Annual School Report
2014
About This Report

St John the Evangelist Catholic Primary School, Campbelltown is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 Action Plans.

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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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

St John the Evangelist Catholic Primary School
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Campbelltown NSW 2560

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Parish Priest: Fr Michael Healy

Principal: Christina Murray
Date: December 12, 2014
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 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 2014 school year. In 2014, St John the Evangelist celebrated a milestone moment, one hundred years as a Catholic educative community. Throughout this history our community has remained committed to creating an environment that strives to cater for the learning needs of all our students. During the 2014 academic year we have continued to target student improvement, particularly in numeracy and literacy, across all spectrums of the learning continuum. In addition, we have had a strong focus on higher standards of overall school performance. Engaging our parents as partners in the learning of their children continued to support this focus on learning. The large number of community events and the opportunities for involvement and engagement through the provision of parent workshops, through consultation and by inviting participation throughout the year, are testament to this engagement initiative.

The Annual School Report provides an opportunity for the community to reflect on, and to celebrate, the significant achievements that have occurred throughout the 2014 school year. I acknowledge and thank the students, staff, pastors, parents, parish and wider community for their contributions to the effective operation and further development of our Catholic learning community.

In this our centenary year all associated with St John the Evangelist Catholic Parish Primary School should be justly proud of our heritage. As parents and educators, our role as the stewards of the living history that we pass on to our children, continues to be both our great privilege, but also our great challenge each and every day.

On behalf of our centenary community I express my gratitude to all who have played their own unique role in creating and maintaining this heritage and we commit our efforts to continuing the great legacy we have been left into the next 100 years.
**Parent Involvement**

2014 has been a milestone year that the school has celebrated with many unique opportunities for fundraising, involving not only current students and their families but also the wider community by the inclusion of past members of the school community in the centenary celebrations. The committee has worked more efficiently and with greater accountability despite reduced numbers. Surprisingly, the introduction of daytime meetings has resulted in a greater attendance rate at meetings.

The Parents’ and Friend’s Association (P&F) had a busy year planned, despite not holding the annual school fete. Instead, a mini fun day was held at the school as part of the centenary celebrations. It was great to see so many generations passing through the school and the P&F still managed to raise $14,000 during this event.

The community rallied around the idea of the Commemorative Cookbook. A professionally printed cookbook was produced which featured the commemorative 100-year photo on the front cover as well as original photos from the school’s 100 year history.

The P&F were grateful for the support from the local media in advertising the 100 year commemorative pavers. In total, 219 personalised pavers were sold and these will be used to construct a labyrinth at St John’s early in 2015.

The P&F were able to pay $24,000 for technology improvements in the recently refurbished Parish hall. The parent community is eagerly awaiting the commencement of the before and after school service due to begin in 2015.

The inaugural Mother’s Day High Tea was warmly embraced by the community and provided a great income boost. The P&F also continued with the extremely popular McDonalds Fun night fundraisers, as well as holding snow cone days for the students at school.

Due to continued fundraising efforts the P&F have been able to purchase additional iPads and accessories, as well as, a pod of digital cameras to enable the students to undertake digital photography activities. We have provided approximately $4500 in funds to be used to update reading materials and Religious Education resources including equipment for storytelling. New sporting house banners have also been purchased for use at school sporting carnivals.

Fundraising efforts continued until the end of the year through the school disco, Carols under the Covered Outdoor Learning Area (COLA) barbeque, raffles and the Christmas fundraiser.

*Parents and Friends Association President*

**Student Leadership**

This year at St John the Evangelist Catholic Primary School, we celebrated our centenary year. One hundred years is a long time and something to be honoured. As school leaders we have been excited to be involved in this celebration. The beginning of the year, commenced with a
very special 100 year Mass. The leadership team participated in this mass and welcomed all our invited guests, especially our local State Member. After Mass our staff, students, families and visitors were welcomed to a sausage sizzle lunch in the school grounds. It was a great way to recognise all those who are part of St John’s school today.

