About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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) 42614611
Fax: (02) 42612508
Email: info@sjddowcatholic.edu.au
Website: www.sjddow.catholic.edu.au

Parish Priest: Fr D Rheinberger

Principal: Mr Michael Connelly
Date: 11 December 2009
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

St John’s Catholic Primary School was founded in 1839 at West Dapto and moved to the present site in 1900 with two campuses. The student population was 520 in 2009 and will increase to 540 in 2010. Kindergarten, Years 1 and 2 are located on the Werowi Campus and Years 3, 4 and Middle School (Years 5 & 6) on the Jerematta Campus.

Students are grouped by age cohort into 20 classes from K–6. They continue their education at St Joseph’s Catholic High, Corpus Christi Catholic High School, Edmund Rice College, St Mary Star of the Sea College and Dapto High School.

A core value of our school is the inclusion of children with diverse learning needs especially those on the Autistic Disorder Spectrum.

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).

Parent Involvement

Our Vision

St John’s Parents and Friends Association is a partnership which supports our families, students, teachers and Parish to build a community within our School. Our aim is to promote the spiritual, educational and emotional wellbeing of our students by creating an environment where parents can develop the skills to help their child to develop.

Our Challenge

Our challenge is to involve the wider school community in a partnership of support for our children’s growth and development. We aim to do this in many ways including:

- being a representative body for parents and guardians in the school community;
- providing information sessions to help parents with many of the issues they face in raising their children;
- bringing parents and families together for social celebrations;
• providing opportunities for parents to participate in some of the decision making process at St John’s;
• represent the school community at regional forums; and
• supporting Diocesan and Parish initiatives.

Our achievements in 2009

Social Activities
• Golf Day for Dads and Friends;
• Kinder Welcome BBQ;
• Shoppers Night for Mums and Friends;
• Mother’s Day Stall;
• Parent and Family Support;
• Hospitality Committee to support families in crisis;
• Information sessions on education and social justice issues;

School Support
• Spring Fair – major fundraising event to obtain extra resources for the school – this year $40,000 raised

Financial
• Expenditure has been minimal on the following items: material for liturgical gowns, a contribution to Fr Doug’s 50th anniversary celebrations and we are currently researching synthetic turf for certain areas of the playground.

In closing, I would like to thank our Parish Priest, Principal and all the parents and friends of the St John’s Catholic school community for their support and efforts throughout the year.

Parents and Friends Association, President

Student Leadership

2009 has been a very busy year that has provided the students at St John’s with many opportunities. Throughout this year the students have been involved in many Masses and Prayer Celebrations, including ANZAC Day, Holy Week and Mary MacKillop celebrations. The students from Years 3 and 6 have received the Sacraments of Penance, First Holy Communion and Confirmation. We were also fortunate enough to host the Year 6 Prayer and Conversation with Bishop Peter Ingham here at St John’s, with Year 6 students from several neighbouring Catholic Schools joining us for the special Liturgy. The students from our school also participated in a Dapto Parish Mass, where the Dapto parishioners who attend St Joseph’s High School also attended. During Mission Week each Grade hosted different stalls for the whole school, and raised money for the Missions. In the sporting side, we have all had the opportunity to be involved in our school swimming carnival, cross country carnival and athletics carnival. We have also been involved in many Diocesan Sports Gala Days. We have also participated in Clean-Up Australia Day, many camps and excursions, our school Christmas Concert, the 5th Annual St John’s Flickfest Film Festival and Year 6 celebrated the completion of their primary education at their graduation evening. 2009 was a very full and memorable year.

School Captains
School Profile

School Context

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.

At present Kindergarten, Years 1, 2 and 4 are located on the Werowi 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.

St John’s Catholic Primary School is a Catholic Systemic co-educational school located in Dapto. The school caters for students in years K-6 and has a current enrolment of 520 students.

Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>260</td>
<td>260</td>
<td>520</td>
<td>4</td>
<td>64</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.9%</td>
<td>92.4%</td>
<td>95.8%</td>
<td>92.5%</td>
<td>95.4%</td>
<td>88.8%</td>
</tr>
</tbody>
</table>

Daily attendance is monitored electronically by classroom teachers. This information is transmitted electronically to the office assistant. A record is maintained by the office assistant of partial absence. Families report to the office in the case of late arrivals or children leaving early.

The Principal is notified of extended absences or recurring absences. Class teachers follow up unexplained absences.
Staffing Profile

There are a total of 34 teachers and 12 support staff at St John’s Catholic Primary School. This number includes 16 full-time, 18 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 00% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 00% |

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 96.29%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 91.18%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St John’s Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- Leadership formation including Principals/Assistant Principals Conference, Retreats, CEO Network meetings;
- Formation in Faith and Religious Education including Masters of Religious Education, Journey, Berekah, St Paul E-Conference and Sexuality in the Catholic Context;
- Leading Literacy and Numeracy;
- Professional Learning Communities Project focusing on Numeracy K – 6;
- Technologies for Learning; and
- Special Education including Autism Project.

More detail of staff professional learning is found later in this Report. School based expenditure on professional learning in 2009 was $11,722. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

St John’s Catholic Primary School has continued to work cohesively with the Parish and the wider community during 2009 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.

In addition to regular Masses, St John’s celebrates the seasons of the Church year, along with significant Feasts and events. This year our school hosted one of the many Prayer and Conversations with the Bishop that are held in regions throughout the Wollongong Diocese. Our school also joined with the Sisters of St Joseph to celebrate the 100th anniversary of Mary MacKillop’s death. Holy Week, Ascension, Pentecost, ANZAC Day, Grandparents’ Day, Marian Feasts, Mission Week, All Saints/All Souls Day and Remembrance Day were also celebrated with the whole school joining together in prayer.

Each school day commences with morning prayer on assembly and every Thursday classes are responsible for leading morning prayer time using the children’s prayers. Parents are present at these times. Staff also gather weekly to pray together.

Staff are encouraged to attend spirituality courses offered by our Diocese. Three of our staff took advantage of this opportunity in 2009. One staff development day is dedicated to the spiritual growth of each staff member. In 2009, our staff participated in a whole staff spirituality day on November 16th, held at St Patrick’s Parish Hall, Berry, where, with the guidance of our facilitator, Sr Christine Manning SGS, we took time to reflect on sections of St John’s Gospel and its meaning for our lives.

Great care is taken to ensure that Religious Education lessons follow the curriculum set down by our Diocese, and that staff are suitably qualified to teach the children about their Catholic faith. This year we have focused on assessment in Religious Education. Eight-two of our Year Four children completed the Religious Literacy Test this year. Samples of work completed in Religious Education are published each Term in our Religious Education Newsletter and sent home to our 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, May 23rd, forty-eight children from St John’s joined with children from the Parish to receive the Sacrament of Penance for the first time. Thirty-five of our Year Six children joined with others from the Parish on the Feast of Mary MacKillop, August 8th, to receive the Sacrament of Confirmation, celebrated by Bishop Ingham. On the feast of Christ the King, November 22nd, thirty-two of our children joined with ten 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 during Lent, Mission Week in October and our Winter and Christmas appeals for our local poor the children have raised a considerable amount of money to send to Caritas, Catholic Missions and St Vincent De Paul. Through direct contact, our school has also donated books and CD’s to be used to teach the children in a preschool operated by the Good Samaritan Sisters in the squatter areas of Bacolod City, in the Philippines.

In 2010, at St John’s, we will strive to continue to witness the values of Jesus Christ and to provide a learning environment where learning is centred round these values. We will focus on how the Diocesan Learning and Teaching Framework can be used in Religious Education.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 82 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on (September 7th) and 90 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 recalling the events of Holy Week; and
- their ability to identify the sacraments of initiation.

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 a basic understanding of the Sacrament of Penance.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 10% of students were placed in the developing level, 74% in the achieving level and 16% were in the extending level.

For Part B 11% of students were placed in the developing level, 76% in the achieving level and 13% were in the extending level.

