now widely used throughout the school by staff and students. The student based Social Justice Committee wear clearly identifiable badges in the playground so that they are able to assist all students with minor social concerns. Following their involvement in Restorative Justice learning sessions, the Social Justice Committee support students whilst on the playgrounds and implement restorative strategies to assist students.

Stage 2 students have been involved in a social skills program facilitated by the school’s counsellor. Small groups of twelve students participated in the program which focused on the nature of bullying and the numerous forms it can take along with strategies which develop and maintain positive relationships. These programs along with other initiatives support the overarching vision of The National Safe Schools Framework that all Australian schools are safe and supportive environments.

In compliance with the NSW Reform Act 1990 corporal punishment is banned within ALL schools in the Wollongong Diocese. The complaints and Grievance Policy can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies. Access to all policies and guidelines can be gained by contacting the school.
Financial Summary

During 2008 the St John’s Parents & Friends Association allocated funds towards the following items/projects:
- Hospitality and Welcome;
- Care Group purchases;
- Literacy & Numeracy – teacher and student educational resources and aids;
- Information Technology – digital projectors;
- Religious Education – Middle School Class sets of Bibles;
- Sporting Equipment – replacements & purchases; and
- Canteen Furniture and Equipment.

Finance has been allocated for refurbishment of the administration block during the 2008 holiday period using funds from School Enhancement and Debt Servicing Obligation (SEDSO).

The following graphs reflect the aggregated income and expenditure for St John’s Catholic Primary School, Dapto for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
St John’s Catholic Primary School fully embraces the notion that effective learning and teaching in a Catholic school is a purposeful process that integrates the faith, cognitive, moral, emotional, social, aesthetic and civil learning needs of all. St John’s aims to create authentic learning experiences for all people and to nurture the capacity of each learner in a way that is authentic and life giving (Diocesan Learning and Teaching Framework).

Curriculum and Pedagogy

Syllabus Implementation
Learning and Teaching at St John’s Catholic Primary School is based on the NSW Board of Studies curriculum. The syllabus documents of each of the Key Learning Areas are used so as to facilitate learning and give direction to teaching. The Diocesan Religious Education Curriculum is given priority and is followed in all classes from Kindergarten to Year 6.

Teaching programs from Kindergarten to Year 6 are formulated by teams of teachers within each of the Grade and Stage areas. The teaching that is planned is based on student learning outcomes. Foundation Statements accompanying each syllabus assist teachers to identify key knowledge understandings and skills in each of the strands of the Key Learning Areas.

Details of the planning along with the nominated learning outcomes from each of the syllabus documents are recorded in each of the teachers’ class programs.

Significant progress has been made to further develop a collaborative culture within the school in relation to planning, pedagogical approach and assessment of and for learning.

Student learning goals, in relation to core aspects of Literacy and Numeracy are decided upon by teaching staff at the commencement of each Term. Following a series of learning experiences each team of teachers determines whether students have learnt what was required in the context of the student learning goals.

Assessment and Reporting
Collaboratively created assessment tasks are implemented so as to determine the extent of student learning. The assessment tasks are accompanied by a clearly defined marking criterion which is supplied to students so that they are fully aware of the extent of the learning that needs to be demonstrated. The assessment tasks are regular and ongoing and are presented in a variety of forms.

The results of the assessment tasks are used to determine which students require specific intervention. Each team of teachers organises the resources available to them so that students receive the learning support that they require.

Learning progress is reported to parents using the common grade scale of A to E for each Key Learning Area. This is undertaken twice per year according to Commonwealth and State Government legislation and Diocesan requirements. These reports include both academic and
non-academic learning. Provision is made for parents to discuss with class teachers the nature of the report.

The school provides for parents, if requested, a grade distribution table which illustrates achievements in comparison with the rest of the year group.

Teachers report when required to parents at other times during the course of the year normally in conversational style at a mutually arranged time.

All assessment and reporting procedures at St John’s reflect the philosophical basis that all such practices focus on the whole person whose uniqueness and dignity are respected, affirmed and developed (Diocesan K-12 Assessment and Reporting Policy).