During the year, Year 6 represented our school at various Diocesan masses and liturgies. We had the opportunity to attend the Opening Mass at St Gregory’s College, the launch of Caritas, the Catholic Mission 50 year Mass, the Catholic Education Commission Mass at Wollongong Cathedral and the Year 6 Diocesan Mass with Bishop Peter Ingham.

All Year 6 students would agree that the most exciting events were our Year 6 overnight excursions. We were very fortunate to have two camps in the one year. Our first was a leadership camp at Wedderburn. It was a great way to start the year with team building activities that were fun and helped us learn new skills. The main focus was to help us learn to become better role models and leaders, but we also had the chance to develop closer bonds with other members of our grade. Our second camp was in Term 3 and involved a visit to Canberra and included a tour of Parliament House and the War Memorial.

Year 6 also helped at the Diocesan Athletics Carnival. It was a great day! Year 6 led the cheers and provided support for the staff and parent helpers at the school Swimming, Cross Country and Athletics Carnivals.

We were also very involved during Kindergarten enrolment interviews. We escorted prospective Kindergarten families around the school and presented a speech to the parents at Orientation. During the year we have been involved in presenting awards during assemblies. We have run Mini Vinnie’s fundraising days and have helped organise other social justice initiatives. In our school’s centenary year we have had many major whole school events including a ‘Sportathon,’ which Year 6 helped to set up, a book character parade, and our 100 year celebration, which was held at the Campbelltown Catholic Club. Overall it was a very good year, and it was a pleasure to represent St John the Evangelist.

School Leaders
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 565 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 the 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, along with contributions made by the Campbelltown Catholic Club.

As a Catholic 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>2014 enrolments</th>
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<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
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<tr>
<td>LBOTE</td>
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</tbody>
</table>

The Diocesan Primary 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 2014.
### Student Attendance

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>95.7%</td>
<td>96.4%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.9%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.1%</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.9%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.5%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.9%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.5%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.8%</td>
<td>95.2%</td>
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</tbody>
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### 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, school staff, as part of their duty of care, monitors part or whole day absences. Class teachers have the responsibility to record class attendance on 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 an expectation that if students are absent from school, a written note explaining the absence is provided to the class teacher within 7 days. This is documented and archived by office staff. An email to the school or the use of the Skoolbag portal parent e-form explaining an absence is also acceptable. If an explanation for an absence is not received, a reminder note requesting an explanation is sent to parents/guardians. If two such notes are not returned then an “unexplained/unjustified” absence is documented. In the event of a student having an excessive number of unexplained absences, contact with the parents/guardians is made by the Principal or representative to investigate the circumstances related to these absences.

Whenever a student leaves school early they are issued with a pass, which indicates that the school is aware of their absence. Parents/guardians are required to apply to the Principal for extended periods of absence prior to the leave being taken. An exemption from attending school, if approved, is issued. Both full and partial absences are documented on student reports each semester. Awards are presented at the end of each semester to 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 21 full-time, 12 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 80%.

**Professional Learning**

During 2014 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.

A. St John the Evangelist Catholic Primary School whole school development days involving (43) staff. These days focused on:
   - Staff Spirituality Day – using the Enneagram as a tool to build self awareness;
   - Staff Development Day – Compliance. Australian Curriculum – building understanding related to compliance requirements, investigating whole school initiatives related to the implementation of the Australian Curriculum in English and Mathematics.

