About This Report

St John the Evangelist (St John’s) Catholic Primary School, Campbelltown is registered by the Board of Studies NSW 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.

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 CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW 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 2014.

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

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Campbelltown NSW 2560
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Website: www.sjctdow.catholic.edu.au

Parish Priest: Fr Michael Healy

Principal: Mrs Christina Murray
Date: 13 December 2013
Vision Statement

St John’s strives to be a Catholic school community that promotes excellence in a learning environment based on Gospel values. Our mission is to provide a quality Catholic school enabling each person the opportunity to reach their full potential in the light of our school motto, “Walk in Peace and Joy.”

Message from Key School Bodies

Principal’s Message

It is with great pleasure that I am able to present the Annual School Report for the 2013 School Year. As the new Principal of St John the Evangelist I am proud to report that our community wholeheartedly endeavours to create an environment that strives to meet the learning needs of all. As an educative community, we have focused on catering for the learning needs of all our students across the spectrum of the learning continuum, particularly in regards to literacy and numeracy. As educators we have had a particular focus on attempting to engage our parents as partners in the learning of their children by offering parent workshops, through consultation and by inviting participation and engagement throughout the year. The large number of community events held throughout the year and the adjustment of the Kindergarten Orientation and Transition process was further testament to this engagement initiative.

The Annual School Report provides an opportunity for the community to reflect on, and celebrate, the significant achievements that have occurred throughout the 2013 School Year. I acknowledge and thank the students, staff, pastors, parents, Parish and wider community for the way they have contributed to the effective operation and further development of our Catholic learning community.

As St John the Evangelist Primary School enters its 100th year it also enters into a phase of transition, as a result of significant changes in leadership and staffing. Our desire to be an educative community focused on meeting the needs of each student remains at the forefront of all planning and decision making.

Parent Involvement

The 2013 School year was a wonderfully successful year for the Parents and Friends Committee. We have warmly embraced a new principal and been able to work cohesively together to start many new traditions at St John’s.

We held our first Crazy Sock Day, Easter Raffle and coloured the students’ hair for the Athletics Carnival. The McDonald’s community family nights were a resounding success and
brought together St John’s parents and the local community. We held sausage sizzles, hot dog days, and our first working bee, which was supported by a Bunning’s community grant. The end of term school discos, Mother’s Day and Father’s Day stalls all resulted in record-breaking profits. Other fundraisers included selling Lisa May candles, student created calendars and providing the catering for the Christmas Carols evening held during the first week of Advent.

We formed a Fete Committee and held a hugely successful fete in October. The proceeds of this major fundraiser enabled the P&F to fund a major refurbishment of the canteen and purchase additional SMART boards and pods of iPads.

We look forward to an even more successful year in 2014.

*Parents and Friends Association, President*

**Student Leadership**

The 2013 School Year provided an opportunity for all students to experience leadership whether they had a formal leadership role or not. There were opportunities for students to attend excursions and represent the school at sporting and creative events as well as liturgical celebrations. Students played an active role at assemblies and at school celebrations. During the year, students from all grades were encouraged to put forward proposals that could contribute in some way to improving the school community. Initiatives included the Sparky Team which promoted energy efficiency, the Clean Up Crew which took responsibility for the cleanliness of the playgrounds, the Dynamite Dancers who provided lunchtime dance instruction to the younger students, and the Stop, Think and Do Crew who assisted the School-Wide Positive Behaviours for Learning (SPB4L) Team. Further leadership opportunities were present at the school fete, with grade buddies, at sporting events, through fundraising ventures such as Bandana Day and Cupcakes for Compassion that raised funds for Canteen and Project Compassion. All Year 6 students attended a Leadership Camp at Wedderburn Christian Camp in Term 1, this assisted in the building of relationships and the ability to work as a team. Overall 2013 was a very successful year for student leadership at St John’s!

*School Leaders*
School Profile

School Context

St John the Evangelist Catholic Primary School is a Catholic systemic co-educational school located in Campbelltown. The school caters for students in Years Kindergarten (K) to Year 6, and has a current enrolment of 567 students.

As the first Catholic school in the region, St John’s has a long and proud tradition of providing quality Catholic education to children from a number of Parishes within the Macarthur.

St John the Evangelist had its beginnings as early as 1849 when Archbishop Polding blessed the cornerstone of the building now known as Quondong. Then, it was St Patrick’s School, the first Catholic school built by private enterprise in the colony. A number of dedicated Irish lay teachers ran the school until the Sisters of the Good Samaritan took charge in the late 1880’s.

The school transferred to its present site in 1914. The school name was also changed at this time. Throughout the ensuing years the school has grown and flourished under the guidance of successive principals and dedicated teachers. Many local parents and Parishioners have played an active role in the school’s development, as has the Campbelltown Catholic Club.

As a Catholic Parish School the spiritual growth and welfare of every student, along with the educational development of the whole child, is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government Educational authorities.

Student Enrolments

<table>
<thead>
<tr>
<th>2013 Enrolments</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
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</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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 both the school website: www.sjctdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.
Student Attendance

<table>
<thead>
<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>95.1</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.3</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.7</td>
<td>93.9</td>
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<tr>
<td>Year 3</td>
<td>94.0</td>
<td>95.7</td>
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<tr>
<td>Year 4</td>
<td>96.3</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.1</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.2</td>
<td>95.6</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.2</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, the school staff, have as part of their duty of care, the responsibility to monitor part or whole day absences.