**Integration**
Curriculum integration, which is the purposeful planning by teachers of strategies and learning experiences to facilitate and enhance learning across Key Learning Areas, is implemented in various forms for students in Early Stage 1, Stage 1 and Stage 2. Students in Stage 3 are engaged in a variety of learning experiences involving a number of Key Learning Areas within the structure of the St John’s based Middle School concept.

**Technology Supporting Learning**
Information Communication and Learning Technology (ICLT) is firmly embedded in student learning across the school. Effective professional learning for staff has enabled students to be engaged in technology rich learning experiences on a regular basis. The school community, including the Parents and Friends Association, has provided significant amounts of money over a period of time so that there is an adequate level of access to technological hardware for students.

**Cross Curriculum**

**Literacy**
The teaching of Literacy at St John’s continues to be a high priority. The development of Literacy goals for student groups has proved to be worthwhile with the emergence of data particularly in Early Stage 1 and Stage 1 indicating improved learning outcomes for students. Teams of teachers including School Support Officers deploy specific intervention for students in need. Pedagogy is continually being refined so as to meet the Literacy needs of all students.

The Reading Recovery Program is offered in Year 1. During the year twenty-seven students participated in the program.

**Numeracy**
A significant amount of learning time is devoted to the teaching of numeracy skills. The Count Me in Too Program is implemented in Early Stage 1, Stage 1 and Stage 2. This compliments the Mathematics program which is based on the NSW Board of Studies.

**Key Learning Area**
A variety of quality learning and teaching resources along with collaboratively planned lessons and assessments, provide opportunities for all students to be engaged in opportunities to further
develop skills in mental and written computation, estimating, interpreting, analysing and problem solving.

Indigenous Education

The school’s Indigenous Education Plan gave direction to a number of initiatives throughout the year. National Aborigines and Islanders Day Observance Committee (NAIDOC) Week was celebrated and acknowledged with class lessons on various aspects of Indigenous culture. Each class shared their learning with the school community at a specially organised celebration. Additional Indigenous Education learning and teaching resources have been purchased. This allows for a continued commitment to provide an Indigenous perspective to learning and teaching across the school.

Other

An Italian Language Program is taught in Grade 3. The students participate in weekly lessons and showcase their learning at a whole school celebration.

Stage 3 students have been involved in environmental audits of the local school area. This has included resources and support people from Wollongong City Council and the University of Wollongong.

Meeting the Needs of All Students

Diversifying learning

Stage 3 students have all been involved in short film production. Small groups of students planned, scripted, filmed and edited films that were showcased at the 4th Annual Flickfest. Special guests and children’s family members gathered at a local cinema to view the films.

Students from Stage 2 and Stage 3 formed the St John’s Science Club. Students were involved in a number of science experiments and had the opportunity to plan and present an experiment at The Illawarra Coal Regional Science Fair conducted at the University of Wollongong.

Students in Early Stage 1 and Stage 1 have had numerous opportunities to be engaged in diverse learning experiences involving myclasses, iPods and Podcasting. Higher order thinking skills and various learning theory approaches have been implemented across the school.

Gifted Education

Stage 2 and Stage 3 students have had the opportunity during the year to be involved in Visual Arts Enrichment days. These days have been offered to the students in conjunction with students from neighbouring schools.

Special Education

St John’s Catholic Primary School currently has twenty-four students who attract Special Education Funding. Initial training was undertaken for teaching staff in February 2008 focusing on the implementation of Individual Education Plans (IEP) for these students. The Individual Education Plans were prepared by class teachers and then discussed at specially arranged parent meetings conducted throughout the year. This approach allows students to be engaged in learning experiences that will specifically meet their needs.
Self Directed Learning

Students in Grade 4 and Stage 3 have been focusing on a number of self-directed learning skills. These skills include making positive learning choices, maintaining concentration, the ability to use time productively, working co-operatively with others and the ability to produce quality work in a given period of time. Grade 4 students graphed and monitored their own development in these nominated skills.