B. Other professional learning activities provided at school level including CEO run courses:
   - Best Start Training (1 staff);
   - Learning for Leadership (1 staff);
   - Religious Education Coordinator (REC) Conference (1 staff);
- Principal Retreat (1 staff);
- Religious Literacy Assessment (1 staff);
- School Positive Behaviours for Learning (SPB4L) Team Planning Days - (7 staff);
- Live, Life, Well (2 staff);
- Oliver Training (1 staff);
- Reading Recovery and Support (2 staff);
- Anaphylaxis Training (34 staff);
- DDA Certificate – (all staff);
- First Aid – (10 staff);
- Cardio Pulmonary Resuscitation (CPR) training;
- Personal Development Health and Physical Education (PDHPE) Workshop – (1 staff);
- Positive Partnerships - (2 staff);
- Innovative Classrooms – (1 staff);
- AIS Sport Conference – (1 staff);
- PBL: Wellbeing, Leadership and Engagement Conference – (5 staff);
- Call to Life – (1 staff);
- Lamplighters Spiritual Formation – (4 staff);
- Lamplighters Facilitator training – (1 staff);
- Parent Forum – (1 staff);
- Setting up and implementing an MSPEC Team – (5 staff);
- Spotlight on Technology – (3 staff);
- Leading the Australian Curriculum – English – (2 staff);
- Leading the Australian Curriculum – Maths – (2 staff);
- Leading the Australian Curriculum – Science – (2 staff);
- Implementing the Australian English Syllabus – (3 staff);
- Alight for the World – (3 staff);
- Leading Literacy Intervention Guidelines – (3 staff);
- Guided Writing Peer Observations – (12 staff);
- Aboriginal Education Workshop – (2 staff);
- Leading Libraries – (1 staff);
- Intervention Guidelines – Numeracy – (3 staff);
- Igniting the Fire – (1 staff);
- Speech Therapy Demonstration lessons – (all staff);
- Gymnastics Peer Observations – (all staff);
- Religious Literacy Year 4 – Diocesan Marking Day – (1 staff);
- MSSD- More Support for Students with Disabilities – (all staff);
- Sentral Training – (2 staff);
- Shining Lights – (2 staff);
- WHS In-service – (1 staff);
- The Christmas Story – Information Session and Workshop – (3 staff);
- Sacred Art, Illustration and Storytelling – (1 staff);
- Dalwood Spelling Training – (4 staff);
- Autism and Asperger Syndrome Workshop - Sue Larkey – (2 staff);
- Cyber safety – Australian Communications and Media Authority (ACMA) (all staff);
- Courageous Conversations (2 staff); and
- Coaching – (2 staff).

The average expenditure by the school on professional learning per staff member was $218

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $2026.

**Catholic Life & Religious Education**

St John the Evangelist Primary School seeks to promote its 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 2014. The staff, students and parents together with the wider community have joined on many occasions to share, pray, work and celebrate together. Staff prayed together every Tuesday morning with one staff member taking responsibility to lead this prayer and reflection. In Term 3, the school staff participated in a Spirituality Day that focused on building an awareness of the personal gifts each staff member contributes to our professional community of faith.

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, student and parents regularly attending the Parish Mass on Friday mornings before the commencement of the school day. 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 each term to celebrate many whole school and grade Eucharistic celebrations.

Prayer is an integral part of St John’s school life. Each day begins with a morning assembly where the school prayer is prayed. Each class assumed responsibility for leading both a morning prayer and prayer at assembly during the year. The spiritual and prayer life of the St John’s school family has been deepened throughout the year with many beautiful celebrations. Many memorable liturgies were celebrated during 2014. These included the Opening School Mass acknowledging our school’s centenary year and the Feast Day of St John the Evangelist, the Ash Wednesday liturgy and Mass and a very moving liturgy commemorating the events of Holy Week. A community highlight of the year was the Catholic School’s Week Good Friends and Grandparents Mass. During this Mass, the students’ grandparents and carers were acknowledged. There was an opportunity for the students to
enjoy a shared community lunch and then welcome their special visitors into the classrooms. Other 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 was prayed each week in classrooms. Opportunities were provided for parent prayer through the Encounter Lenten Program and Rosary.

As the year drew to a close, the community celebrated Advent through our ‘Carols Under the COLA’ evening. 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 leaving the community.