Each class teacher has the responsibility of recording class attendance rolls each day, either manually or via the Diocesan Realtime Roll portal. The data is transferred or entered manually into the School Accounting System (SAS). It is a school expectation that if students are absent from school, that a written note explaining the absence be provided to the class teacher, which in turn is documented and archived by office staff. An email to the school or the use of the Skoolbag portal parent eform explaining the absence is also acceptable. If an explanation for an absence is not received, a reminder note requesting an explanation is sent to parents. If two such notes are not returned then an “unexplained/ unjustified” absence is documented. In the event of a child having an excessive number of unexplained absences, contact with the parents is made by the Principal or representative to investigate the circumstances related to these absences. If a child leaves school early they are issued with a pass, which indicates that the school is aware of their absence. Parents are required to apply for Principal approval to exempt their child from school for extended periods. These measures are consistent with the Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012). Full and partial absences are documented on student reports each semester. Awards are presented at the end of each semester to those students who have maintained a 100% attendance record or who have demonstrated exceptional attendance (less than 5 partial/full absences during the semester).
Staffing Profile

There are a total of 33 teachers and 10 support staff at St John the Evangelist Catholic Primary School. This number includes 20 full-time, 13 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 | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 98.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 75%.

Professional Learning

During 2013, St John the Evangelist Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St John the Evangelist Catholic Primary School whole school development days involving (43) staff.

These days focused on:

- Staff Spirituality Day – Building an awareness of moments of grace within our school environment;
- Australian Curriculum – participation in a Diocesan initiative in preparation for the implementation of the Australian Curriculum; and
- Staff Development Day – Hearing the voice of our students - It enabled staff to explore available methods and strategies to assist in accommodating the needs of all students and to differentiate learning for all students within the mainstream classroom setting.

B. Other professional learning activities provided at school level including CEO run courses:
- Focus on Literacy: (10 staff);
- Numeracy: K-2 (9 staff);
- Leading the Australian Curriculum (5 staff);
- Mathematical Association of New South Wales (MANSWA) Conference (9 staff);
- Best Start Training (2 staff);
- Learning for Leadership (1 staff member);
- Beginning Teacher Professional Development (1 staff);
- Beginning Teacher Mentoring (1 staff member);
- Journey, a personal spiritual formation course (2 staff members);
- REC Conference (1 staff member);
- Principal/Assistant Principal Retreat (2 staff);
- Religious Literacy Assessment (1 staff member);
- School Wide Positive Behaviour for Learning (SWPBL) Conference (2 staff)
- School Positive Behaviours for Learning (SPB4L) Training new staff, facilitation staff (4 staff);
- Sue Larkey Workshop (2 staff);
- A Day in the Life of Mater Dei (1 Staff)
- Live, Life, Well (2 staff);
- Collaborative Classrooms (5 staff member);
- Oliver Training (1 staff member);
- Reading Recovery and Support (2 staff);
- Anaphylaxis Training (34 staff);
- Indigenous Cultural Awareness (4 staff member);
- Literacy and Numeracy for support staff (5 staff members); and
- Support for students with Autism Spectrum Disorder for support staff (5 staff).

The average expenditure by the school on professional learning per staff member was $271.

In addition, professional learning opportunities were provided by the Catholic Education Office, with an additional average expenditure per staff member of $1803.50
Catholic Life & Religious Education

St John the Evangelist Primary School seeks to promote its own Catholic Identity within the tradition of the Catholic Church. This is done through ensuring that there is a visibility throughout the school of symbols reflecting the Catholic Faith and most importantly, through the provision of quality prayer experiences and liturgical celebrations for all members of the community. The Catholic culture at St. John’s has continued to grow throughout 2013. The staff, students and parents together with the wider community have joined on many occasions to share, pray, work and celebrate together.

The school continues to develop a strong relationship with the Parish community. This relationship between the school and St. John’s Parish continues to be very positive and is evidenced by staff regularly attending the Parish Mass on Friday mornings before school.

Both priests provide support and pastoral guidance for staff and students and are active in the school community. Each term, Years 3-6 students accessed the Sacrament of Penance and the priests joined with the school throughout the year to celebrate many whole school and grade Masses.

Prayer is an integral part of St John’s school life. Each day begins with a morning assembly where the school prayer is prayed. The spiritual and prayer life of the St John’s school family has been deepened throughout the year with many beautiful celebrations. Grade Eucharistic celebrations were held each term. Many memorable liturgies were celebrated during 2013. These included the Opening School Mass, Ash Wednesday liturgy and Mass and a very moving National Aborigines and Islanders Day Observance Committee (NAIDOC) Week Mass. A community highlight of the year was the Catholic School’s Week Good Friends and Grandparents Mass. During this Mass, the children’s grandparents and carers were acknowledged. There was an opportunity for the students to enjoy a shared community lunch with their grandparents and they then welcomed their special visitors into their classrooms.