Expanding Learning Opportunities

Competitions

During 2008 students at St John’s were offered the opportunity to participate in the International Competitions and Assessments for Schools, formally known as the University of NSW Australasian Schools Competitions. Forty students participated in one or more of the formal tests in English, Maths, Science, Computer Skills, Writing and Spelling. Seventeen students were awarded High Distinction or Distinction. All participating students were presented with their ICAS certificates during whole school assemblies and student names were published in the school newsletter.

Sport

A large number of sporting opportunities were provided for the students at St John’s during the year ranging from in school, skill based sport to Diocesan participatory and progressive sport. The in school sport was organised by the student based Sports Committee. The annual Swimming, Cross Country and Athletic carnivals were conducted. Twenty five students were selected for Diocesan Representation in a variety of sports including Baseball, Touch Football, Basketball, Rugby Union, Rugby League, Soccer, Cricket, Athletics and Swimming. Two students represented MacKillop in Athletics and one student represented MacKillop in Swimming. The Senior Girls AFL team won the regional competition.

Debating

During the course of the year students were provided with opportunities to be involved in oral presentations including debating and themed speeches delivered to a variety of audiences. The Talking and Listening Outcomes from the English syllabus provided direction with skill development in this area. Two students represented St John’s at the annual Diocesan Public Speaking Competition.

Professional Learning

All staff was involved in numerous professional learning opportunities during the course of the year. Whole school targeted areas of learning included, training in the management of students with Anaphylaxis, Diabetes Epilepsy and Asthma.

Priority areas including Autism, Learning Technologies, Science and Restorative Justice were ongoing focus areas for professional learning during the year for all staff.

A number of staff attended conferences on Leadership as well as one staff member participating and presenting a workshop at an international conference in Singapore on Learning and Teaching.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008.

The school cohort consisted of 57 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 57 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of Easter and Holy week;
- awareness of how they experience Jesus in their lives;
- knowledge of the symbols, signs and traditions of the Catholic church; and
- knowledge of the ways that they can reflect God’s goodness to others.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate an awareness of Mary’s openness to God and the Angelus.

For Part A 15.8% of students were placed in the developing level, 68.4% in the achieving level and 15.8% were in the extending level.

For Part B none of students were placed in the developing level, 61.4% in the achieving level and 38.6% were in the extending level.

Combining Parts A and B, 5.3% of students were placed in the developing level, 70.2% in the achieving level and 24.6% were in the extending level for Religious Literacy.
NAPLAN

There were 51 Year 5 students and 87 Year 3 students who sat for the 2008 National Assessment Program Literacy and Numeracy. Year 3 is reported in Bands 1 – 6, whilst Year 5 is reported in Bands 3 – 8.

Year 3

**Literacy:** The strongest performance reported is 54% of students were placed in the highest bands 5 and 6 for Writing. This is followed by 45% in Grammar & Punctuation and 41% of students were placed in the highest bands of 5 and 6 for both Reading and Spelling. The strongest overall performance for Year 3 Literacy is Grammar and Punctuation with 97% of student performance between bands 3 and 6 followed by Writing at 93%, Spelling at 90% and Reading at 88%.

**Numeracy:** 28% of students were reported in the highest bands of 5 and 6 whilst 63% reported in bands 3 and 4.

Year 5

**Literacy:** The strongest performance reported is 45% of students were placed in the highest bands 7 and 8 for Grammar and Punctuation. This is followed by 36% for Writing followed by 32% for Spelling and 30% Reading. The strongest overall performance for Year 5 Literacy is Writing with 93% of students achieving in the bands 5 to 8 followed by 91% in Spelling, 89% in Grammar and Punctuation and 86% of students in bands 5 to 8 for Reading.

**Numeracy:** 22% of students were reported in the highest bands of 7 and 8 whilst 58% reported in bands 5 and 6 20% of students were reported in bands 3 and 4.