During the year our school’s centenary birthday was marked in a number of different ways. In Term Three these celebrations culminated during a special assembly where, as well as, presenting the usual assembly awards, each of our students were also presented with a special centenary badge that recognised the role they play in creating and continuing the history of the school. Many visiting dignitaries were present during this assembly to witness the blessing and smoking ceremony of the Centenary Garden created by the present Aboriginal students. The Parish Priest and local Aboriginal elders conducted this significant event. The centenary celebrations for St John’s coincided with the Campbelltown Catholic Club celebrations marking the Club’s initial inception by families from St John’s 50 years ago. We are very honoured and grateful for the school’s unique connection with the Campbelltown Catholic Club and we were thankful for the opportunity to combine our celebrations at the Annual Communion Mass and Lunch. This was a wonderful opportunity for past students, staff and parents to reconnect, to review experiences and memorabilia. We were also fortunate to be able to welcome many members of the Sisters of the Good Samaritan, some of who were ex-students or staff of the school. Their presence at this event helped to signify the Good Samaritan tradition of the school and to connect the school’s past with the present. The Family Fun Day on the same weekend provided opportunities for our current school leaders to conduct tours of the school for past students, staff, parents and members of the wider community.

In 2014 the school continued to develop links with the wider community. Stage 3 students had the opportunity to be involved in the Mini Vinnies team. The students 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 totaling $2995 were made to these organisations. In addition, food hampers were donated to the St Vincent de Paul Winter Appeal and many Christmas presents and food hampers were donated to St Vincent de Paul on the evening of the Christmas Carols. The Mini Vinnies team also organised for the St Vincent De Paul van to visit the students to explain their significant contribution to the community.

Members of the school Indigenous community attended the National 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.

St John’s Catholic Primary School students were active participants in the Parish Sacramental Program and these sacramental celebrations were highlights of the year. In 2014, 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 Coordinator (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 3, 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 St Paul’s Parish Church, Camden. 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 in Term 3. St John the Evangelist Year 5 and Year 6 students participated in the Sydney Catholic Education Office (CEO) and Wollongong CEO Christmas Story Art Competition and Exhibition with great success. Four students artworks were honored at the Diocesan level with one of the artworks awarded the Director’s Prize. Two artworks progressed to the final at St Mary’s Cathedral. One of the artworks was awarded with a prize for Artistic Achievement.

St John the Evangelist Catholic Primary School seeks to promote its own Catholic Identity in the tradition of the Catholic Church. All staff work towards promoting faith development through the provision of a quality Religious Education curriculum. Staff received professional development in Religious Literacy, RE curriculum and Assessment Practices in RE. The staff continued their faith formation through participation in Spirituality Formation Programs such as Lamplighters, Shining Lights Call to Life and Alight for the World.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed in schools across the Diocese in 2014. The school cohort in 2014 consisted of 76 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) in August and 76 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* 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 good understanding of their knowledge of the religious tradition.
This was particularly noticeable in their:

- ability to identify key aspects of the Season of Lent;
- ability to identify and demonstrate an understanding of the life of Mary MacKillop;
- ability to demonstrate knowledge of Jesus and His teachings;
- understanding of Lenten practices and the Sacrament of Penance; and
- demonstrate an understanding of the Commandments and relate to own life.

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:

- Identify the sequence of events in the nativity story;
- Recall and sequence the events of Advent and Christmas;
- Identify the concept of Trinity; and
- demonstrate a basic understanding of the Sacrament of Penance.

For Part A, 25.4 % of students were placed in the developing level, 70.4 % in the achieving level and 4.2 % were in the extending level.

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

For Part B, 14.5 % of students were placed in the developing level, 73.7 % in the achieving level and 11.8 % were in the extending level.

Combining Parts A and B, 29.6 % of students were placed in the developing level, 62 % in the achieving level and 8.5 % were in the extending level for Religious Literacy.
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 2014:

- **Key Area 1: Catholic Life and Religious Education**
  
  1.4 Parents, Parishes and the broader Church
  Goal: As a result of work in this component all staff and students have been provided with opportunities to assume responsibility for leading prayer within the school. School staff have assisted and supported in the delivery of all Parish Sacramental programs. Parents have been provided with opportunities to attend all religious celebrations and invitations to participate in prayer opportunities specifically for parents have been extended during the year. The school has participated in and supported the life of the wider Catholic Church community through attendance at Diocesan events.