The St John the Evangelist community, once again held a Good Samaritan Mass and the school community was joined by members of the congregation of the Sisters of the Good Samaritan, some of whom were ex-students or staff of the school. Their continuing presence at this Mass each year helps to celebrate the Good Samaritan tradition of the school and connects the school’s past and present.

Special whole school celebrations took place to mark Lent, Easter, ANZAC Day and Remembrance Day. During the month of October a decade of the Rosary led by students was prayed each day. As the year drew to a close, the community celebrated Advent through our Christmas Carols. The Year 6 Farewell Mass celebrated the completion of the student’s primary education. The End of Year Whole School Thanksgiving Mass was an opportunity to formally close the year and farewell members of the community who were leaving.
Staff formally prayed together every Tuesday morning with one staff member taking responsibility to lead this prayer and reflection. Staff and students had the opportunity to join with the Parish at morning Mass each Friday before the commencement of the school day. In Term 2, the school staff participated in a Spirituality Day that focused on building an awareness of moments of grace within our school environment.

In 2013 the school continued a Mini Vinnies Conference. The students in this team met regularly to plan and organise social justice initiatives. These included fundraising activities for St Vincent de Paul, caritas, Catholic Mission and Project Compassion. Donations totalling approximately $2 940 were made to these organisations. In addition many Christmas presents were donated to St Vincent de Paul on the evening of the Christmas Carols.

Members of the school indigenous community attended the Sorry Day Service at Minto. The students participated in prayer and shared morning tea with other children from various schools in the Macarthur as well as elders from the Macarthur Indigenous community.

The St John’s Catholic Primary School students were active participants in the Parish Sacramental program, these occasions were highlights of the year.

In 2013, each of the Sacramental Programs were supported by the Religious Education (RE) lessons within the classrooms. The staff of St John’s, along with the members of the Parish Sacramental Team, acted as leaders for the lessons in the Parish based Sacramental Program. The Religious Education Co-ordinator (REC) and other staff members liaised with the Parish Sacramental Team to ensure that Parish/School communication was maintained. The Sacrament of the Eucharist was celebrated in Term 2 and the Sacrament of Confirmation in Term 3. The reception of the Sacrament of Penance took place in Term 4.

In Term 2, Year 6 students had the opportunity to participate in the Diocesan Year 6 Mass and Gathering with other Year 6 students from the Macarthur region. This was hosted at Mount Carmel High School, Varroville. Bishop Peter Ingham celebrated the Mass and was able to interact with the students informally following the celebration.

The Year 4 students participated in the Diocesan Religious Literacy Assessment task and the Year 5 and Year 6 students participated in the Sydney Catholic Education Office (CEO) and Wollongong CEO Christmas Story Art Competition and Exhibition.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of eighty Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and all eighty students completed the Extended Task (Part B). The Extended Task was 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.

The student cohort achieved particularly high results in their knowledge and understanding of:
- The Creation Story;
- The story of the Good Samaritan; and,
- Jesus’ teachings and how they can continue His ministry.

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:
- Recall details of the Emmaus story; and,
- Sequence the parts of the Liturgy of Eucharist.

For Part A, 44% of students were placed in the developing level, 47% in the achieving level and 9% were in the extending level. This is an increase of 5% in the extending level.

For Part B, 41% of students were placed in the developing level, 55% in the achieving level and 5% were in the extending level.

Combining Parts A and B, 53% of students were placed in the developing level, 44% in the achieving level and 4% were in the extending level for Religious Literacy. Overall there was an improvement of 3% in the extending level.

School Review and Improvement

School Review and Improvement is an on-going process of self evaluation measured against a commonly agreed to criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be effective schools with a strong learning orientation and moral 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 2013:

- **Key Area 1: Catholic Life and Religious Education**
  1.2 Religious Education
  To use the Religious Education curriculum as the vehicle to revisit the backward design model of program planning and to assist in designing authentic assessment tasks that closely reflect the achievement of outcomes.

- **Key Area 3: Pedagogy**
  3.2 Provision for the diverse needs of learners
  To build the professional pedagogical expertise of teachers to use the plan, deliver and assess effective learning plans, through the meaningful use of data obtained from school based, as well as external, assessments. This data will enhance and inform the learning and teaching process. Improved opportunities for differentiation would facilitate the need for more authentic ways for students to demonstrate their potential as learners.

  3.3 Teaching Practices
  To develop a whole-school approach to the use of data, to effectively inform the teaching and learning process, in order to continually improve whole school, cohort and individual student performance.

  To use data analysis that is comprehensive and valid, and covers the range of school-based as well as external assessments.

- **3.7: Professional Learning**
  To improve professional practice through professional learning.
  To establish consistent models of agreed practice in English and Mathematics.

- **Key Area 4: Human Resources Leadership and Management**
  4.2 Professional development of staff
  To embed the major elements of the Professional Development Planning and Review (PDPR) process. More formal opportunities for sharing and evaluating professional practice through observation and coding, using the language of the Diocesan Learning and Teaching Framework.

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.3 Linkages with the wider community
  To build on and enhance communication and consultation processes that will develop more meaningful engagement with our school community.

  To build stronger connections with the Aboriginal and Torres Strait Islander
community members within the school and the wider local community in order to enhance student learning outcomes.