Combining Parts A and B, 17% of students were placed in the developing level, 68% in the achieving level and 15% were in the extending level for Religious Literacy.
Financial Summary

As shown in the Building and Maintenance Register submitted to the Catholic Education Office as part of the compliance report, School CBGA (NSW), SEDSO, Parish and the Catholic Education Office have contributed to substantial renovations of school facilities.

The National School Pride program ($220,000) formed the financial base for the renovation of 14 classrooms. This was supplemented by funds from the Catholic Education Office to remove asbestos ($97,500). A major upgrade of the school’s technology infrastructure ($24,700) was financed by St John’s School. Other costs for the renovation provided by the school left only a minimal amount for rollover.

The following graphs reflect the aggregated income and expenditure for St John’s Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
The priority of student welfare is embedded within all initiatives undertaken within the school. The school motto, taken from St John’s Gospel, ‘Love one another’ is central to all decisions and discussions involving the wellbeing of students.

Pastoral Care
The guiding principles of Restorative Justice underpin all pastoral care initiatives within the school. The student based Social Justice Committee support other students on a daily basis within the five playgrounds at the school. These student leaders assist younger students with more minor issues that arise from the playgrounds. They assist teachers and School Support Officers whilst on playground duty in relation to simple mediation between students and also assist in providing structure around playground games so as to limit problems arising.

The organisation of playground competitions for the older Stage 3 students has had a positive impact on student behaviour. The school Buddy System has also been particularly successful as a means of providing peer support for students.

The staff based professional Learning and Teaching Teams responsible for the planning of learning for all students also have the responsibility of the social and pastoral needs of the groups of students in their care. Each Team of teachers organise and initiate specific intervention in relation to academic progress and social development. Student behaviour is managed from a Team perspective. This also extends to the Team based playground supervision of the students in their care.

A school based Counsellor employed by CatholicCare works two days per week within the school. The Counsellor provides one to one support for students and their families with specific needs. A Social Skills Program which focuses on the development of friendships and anti-bullying strategies is also provided for groups of students.

Students from families that are experiencing difficulties due to illness or other factors are supported with family meals. This initiative is organised by a group of parents under the guidance of the school Principal.

Features of the National Safe Schools Framework, Gospel values and other behaviours that develop respect and responsibility are highlighted in the school based award system. Student behaviour is acknowledged at weekly Campus Assemblies and whole School Celebrations with the distribution of Blue School Awards, ACE [Attitude Conduct and Effort] Awards and Principal Awards.

All of these Pastoral Care initiatives aim towards a sustainable approach to ensure a safe and supportive school environment for all.
Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to these Diocesan documents in 2009.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

## Learning and Teaching

### Introduction

St John’s Catholic Primary School 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 provide authentic life giving learning experiences within the context of a rich learning environment for all students.

### Curriculum & Pedagogy

**Syllabus Implementation**

St John’s bases all Religious Education learning and teaching on the Diocese of Wollongong Religious Education Curriculum. This curriculum has been formulated in the context of the Emmaus paradigm and caters for all learning and teaching from Kindergarten to Year 6. The learning and teaching in all other Key Learning Areas is based on syllabus documents from the NSW Board of Studies. Each syllabus is Outcome based and implemented within Early Stage 1, Stage 1, Stage 2 and Stage 3.

**Assessment and Reporting**

Within the context of professional learning and teaching Teams staff collaboratively plan key assessment tasks. Common Grade and Stage based assessment tasks are administered at significant points of time during the course of the year. Other strategies for assessment of learning and for learning are utilized on a daily basis within all classes so as to monitor student achievement levels.

Year 4 students participate in the Religious Literacy Assessment. This inter-diocesan initiative includes students participating in a formal question and answer test as well as a project type task, which has a focus on the theme of Creation. Parents receive a formal report detailing the achievement level for their child.
In May of this year all Year 3 and Year 5 students participated in the National Assessment Program- Literacy and Numeracy [NAPLAN]. These tests covered Reading Writing Language Conventions and Numeracy. In September parents received a detailed report of their child’s achievement in each of the areas.