As a result of the NAPLAN analysis St John’s Catholic Primary School will be implementing a Learning Communities Project in the area of Numeracy commencing 2009. This will involve all staff in whole school professional learning targeting specific areas of need. The school is committed to this project and has begun purchasing resources specific to the highlighted needs.
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note:** Figures have been rounded to the nearest whole number.

### NAPLAN 2008:

<table>
<thead>
<tr>
<th>Student Achievement 2008</th>
<th>National Assessment Program Literacy and Numeracy</th>
<th>Student Achievement in Bands</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Bands 1 and 2</th>
<th>Bands 3 and 4</th>
<th>Bands 5 and 6</th>
<th>Bands 3 and 4</th>
<th>Bands 5 and 6</th>
<th>Bands 7 and 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>47%</td>
<td>41%</td>
<td>14%</td>
<td>56%</td>
<td>30%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>41%</td>
<td>40%</td>
<td>22%</td>
<td>50%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>39%</td>
<td>54%</td>
<td>8%</td>
<td>57%</td>
<td>36%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>45%</td>
<td>45%</td>
<td>18%</td>
<td>54%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>49%</td>
<td>41%</td>
<td>10%</td>
<td>59%</td>
<td>32%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>45%</td>
<td>38%</td>
<td>20%</td>
<td>53%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>52%</td>
<td>45%</td>
<td>12%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>40%</td>
<td>40%</td>
<td>18%</td>
<td>47%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>63%</td>
<td>28%</td>
<td>20%</td>
<td>58%</td>
<td>22%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>51%</td>
<td>33%</td>
<td>23%</td>
<td>55%</td>
<td>21%</td>
</tr>
</tbody>
</table>

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>Subject</th>
<th>% AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

The following areas of strength and future development were determined as a result of a parent survey conducted during Term 4. Each of the 337 families was invited to respond to the survey. A total of 20% of families returned completed survey forms. Areas of strength identified in the Survey:

All parents surveyed agreed with the following three statements:

- The school helps children to develop a knowledge and understanding about Catholic tradition;
- The school provides various opportunities for parents to be involved; and
- The school provides a safe and supportive environment.

The vast majority of parents surveyed agreed with the statement that ‘the teachers are genuinely interested in the welfare of the children’.

Areas for further development identified in the survey:

- Some parents surveyed stated that information communicated to parents in relation to children’s general progress could improve; and
- A small number of parents surveyed stated that the school could offer a wider range of co-curricular activities.

The following areas of strength and future development were determined as a result of a student survey conducted with Stage 2 and Stage 3 students. Of the targeted group 100% of the group participated in completing the survey. Areas of strength identified in the survey were:

- Most students stated that they were proud of their school they understood their rights and responsibilities at school and that there were numerous sporting and other activities that they could become involved in within the life of the school.

Areas for further development identified in the survey were:

- Some students stated that the school should continue to develop the whole school as a safe and supportive school environment for all students. A small number of students stated that they would like further opportunities developed so that problems can be discussed.

The following areas of strength and further development were determined as a result of a staff survey. Areas of strength identified in the survey were:

- All staff surveyed agreed that the school helps students develop a knowledge and understanding about Catholic tradition and that the school strives to meet the individual learning needs of all students.

Areas for further development identified in the survey were:

- A small number of staff stated that some students could be challenged more effectively so that their learning outcomes are maximised; and
- A small number of staff stated that student knowledge of rights and responsibilities could be further developed.
School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

**Key Area 2:**
- Students and their Learning
- Rights and Responsibilities
- Pastoral Care

**Key Area 4:**
- Human Resources, Leadership and Management
  - Overall compliance with legislation and other requirements

School Review and Improvement components to be reviewed in 2009:

**Key Area 1:**
- Catholic Life and Religious Education
  - Religious Education

**Key Area 3:**
- Pedagogy
  - Provision for diverse needs of learners
  - Teaching Practices
  - Assessment
  - School Climate, Learning Environment and Relationships

**Key Area 4:**
- Human Resources, Leadership and Management
  - An Ethical Workplace Culture