School Review and Improvement components to be reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**
  1.4 Parents, Parishes and the broader Church
  To explore ways the school can assist parents in their role as the primary educators in the religious education of their children.

- **Key Area 2: Students and their Learning**
  2.3 Reporting student achievement
  To develop a whole school approach to the use of formal and informal, evidence-based reporting procedures.

- **Key Area 3: Pedagogy**
  3.1 Curriculum provision
  To establish clear school educational plans for each Key Learning Areas through the development of stage-based scope and sequences.
  To ensure that the facilitation of learning provides for sound progression and continuity through the consistent use of the literacy and numeracy learning continuums.

- **3.5 Assessment**
  To consistently use data to inform the learning process.
  To explore the use of differentiated assessment opportunities in order to allow students to demonstrate their knowledge, understandings and potential.
  To establish ways teachers can provide students with meaningful feedback.

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of resources and space
  To develop a long-term maintenance and facilities plan that aligns to the school budget.

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent involvement
  To improve structures and practices that address the importance of involving parents as partners in their child’s learning.
  To explore ways in which parents can engage in two-way communication and provide feedback to the school.
Financial Summary

Financial administration and management procedures at St John the Evangelist Catholic Primary School are well documented, communicated and work well in practice. Budgets and financial records are set and managed by the School Leadership Team and Senior School Support Officer (SSSO). Effective liaison with the Administrative Services Team at the Catholic Education Office is maintained.

During 2013 normal school running costs were incurred. In addition, the St John the Evangelist Catholic Primary School underwent its annual building maintenance program, which was funded by the Parish School Enhancement Debt Servicing Obligation (SEDSO) fund.

The Parish SEDSO fund also provided funds for other works such as engineering and access consultancy costs, the construction of access ramps, improvements to drainage, gutter maintenance, the construction of internal walls in the Administration Block and the Stage 3 building and the provision of flexible walls in the Early Stage 1, Stage 1 and Aspect learning spaces.

The P&F were also generous with their support throughout 2013. The funds provided by this group were used to purchase technology equipment, reading materials, to support students participating at the elite level of sport, to refurbish the canteen and to provide hospitality for the school community at several school functions held throughout the year.

The following graphs reflect the aggregated income and expenditure for St John the Evangelist Catholic Primary School Campbelltown for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Catholic Schools are based on the dignity of the whole person and provide witness to Gospel Values as a means to living out daily life. St John the Evangelist Catholic Primary School strives to be a place of belonging where all are treated with dignity and respect. The wellbeing of each student is therefore central to the culture of the school. A number of specific programs operate within the school that are designed to enhance the experience of school for each student.

Pastoral Care

The Diocesan School Wide Positive Behaviour For Learning Program (SWPB4L), now in its third year at St John the Evangelist Catholic Primary School, continued to make a significant impact within the school. This program aims to promote and reinforce positive behaviour choices with the primary aim to assist and improve student learning both socially and academically. The focus for 2013 was to continue to embed SWPB4L in all non-classroom areas through the use of specifically taught behavioural expectations, all of which were founded on four school rules.

Throughout the year the SWPB4L committee and all staff members introduced and refined procedures and behaviour management measures which have led to improved whole school practices. Although the SWPB4L program during 2013 focused on the non-classroom settings, towards the latter part of the year it moved into the classroom setting. This consistent and purposeful monitoring of behaviour in all school settings led to an improvement in the specific modifications made to cater for a wide range of students’ needs.

The provision of streamlined methods for documenting and reporting student behaviour continued to be a focus for the members of the SWPB4L team. Use of the Behaviour Analysis & Reporting Tool (BART) for data collection has assisted the team to make informed decisions and guide the directions of the SWPB4L program.

A Kindergarten Orientation/Transition Program took place to familiarise the 2014 Kindergarten students and their parents with school life at St John the Evangelist Catholic Primary School. In order to assist in a smooth entry into our school environment it offered both parents and the new students opportunities for both orientation and transition. The Orientation Program was designed to help children and parents become familiar with the school setting. The transition program was designed to assist students and parents to become familiar with the procedures and expectations and provide teachers with the opportunity to become informed about the individual needs of the children and their families, prior to formal entry into the school setting.
This year these sessions included opportunities for both the students and the parents to experience school life at different times of the day. Parents were invited to participate in small group sessions where they were provided with input regarding the operations and routines of the school.

Parents participated in a tour of the various areas of the school and were also able to conduct a virtual tour using their own personal devices via technology created by the Year 6 students. Parents visited the school library where borrowing procedures were explained and they were provided with the opportunity to borrow books to read to their children. During each session parents were able to ask questions, seek clarifications and voice any concerns.

An evening workshop was organised and a local Speech Therapist and Occupational Therapist presented ideas and strategies to the new kindergarten parents to promote school readiness in anticipation of their children starting school.

The promotion of positive relationships amongst all members of the community, especially among the students, is the touchstone of Catholic education. Throughout the year children were encouraged to strive to be the best they can be. Their achievements in a number of different aspects of school life were recognised through a variety of awards. At the weekly Monday morning assembly, Good Samaritan Awards were presented to promote and acknowledge excellent behaviour, school spirit and concern for others. Assemblies each Friday celebrated the achievements of students across a range of domains.