Other in-school initiatives such as the Early Literacy Assessment [ELA], Scheduled Early Numeracy Assessment [SENA] and Long Term Monitoring of Reading Recovery students, are utilized to monitor student learning and inform teaching practices.

Student achievement is reported to parents at the end of June and in mid December consistent with the Commonwealth Government and Diocesan Reporting guidelines. The Common Grade Scale is used to award A to E grading for each Key Learning Area for each student.

**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**

St John’s aims at providing for all students a technology rich learning environment. Through the utilization of 80 laptop computers, 40 desktop computers 6 data projectors, digital cameras, interactive whiteboards and the school based intranet connected to the world wide web, the school is able to provide access for students to an array of technological hardware, software and on-line learning opportunities.

During the course of 2009 $35 600 was spent on upgrading the school’s wireless intranet infrastructure. This has significantly improved reliability and speed of access for students and staff at the school.

Information Communication and Learning Technology [ICLT] lessons for students in Year 3 to Year 6 have greatly enhanced skill levels for students. These lessons are planned and integrated with the programmed learning and teaching within each of the classes.

The annual short film festival titled Flick Fest showcases the high degree of technology usage and integration, for Middle School [Stage 3] students.

**Cross Curriculum**

**Literacy strategies**

Professional Learning and Teaching Teams set Literacy Goals for each class at the beginning of each Term. Each Goal focuses on a key aspect of Literacy that teachers determine to be crucial to student learning. Students that do not achieve the Literacy goal are targeted with specific intervention so as to support their learning. The specific intervention is administered in a variety of ways using the Teams of teachers and School Support Officers.

During 2009 $5 000 has been spent on purchasing a variety of Literacy resources. This included individual readers and guided reading packs.
Numeracy strategies

As identified in the School Review and Improvement [SRI] process Numeracy has been given high priority in 2009. All teaching staff participated in a series of three half day Workshops focusing on the teaching of the Space and Geometry Mathematics strand. Staff involvement included professional conversation, the teaching of Space and Geometry lessons, lesson observation and lesson coding. The lessons taught were in the context of the Diocesan Learning and Teaching Framework, which allowed specific quality teaching elements to be incorporated.

An array of Numeracy resources to the value of $6 000 has been purchased during the year so as to support teachers in the delivery of Numeracy lessons.

Professional Learning and Teaching Teams also set Numeracy Goals for each class at the beginning of each Term. As for Literacy each Numeracy Goals relates to a key aspect of Numeracy learning. Students that do not achieve the Goal are targeted with specific Numeracy intervention to support their learning.

Indigenous

All classes have continued to include, during the course of 2009, an Indigenous perspective within programmed learning. English and Creative and Practical Arts were further enriched with a school visit by an Indigenous group that focused on the culture of the people from the Torres Strait Islands. All students participated in Indigenous dance craft and story telling. The whole school acknowledged and celebrated National Aboriginal Islander Day Observance Committee (NAIDOC) Week with specifically planned Indigenous learning experiences and a whole school Celebration including a Prayer Liturgy. Indigenous Education Learning and Teaching resources were purchased to support Literacy and Creative and Practical Arts.

Multi-cultural

Year 3 students are all involved in an Italian Language Program. The students participate in weekly half hour lessons. The classes share their learning with the whole school in a showcase celebration.

Environmental

Stage 3 students have been involved in a continuation of The Wollongong City Council Waste Management Project. The students were involved in monitoring school-based waste and were involved in developing awareness of managing school-based waste. The project also involved healthy eating habits. Stage 3 students have formed an Environmental Stewardship Committee. This committee is involved in small playground projects focusing on recycling rubbish and rubbish removal.

Meeting the needs of all students

Diversifying learning

The 5th Annual Flickfest [short film showcase] was conducted during the year involving all Middle School students. In small groups students planned, story boarded, scripted, filmed and edited their films. The process was integrated within the planned learning and teaching
program and was supported by Information Communication and Learning Technology [ICLT] lessons. The films were shown at a local Cinema for parents, family members and special guests.