- **Key Area 2: Students and their Learning**
  
  2.3 Reporting student achievement
  Goal: As a result of work in this component, meet and greet sessions were implemented at the beginning of the year in all classes to gain parent input regarding possible student goals for the year. Students were encouraged to be part of Semester 1 report meetings and to formulate personal learning goals in consultation with parents and teachers. The Diocesan report format was implemented in both the Semester 1 and 2 and provided students and parents with specific information regarding areas of learning gain and suggested areas for continued development.

- **Key Area 3: Pedagogy**
  
  3.1 Curriculum provision
  3.5 Assessment
  
  Goal: As a result of work in these components, staff developed greater familiarity in using the Literacy and Numeracy continuums as a means of informing the learning process. The development and implementation of a school based assessment plan provided the structure for the regular and ongoing collection and analysis of data. This further assisted to develop school wide consistency and again inform the learning/teaching cycle. Greater
clarity has been established for the school educational plan through the development of stage-based scope and sequences for each Key Learning Area.

- **Key Area 5: Resources, Finance and Facilities**

  5.2 Use of resources and space
  Goal: As a result of work in this component St John the Evangelist Catholic Primary School has entered into a partnership with the Catholic Education Office to review the effectiveness of the current learning spaces with a view to possible refurbishments of the school and Parish site.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

  6.1 Parent involvement
  Goal: As a result of work in this component parents have been provided with additional opportunities to support them to be engaged in their child’s learning. Parents have been consulted and have provided useful feedback which resulted in the establishment of a before and after school service at St John’s for 2015.

**School Review and Improvement components to be reviewed and rated in 2015:**

- 1.3 Catholic Life and Culture
- 2.4 Integration of Information and Communication Technology (ICT)
- 3.4 Planning, programming and evaluation
- 7.1 Planning for improvement

In the 2015 School Year the school will continue to review the quality of assessment procedures used in all KLAs in order to incorporate assessment not only of learning, but also for learning. Opportunities for staff to engage in dialogue to plan and evaluate the effectiveness of educational programs will be promoted through the revised delivery of Professional Planning Time (PPT). An audit and review of resource accessibility and management will be undertaken to support the delivery of learning/teaching programs. The school will have a focus on developing knowledge within the community about significant people who have informed the values of the school culture, with particular reference to the house patrons. Revised student leadership structures will provide greater opportunities for engagement with issues related to social justice and environmental stewardship. The communication of clear lines of responsibility and accountability for the members of the School Leadership Team, linked to the implementation of the Annual Action Plans, will provide greater clarity among the members of the learning community. The school will continue to explore the creation a school setting, which is more conducive to meeting the learning needs of students in the 21st Century through the consistent implementation of effective policies and practices that help to facilitate improved student outcomes.
Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal and Senior School Support Officer set the budget after discussion and consultation with Middle Leaders. Historical information from the previous year and emerging needs were also used to set the draft budget, which was then discussed with key stakeholders, and implemented. Effective liaison with the Administrative Services Team at the CEO was maintained.

During 2014 normal school running costs were incurred. In addition, the School underwent various maintenance initiatives e.g. plumbing, electrical and roof repairs and general maintenance, which were funded by the Parish School Enhancement Debt Servicing Obligation (SEDSO) fund. The Parish SEDSO fund also funded other major works such as the installation of blinds in some classrooms, the upgrade of disabled access, and repairs to asphalt areas. During the January holiday period Stage 2 classrooms will be painted and a shade structure will be erected on the primary playground to provide much needed additional shade for students.

The ‘Sport-a-thon’ fundraising initiative provided significant funds to replenish and widen the range of general sporting equipment available for use during Physical Education lessons, as well as, allowing for major purchases in the area of gymnastics.

The P&F Association was again generous with their support throughout 2014. Significant funds were provided to upgrade wireless communication and technology equipment in the refurbished Parish Hall. Additional funds provided by this school community group were used to purchase iPads, technology equipment, interactive whiteboards, reading materials, Religious Education resources, sporting banners, the payment of sport affiliation fees and the provision of hospitality for the school community at several school functions held throughout the year.