The recognition for exemplary behaviour on the playground was celebrated through the presentation of daily individual playground awards and class line up awards. Certificates were presented to the classes who received the most line-up awards during the previous week at each Monday Assembly.

St John the Evangelist Catholic Primary School continued to provide valuable support to all members of the school community. The school was able to provide counselling services for students and their families through the support of CatholicCare. Counsellors from CatholicCare facilitated the ‘Bucket Fillers’ program in Stage 1 and were instrumental in organising a combined Transition to High School workshop that brought together Year 6 students and representatives from the surrounding secondary schools.

St John’s staff assisted in the facilitation and co-ordination of the ‘Seasons For Growth’ grief and loss program within the school. Families experiencing hardship and difficulty were supported within the community in a variety of ways including the establishment of a food bank.

Students in Year 3 to Year 6 participated in presentations by the Police School Liaison Officer. This presentation centered upon reinforcing safe strategies for behaviour in a variety of contexts, responding to bullying as well as the protocols and guidelines around appropriate
online behaviour. These messages were reinforced later in the year, when Stage 3 students attended a presentation by the Diocesan Youth Liaison Officer. Year 6 students participated in a Leadership Forum at the Sydney Entertainment Centre, which was once again well received by the student leaders who attended.

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 school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2013.

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

At St John the Evangelist Primary School, all Board of Studies requirements are being met as the school strives to implement a contemporary curriculum to meet the needs of all students. In addition to the Key Learning Areas prescribed by the Board of Studies, the students have been provided with courses in Religious Education (RE) in accordance with Diocesan Policy. The Diocesan School Review and Improvement (SRI) process provided a focus for initiatives in learning and teaching in 2013. The components reviewed in 2013 that supported the delivery of quality learning and teaching included Religious Education, Provision for the diverse needs of learners, Teaching practices, Professional learning, Professional Development of Staff and Linkages with the Wider Community.

#### National Partnerships

In 2013, St John the Evangelist Catholic Primary School participated in the National Partnership Agreement. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school the focus was on strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. The partnership built teaching skills and focused on literacy and numeracy outcomes for all students, particularly Aboriginal Torres Strait Islander (ATSI) students.
The National Partnership aimed to achieve this through better use of data, and the strengthening of school leadership and partnership arrangements between school, parents and local communities.

The partnership focused on the development of teaching skills, with a specific focus on literacy and numeracy outcomes for Early Stage 1 and Stage 1 students, and numeracy outcomes for Stage 2 and 3 students. The appointment of a Teacher Educator position continued at St John’s throughout 2013 with a continued focus on supporting Kindergarten, Year 1 and Year 2 teachers to develop sound and consistent literacy and numeracy pedagogies.

St John’s was also a part of the Investing in Aboriginal Schools Focus (AFS), which had as its focus, the improvement of the educational outcomes for Aboriginal students. In addition, the development of an Aboriginal community partnership agreement was a means of attempting to meet the needs of the growing Indigenous student population. This initiative was supported through the appointment of two significant personnel, the Aboriginal Community Engagement Officer (ACEO) and the Aboriginal Education Assistant (AEA). The appointment in 2013 of an AEA and an ACEO was instrumental in assisting the school to promote cultural awareness amongst students, families and staff. The roles of the AEA and the ACEO were to support the formulation of formal and active school and community partnership agreements, the development of Personalised Learning Plans (PLPs) for each Aboriginal Torres Strait Islander (ATSI) student, the development of strategies to improve ATSI student school attendance and a contribution towards enhancing the development of whole school literacy and numeracy strategies.

St John the Evangelist Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- A refurbished Community space. This space served as a place of welcome to the wider school community and aided in further developing opportunities for communication and partnership;
- Throughout 2013 St John’s implemented the Best Start Program for Kindergarten;
- Taking Off With Numeracy (TOWN) professional learning opportunity in Stage 2 and 3; and,
- Smarter Schools Literacy and Numeracy in Early Stage 1 and Stage 1.

All these initiatives were funded under the National Partnership Agreement.

**Curriculum and Pedagogy**

*Syllabus implementation*

The Diocesan Learning and Teaching Framework (DLTF) underpins the programming, learning, teaching and assessment of all Key Learning Areas across K-6.

During 2013, St John’s implemented many professional learning opportunities to further develop literacy and numeracy practices across the whole school. Across Kindergarten, Year 1
and Year 2 there was a particular focus on the delivery of balanced literacy and numeracy sessions that aligned to the Diocesan Literacy and Numeracy guidelines.

Staff received extensive Professional Development in both Literacy and Numeracy in 2013. Early Stage 1 and Stage 1 teachers participated in Focus on Literacy, and Stage 3 teachers participated in TOWN. These professional learning opportunities provided frameworks that allowed for assessment to inform planning and teaching. This significant Professional Development has resulted in the collection of a wide range of data to assist in the tracking of student performance and the measurement of learning gains.