Stage 3 students participated in the annual Regional Science Fair at the University of Wollongong. The students undertook a scientific adventure in which they had to design and conduct original research, present their findings in an innovative way and then be prepared to explain their findings to an expert group of people from a diverse range of industries, including Federal, State and Local Government media organisations and the University of Wollongong.

In the context of Stage 2 Literacy Blocks and Creative and Practical Arts students were involved in extended cooking and sewing learning sessions. A large number of Parents and Grandparents assisted students and teachers during the cooking and sewing sessions. Early Stage 1 and Stage 1 students have been involved in a variety of diverse learning opportunities during the year utilising on-line learning with the use of myclasses. Students are able to access their myclasses page whilst they are at school and whilst they are at home.

**Gifted Education/ Self Directed Learning**

Stage 2 students were given the opportunity to participate in the 2009 University of Sydney Sleek Geeks Science Eureka Fair. This involved students creating a DVD, which detailed information about the Milky Way. The students followed set guidelines so as to produce their final product. During the process the students were involved in making their own learning decisions in a self-directed manner. The students’ involvement was acknowledged in the form of certificates produced by the University of Sydney and the Australian Museum.

Stage 2 and Stage 3 students were given the opportunity to further develop their self-directed learning skills in the context of completing extended learning tasks in Religious Education, Literacy and other integrated learning opportunities.

**Expanding Learning Opportunities**

**Competitions**

Fifty students participated in the International Competition and Assessments for Schools. The students nominated their areas of involvement, ranging from Mathematics, English, Writing, Spelling and Science. A significant number of students were awarded Distinctions and Credits in each of the nominated areas.

Sixteen students from Stage 2 and Stage 3 participated in the Regional Science Fair at the University of Wollongong. The Science Fair involved 421 students from 41 schools from Southern Sydney, The Illawarra, Southern Highlands and South Coast regions. Two students from St John’s were awarded first place for Stage 3 students and four students received Highly Commended Awards.

**Sport**

All students from Kindergarten to Year 6 participated in a comprehensive skills based Sports Program during the course of the year. The Sports Program operates in conjunction with each of the Grade based Physical Education Programs. The school also conducted an annual Swimming Carnival, Cross Country Carnival and Athletics Carnival. From these carnivals numerous students represented the school at Regional and Diocesan Carnivals. Fourteen
students were selected from these carnivals to represent the Wollongong Diocese. Three of these students represented the Diocese in two different sports and were acknowledged with Diocesan Sports Awards. The senior girls AFL team won the Regional Carnival and were given the opportunity to play on the Sydney Cricket Ground at the half time break of a Sydney Swans AFL game. The Under 9s boys’ Rugby League Team finished second in the NSW All School’s Rugby League Competition. Five students were involved in winning and gaining places in the South Coast Schools Tennis Competition in both singles and doubles. A Stage 1 student represented the school in the Inter-schools Equestrian Event and gained a second and third place. The school participated in the annual Diocesan Rugby Union Knockout and local Rugby League competitions. A high number of students participated in the Diocesan Gala Days, including Soccer Basketball Netball and Cricket.

**Debating**

All students from Kindergarten to Year 6 have been involved in oral presentations in the context of programmed learning. Some oral presentations are spoken spontaneously with no preparation while other presentations are delivered after the students have had time to plan and sculpture what they wish to say on a given relevant topic. These learning tasks link directly to the Talking and Listening Outcomes from the NSW Board of Studies English Syllabus. Two students represented the school at the Diocesan Public Speaking Competition.