The balance carried forward represents outstanding accounts and orders for the beginning of the 2015 School 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 2014. This data is taken from the 2014 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 which were designed to enhance the experience of school for each student.

Pastoral Care

The Diocesan SPB4L Program, now in its fourth 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 in order to improve student learning, both socially and academically. The focus for 2014 was to continue to embed SPB4L in all non-classroom areas through the use of specifically taught behavioural expectations founded on four school rules. Throughout the year, the SPB4L committee and all staff members introduced and refined procedures and behaviour management measures which led to improved whole school practices. Although SPB4L continued to maintain focus in the non-classroom settings,
In 2014 a greater focus was upon implementing consistent practices in each classroom. Clear rules, routines and procedures were established early in the school year and reviewed regularly. The provision of more streamlined methods for documenting and reporting student behaviour was a focus for the members of the SPB4L team. Use of the Behaviour Analysis & Reporting Tool (BART) for data collection assisted the team to make informed decisions and to guide the direction of the SPB4L program. The consistent and purposeful monitoring of behaviour in all school settings led to improvements in the school’s ability to cater for specific needs and to implement a variety of interventions. The SPB4L Committee worked on revising the Behaviour Management and Anti-Bullying policy. These policies will be trialed and evaluated in 2015.

A Kindergarten Orientation/Transition Program took place to familiarise the 2015 Kindergarten students and their parents with school life in order to assist a smooth entry into our school environment. This program 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 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 presented ideas and strategies to assist parents to promote school readiness prior to formal school entry.

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 Tuesday morning assembly, Good Samaritan Awards were presented. These awards promoted and acknowledged Christian actions, values 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.

The 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. In addition, Year 5 and Year 6 students attended various transition programs that were organised by the local Catholic High Schools.

Stage 3 students attended a presentation by the Diocesan Youth Liaison Officer. These messages were reinforced later in the year, when 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. A similar presentation by the Police Liaison Officer was made available to parents in Term 4. Stage 3 students, staff and parents received valuable input about online safety information through an Internet Safety Awareness Presentation delivered by a representative from ACMA. This information was presented in an easy to understand, thorough, non-technical and informative manner.

In an effort to promote readiness for learning St John’s made available healthy breakfast options to students through the operation of a ‘Breakfast Club.’ School leaders assisted staff to prepare and serve toast, seasonal fruit and milk to students prior to the start of the school day on two mornings each week.

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* is 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 2014.

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 KLAs prescribed by BOSTES, 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 2014. The components reviewed in 2014 that supported the delivery of quality learning and teaching included Curriculum Provision, Assessment and Reporting Student Achievement.

State Literacy and Numeracy Action Plan Activity

In 2014 the School participated in the State Literacy and Numeracy Action Plan. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment, especially our K-2 students. 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 action plan built the teaching skill and capacity of teachers through significant professional learning opportunities around successful pedagogy to meet literacy and numeracy learning for all students, in particular our K-2 students. School involvement in the State Action Plan (SAP) also aimed to achieve better use of data to drive learning and teaching, the strengthening of school leadership and partnership arrangements between school, parents and local communities.

Participation in the State Literacy and Numeracy Action Plan also secured the continued appointment of a Teacher Educator position at St John’s in 2014. The school also appointed a Teacher Educator, through school staffing funds to support literacy and numeracy pedagogies in Stage 2 and 3.

St John’s sustained the activity of the 2012/13 National Partnership’s Investing in Aboriginal Schools Focus agreement during 2014, which continued the ongoing improvement of the educational outcomes for Aboriginal students. In addition, the sustained exploration of partnerships with the Aboriginal community was an attempt to continue to meet the needs of the growing Indigenous student population. This initiative was supported through the continued appointments of two significant personnel, the Aboriginal Community Engagement Officer (ACEO) and the Aboriginal Education Assistant (AEA). These appointments continue to be 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 partnerships, 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 for our Indigenous students.

St John the Evangelist Catholic Primary School has continued to implement the following initiatives which began under the 2012/13 National Partnership Agreement:

- Weekly cultural awareness sessions for students in the refurbished Community Room;
- purchase of additional resources to support literacy and numeracy practices;
- regular collection, analysis and discussion of data to inform the learning/teaching cycle;
- implementation of 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.