Teachers drew upon collected data from 2012 to drive learning and teaching programs and continue to develop a school culture that promotes and values data literacy. The current K-6 syllabus prescribes stage based Foundation Statements which provide a basis for assessing, reporting and discussing student progress. In light of these Foundation Statements and the federally mandated reporting procedures, teachers have reported student progress to a common grade scale A-E. Staff and parents were asked to provide input in regards to the format of the student report. As a result of this input the report format was adjusted to reflect the suggestions made and the desire of both parents and staff to communicate information related to what students were able to do and the areas in which they continued to require support. Opportunities were offered each semester for parents to meet and discuss their child’s report with the class teacher.

As a result of student and staff feedback regarding the effectiveness of the open learning environments, mobile walls were installed in an attempt to minimize noise levels. The installation of these flexible walls has made a positive impact on student behaviour and learning outcomes. The teachers have the option to move the walls for collaborative learning experiences as well as the flexibility to work within a more traditional classroom setting.

**Cross Curriculum**

Curriculum integration maintains a strong focus in learning and teaching programs to promote connectedness and enhance understanding of concepts and new learning. The continued use of Information Communication Learning Technologies (ICLT) as a tool to enhance learning has further developed pedagogical practice in the Kindergarten to Year 6 classrooms and promoted cross curriculum integration. The addition of 36 iPads created opportunities for mobile access promoting more fluid and flexible integration of ICLT’s into the curriculum and to support the diverse needs of students.

Learning goals aligned with the Melbourne Declaration aimed to develop confident, independent and creative citizens who were competent in their use of technology. The Diocesan Pastoral Care and Wellbeing Framework, Path to Life, advocates a safe school curriculum and skills to promote cyber-safety and digital citizenship when engaging in online environments. The teaching of digital citizenship crosses a range of curriculum areas including Religious Education, Personal Development Health and Physical Education (PDHPE) and Science and Technology in relation to ethics, respect for others and wellbeing. The school
valued the opportunity to make these links to support students in their learning. Technology also served as a means for students to demonstrate their understanding of various concepts within the Key Learning Areas (KLAs).

The provision of a dedicated teacher specialising in the delivery of Physical Education within the school has enabled students to access a variety of sport lessons including fundamental movement skills and games across Kindergarten to Year 6. Students also had access to invited representatives from various sporting codes throughout the year.

In recognition of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, Kindergarten to Year 6 participated in indigenous cultural awareness raising activities supported by our AEA and ACEO personnel. Community elders, the State Member for Campbelltown and representatives from the Wollongong Catholic Education Office were among the invited guests during these celebrations. The school welcomed the opportunity to join with the members of the wider community to celebrate this event. The school celebrations also included a special Mass, an exhibition of Aboriginal and Torres Strait Islander (ATSI) art, storytelling and a community barbeque.

The Grandparents Day celebration has become one of the major highlights on the school calendar. Held during Catholic School’s Week in Term 2, the St John’s parents and grandparents had the opportunity to visit classrooms and share a picnic lunch with the students. The purpose of Catholic School’s Week is to increase public awareness of the strengths and distinctiveness of Catholic Schools and to act as a focus for community celebrations about the good things that occur every day in Catholic schools.

St John’s celebrated Book Week 2013 with a Book Parade that reflected the theme ‘Read Across the Universe.’ Both staff and students got into the spirit of the day and parents were able to purchase books to promote reading at the Book Fair.

All classes had the opportunity to enhance their learning through excursions or incursions. All students attended the visiting performance, ‘The NED Show’ and a demonstration by members of the Mounted Police Unit. Years 3 to Year 6 received input from Campbelltown Police officers related to safety, bullying and cybersafety. Years 5 and 6 received input from the Diocesan Youth Liaison representative related to social pressures, bullying and appropriate online behaviour. Kindergarten visited Calmsley Hill City Farm. Year 1 enjoyed their day exploring the Fairfield Museum and the incursion by the ‘Bug Man’ and the visit by officers from Campbelltown Police. Year 2 visited the Thirlmere Train Works., and Year 3 visited the landing site of the First Fleet at Kurnell. Year 4 enjoyed their excursion to Hyde Park Barracks and ‘the Rocks’, as well as a visit to view the workings of the Campbelltown City Council. They also participated in the ‘Planetarium’ incursion. The Year 5 students enjoyed a visit to St Mary’s Cathedral and the Mary MacKillop Centre. Year 6 students participated in a two-day leadership camp to Wedderburn Christian Camp and a visit to the National Capital, Canberra to visit Parliament House and the War Memorial. During Term 4, the Year 5 students once again participated in the ‘Transition Project’ which
involved students visiting St Patrick’s College and John Therry Catholic High School to engage in a number of learning and teaching experiences in Woodwork, Science, Mathematics, Visual Arts and Food and Textiles. These experiences allowed students to experience first-hand learning within the High School context.

**Meeting the needs of all students**

Teachers at St John the Evangelist Catholic Primary School are committed to striving to meet the needs of all students. In addressing this goal, a variety of individual support structures were provided. These include Early Bird Reading, Parent Reading Helpers, School Support Officer Intervention and access to Reading Recovery.

Reading Recovery offered an intensive reading intervention to the students in Year 1. In 2013, seventeen students accessed the program and all were successfully discontinued from Reading Recovery and one student was incomplete due to a transfer to another school. The Reading Recovery Teacher also provided input at the Transition sessions offered to new Kindergarten parents to support them to develop positive reading and writing behaviour prior to the commencement of school.