**Professional Learning**

All teaching staff participated in a professional learning course titled, ‘Developing best pedagogy in the teaching of Numeracy’. This involved staff to participate in three half day workshops [totalling 7.5 hours] focusing on the teaching of the Space and Geometry strand from the NSW Board of Studies Mathematics Syllabus. Participants also engaged in the teaching of specific Mathematics lessons, which focused on the Quality Teaching elements from the Diocesan Learning and Teaching Framework. The core content of the workshops linked directly to an area of further development as identified in the analysis of NAPLAN results along with the 2009 School Review and Improvement component, Teaching Practices. This extended professional learning opportunity was funded by the school to the value of $10,000, along with $2,500 from Diocesan funds. Seventeen staff members attended the Origo Mathematics Conference at the University of Wollongong. All staff were involved in Anaphylaxis and Asthma training during the year. Members of the Leadership Team attended the annual Leadership Conference at the University of Wollongong. Six staff members participated in professional learning focusing on the Diocesan Learning and Teaching Framework. Eight staff members formed a reference group which involved professional learning focusing on meeting the social and learning needs of students with Autism.
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 Program Literacy and Numeracy (NAPLAN) for 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.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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

Literacy: The strongest performance reported is 60% of students were placed in the highest bands 5 and 6 for Writing and Grammar and Punctuation. This is followed by 48% in Spelling and 47% of students were placed in the highest bands of 5 and 6 for Reading. The strongest overall performance for Year 3 Literacy is Grammar and Punctuation with 100% of student performance between bands 3 and 6 followed by Writing, Spelling and Reading at 96%.

Numeracy: 24% of students were reported in the highest bands of 5 and 6 whilst 54% reported in bands 3 and 4.

Year 5

Literacy: The strongest performance reported is 24% of students were placed in the highest bands 7 and 8 for Reading. This is followed by 22% for Writing followed by 19% for Spelling and Grammar and Punctuation. The strongest overall performance for Year 5 Literacy is Writing with 91% of students achieving in the bands 5 to 8 followed by 88% in Spelling, 84% in Grammar and Punctuation and 80% of students in bands 5 to 8 for Reading.

Numeracy: 12% of students were reported in the highest bands of 7 and 8 whilst 71% reported in bands 5 and 6 and 17% of students were reported in bands 3 and 4. As a result of the NAPLAN analysis St John’s Catholic Primary School will be continuing into their second year of a Learning Communities Project in the area of Numeracy that commenced in 2009. This will continue to involve all staff in whole school professional learning targeting specific areas of need. The school is committed to this project and will continue purchasing resources specific to the highlighted needs.

Student Achievement in Bands

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.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School 3%</td>
<td>49%</td>
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<tr>
<td></td>
<td>National 15%</td>
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<td>Writing</td>
<td>School 3%</td>
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<td>National 15%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 0%</td>
<td>40%</td>
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<tr>
<td></td>
<td>National 15%</td>
<td>35%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 22%</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>50%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School 100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 97%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 100%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 95%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Parent Survey
The following areas of strength and future development were determined as a result of a parent survey. Each of the 350 families were invited to respond to the survey. A total of 22% 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.
• a small number of parents surveyed stated that the school could offer a wider range of co-curricular activities.

Student Survey
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 95% 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:
• a small number of students stated that the school should continue to develop the whole school as a safe and supportive school environment for all students.

Staff Survey
The following areas of strength and areas for further development were determined as a result of a staff survey. 80% of staff participated in the 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.
• all staff agreed that most students understand their rights and responsibilities.

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.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

**School Review and Improvement components reviewed and rated in 2009:**

- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education
- Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Learners
  - 3.3 Teaching Practices
  - 3.5 Assessment
  - 3.6 School Climate Learning Environment and Relationships
- Key Area 4: Human Resources Leadership and Management
  - 4.3 Ethical Work Place Culture

**School Review and Improvement components to be reviewed and rated in 2010:**

- Key Area 1: Catholic life and Religious Education
  - 1.1 Vision and Mission
- Key Area 2: Students and their learning
  - 2.3 Reporting Student Achievement
  - 2.4 Integration of Information Communication and Learning Technology
- Key Area 3: Pedagogy
- 3.1 Curriculum Provision
- Key Area 5: Resources Finance and Facilities
- 5.2 Use of Resources and Space
- Key Area 6: Parents Partnerships Consultation and Communication
- 6.3 Linkages with the wider Community
- Key Area 7: Strategic Leadership and Management
- 7.1 Planning for Improvement