The Early Bird Reading Program continued to provide opportunities for younger students to read to either parents or older students, before the start of each school day. This program was a valuable means of supporting the students who participated in Reading Recovery.

The school uses the process of review to identify students within each class who are at risk of not making expected progress. The Review Committee comprised a selection of staff under the guidance of the Review Committee Manager. The committee met regularly to review students in each class who were identified with specific needs. This was an opportunity to discuss ideas and provide suggested strategies to support the classroom teacher with learning and teaching plans.

Those teachers, who had children with special education needs in their classes, implemented an Individual Plan (IP) to identify academic, social and emotional needs and to set achievable goals related to each area. Transition meetings were held in Terms 1 and 3 to inform parents of progress and to maintain communication between home and school. A transfer of information session was undertaken in Term 4 to assist the smooth transition of all students from one academic year to the next.

Significant professional development in literacy and numeracy and the incorporation of the consistent School Wide Positive Behaviour for Learning (SPB4L) expectations and procedures into the classroom setting have provided teachers with the opportunity to build their professional and pedagogical skills. These initiatives, in addition to the focus on the collection and analysis of data, resulted in the development of classroom learning plans and resources that were focused on meeting the individual needs of all students.
Class learning plans in literacy and numeracy assisted teachers to recognize the learning needs of each individual student within the class and to track individual student progress. These plans were consistently updated and passed onto the teacher for the following year as part of the process of information transfer.

The Best Start Assessment Program was implemented in Kindergarten. This assessment is administered to all Kindergarten students at the beginning of their schooling. It provided valuable baseline data that enabled learning growth to be tracked throughout the year. The information obtained through this assessment was used to inform the development of learning plans, and assisted in the identification of those children needing learning support in specific areas. At the conclusion of the year the data for each student was forwarded to the new teacher to ensure continued measurement of learning growth.

Kindergarten parents for 2014 and their children were invited to participate in an extended period of Orientation and Transition. A number of opportunities were provided for the children to visit classrooms in order to experience life during all three sessions in the day. Parents were given the opportunity to participate in small group sessions to assist them to become more familiar with the school routines and procedures. Information sessions were also provided by a Speech Therapist, Occupational Therapist and the school Reading Recovery teacher to assist them in preparing their child for the best possible start to school.

In Term 3, over forty parents attended an extremely successful parent workshop facilitated by a Catholic Education Office Education Officer. This workshop aimed to provide parents with an understanding of the skills of mental computation, number sense and an overview of current mathematics strategies. Future workshops are planned next year to further assist parents to be effectively engaged in student learning, in order to continue to support improved learning outcomes.

**Expanding Learning Opportunities**

Throughout 2013 students across Years 3 to 6, had the opportunity to participate in the International Competitions in English, Mathematics, Computer Skills, Science and Writing. These competitions were entered on a voluntary basis. Students were awarded high distinction, distinction and credit certificates.

Year 5 and Year 6 children had the opportunity to participate in the School Public Speaking Competition with two students being chosen to represent St John’s at the Annual Diocesan Regional Public Speaking Competition.

During Term 3, under the direction of the school Visual Arts teacher, the students in Year 6 created art works inspired by the impressionist style. These artworks were exhibited in the
Margot Hardy Gallery at the University of Western Sydney, Milperra campus. An official launch was held to open the exhibition that was attended by students, parents, staff and representatives from the Wollongong Catholic Education Office and the University. The variety and quality of the artworks reflected the skills developed by the students and impressed all who were able to attend the exhibition.

‘The Christmas Story Art Competition and Exhibition 2013’ organised by the Archdiocese of Sydney again allowed children in Stage 3 the opportunity to express and use their artistic talents. St John’s was successful in having a number of entries displayed in the exhibition at the Wollongong Art Gallery. Three students received Highly Commended certificates for the artworks submitted. All the artworks were used in our school Christmas cards that were sent home to families at the end of the year.

Personal Development, Health and Physical Education (PDHPE) needs were well catered for through the weekly Physical Education lessons. Children from Year 3 to Year 6, and selected Year 2 children, participated in the Annual Swimming Carnival, which was held at Bradbury Swimming Centre in Term 1. All students participated in the School Cross Country Carnival, which was also held in Term 1. The Annual Athletics Carnival was held at the Campbelltown Stadium in Term 3 and proved to be a magnificent venue for students to test their athletic capabilities. Selection trials were held, and students were chosen, to represent St John’s at the Western Region Athletics Carnival.

A main objective of all carnivals held in 2013 was to promote and build an inclusive and vibrant whole school community. With the assistance of staff, students, parents and P&F, these carnivals were major successes and thoroughly enjoyed by all. Teams were selected from each of these carnivals to represent the school at the Diocesan level.

Throughout the course of 2013, St. John the Evangelist was actively involved in sporting events both through the Diocese of Wollongong and within the Macarthur region. With such a large student population, it is the aim of St. John’s to provide students with as many opportunities to participate in sporting events throughout the year. All students are encouraged to trial and participate in the various sports on offer and we endeavored to select each child as a representative of St. John’s, at least once in the school year.

Staff also prepared children for participation in a number of Diocesan and local sporting events and carnivals including cross country, cricket, athletics, netball, swimming, soccer, basketball, rugby league, rugby union and futsal. A number of St John’s students had the opportunity to represent at Diocesan, MacKillop, State and National level.

Many St John’s sporting teams experienced success during 2013. Of particular note, were the St. John’s Swimming and Athletics squads, Senior Boys Rugby Union, and Senior Girls Futsal teams. Both the Swimming and Athletics squads recorded their best performances in many years with many outstanding individual results, as well as being runner-up in overall school
point score. The Senior Boys Rugby were Diocesan representatives in the NSW Catholic Primary Schools Rugby 10’s Knockout, competing strongly and finishing fifth in the competitions. The Senior Girls Futsal team qualified for the State Finals staged at Penrith and participated admirably.

A host of students successfully gained selection in Diocesan teams, with a handful being recognised for their individual achievements and progressing to higher levels in NSW PSSA Swimming Championships, Rugby League, Cricket and Rugby Union. Three students received Primary Medallions at the Catholic Development Fund (CDF) Sports Awards (hosted by the Diocesan Sports Council) for being selected in two Diocesan teams.

St John’s assisted the Diocesan Sports Council in convening the West Region Netball Gala Day and West Region Athletics Carnival. Both of these events attracted a large contingent of students from across the Macarthur and Highlands regions. The levels of organisation and co-ordination of these events were a credit to the staff that assisted in convening these carnivals.

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 implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results was used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In May 2013, the children in Year 3 and Year 5 sat the NAPLAN tests. There were seventy-four Year 3 and eighty-five Year 5 students who sat these assessments. Overall, the Year 3 cohort performed better in writing and spelling than reading and the Year 5 cohort performed better in spelling and grammar and punctuation than writing.

In Year 3 there were no students who received a Band 1 in writing, spelling, grammar and punctuation, numeracy, data, measurement, space and geometry. Year 3 achieved more band 5 and 6 results in spelling than in the previous year.

Year 5 achieved more Band 7 and 8 results in reading, spelling, grammar and punctuation than the previous year. In addition, the results indicated that the Year 5 students showed learning gains above the expected growth in all test aspects. Year 5 boys improved by eleven
scale scores from the 2012 data in the test aspect of reading and were thirty seven scale scores above the state average growth in the test aspect of writing. Year 3 boys were twenty one scale scores above the state average in the test aspect of spelling.

The school target was to improve results in numeracy, and significant learning gains were reflected in the test results in this area. Improvements can be attributed to staff having a clear focus for learning through the use of individual student assessment data, and this focus will continue in 2014.

Analysis of the data indicates that attention is required in the areas of grammar and punctuation and in developing writing skills across the school, especially in the area of informative texts.

The focus for 2014, is to ensure a greater number of students have an opportunity to attain results in the higher bands. The school will seek appropriate professional learning opportunities to ensure that all staff provide a challenging and engaging curriculum, in order to support the individual learning growth of each student.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides 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.

<table>
<thead>
<tr>
<th>NAPLAN 2013: % in Bands</th>
<th>YEAR 3</th>
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<th>YEAR 5</th>
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<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bunds 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 7 and 8</td>
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<tr>
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<td>11%</td>
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<td>12%</td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
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<td>54%</td>
<td>32%</td>
<td>20%</td>
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Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2013: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<td>Reading</td>
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<tr>
<td></td>
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<tr>
<td>Writing</td>
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<tr>
<td></td>
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<tr>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>National</td>
<td>95%</td>
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<tr>
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<td></td>
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Parent, Student and Staff Satisfaction

Students, parents and staff were given the opportunity to provide the school with feedback in a number of key areas via an online survey. The student responses were overwhelmingly positive in all areas. The results indicated that the students were collectively proud to be members of the St John the Evangelist community. They wholeheartedly acknowledged the importance of the school in fostering their knowledge and understanding of the Catholic faith. Students indicated that they regarded St John the Evangelist Catholic Primary School as a safe and supportive environment, where they were encouraged to learn to the best of their ability and where they were afforded a variety of opportunities in which they could become involved, both within the school and in the wider community.

The Parent survey responses indicated that the school climate was faith-centred and founded on a clear mission and vision of Catholic education. Parents believed the school was supportive of parents and pupils who experience problems or have concerns, and provides opportunities for members of the school community to provide input and to participate in school activities. Parents indicated that student progress and learning outcomes were monitored and assessed, and St John’s School had a positive learning environment. The parents did, however, indicate the need for the school to continue to explore methods to
effectively transfer student information from year to year. Other suggestions included exploring ways to assist parents new to the school to transition to the new environment. Parents indicated that they were appreciative of the opportunities provided during the year to be more involved and to build community spirit.

Staff responses indicated that they believed that the school was supportive of parents and pupils experiencing problems or concerns. Staff members believed they were involved in supporting the mission of the School. The staff also believed, that the school encouraged a positive environment that was safe and supportive and focused on learning. The staff responses indicated that the school could continue to improve by continuing the focus on meeting the learning needs of individual students and by further challenging students to maximize their learning outcomes.