These initiatives were funded through Federal or State Government funds.

Curriculum and Pedagogy

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

During 2014, 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. The use of the Literacy and Numeracy Continuums assisted staff to track and plan for continued student progress. Staff received extensive Professional Development in both Literacy and Numeracy in 2014. Early Stage 1 and Stage 1 teachers continued to participate in Focus on Literacy, and Stage 3 teachers participated in Taking Off With Numeracy (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 analysed collected data regularly throughout the year. Data was used to drive learning and teaching programs and continued to develop a school culture that promoted and valued data literacy. The use of data walls provided the stimulus for regular staff discussions.

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.
With the introduction of the NSW Syllabuses for the Australian Curriculum in English and Mathematics this year, the CEO made the decision to introduce a new reporting format throughout all primary schools in the Diocese. The aim of the new format was to improve the communication of each student’s performance to his or her parents via the written report. Opportunities were offered each semester for parents to meet and discuss their child’s report with the class teacher.

**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 an extra 18 iPads in 2014 created opportunities for all students to access mobile technology. This promoted a more fluid and flexible integration of ICLT’s into the curriculum while improving the ability to use technology 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 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 KLAs.

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 Diocesan AEA and ACEO personnel. Community Elders, parents and representatives from the CEO 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 Grandparents Day celebration has become one of the major highlights on the school calendar. Held during Catholic School’s Week in Term 1, 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 2014 with a book character dress up day that allowed students to dress as a character that they connected with. This linked to the theme ‘Connect to Reading.’ Both staff and students enthusiastically got into the spirit of the day. Stage 2 students had the opportunity to participate in writing workshops with a visiting author who also officially launched her latest book at a whole school assembly that afternoon.
All classes had the opportunity to enhance their learning through excursions or incursions. Stage 2 and Stage 3 students received input from Campbelltown Police Liaison Officer related to safety, bullying and cyber safety. 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.’ Year 2 visited the Campbelltown Art Gallery and Vaucluse House, Year 3 visited Sydney Wildlife Park and a bus tour of the city landmarks. Year 4 enjoyed their excursion to Hyde Park Barracks and a walking tour of ‘the Rocks’. They also participated in the ‘Planetarium’ incursion. The Year 5 students enjoyed an overnight camp focusing on leadership development at Wedderburn Christian Camp. Year 6 students participated in a two-day leadership camp at Wedderburn Christian Camp and an overnight visit to the National Capital, visiting significant sites including Parliament House, the War Memorial, the National Gallery and Questacon.

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

The staff at St John the Evangelist Catholic Primary School is 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 2014, twenty students accessed the program. Seventeen were successfully discontinued from Reading Recovery, two students were referred off and one student was incomplete due to a transfer to another school. The Early Bird Reading Program continued to provide opportunities for younger students to read to either parents or older students prior to the start of the school day. This program was a valuable means of supporting the students, especially those who participated in Reading Recovery.

Prior to 2014 school used the process of review to identify students within each class who were at risk of not making expected progress. In 2014 the school began the process to review the current structures in order to establish a structure aligned to the Diocesan Managing Students with Pastoral and Educational Concerns (MSPEC) framework. The proposed structures involve all staff having the opportunity to regularly meet with members of this committee to present students in each class who were identified with specific needs. These meetings will also provide the 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 to inform parents of progress and to maintain communication between home and school. Staff had the opportunity to develop specific individual transition plans and transfer of information sessions were 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 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.

In Term 3, parents had the opportunity to attend workshops facilitated by an Education Officer from the CEO. These workshops aimed to provide parents with an understanding of the skills of mental computation, number sense and an overview of current mathematics strategies related to multiplication and division. 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 2014 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 the school at the Annual Diocesan Regional Public Speaking Competition. Both students progressed very successfully to the Diocesan final. Our Year 5 student was awarded third place and our Year 6 student was awarded first place.
During Term 2, under the direction of the school Visual Arts teacher, the students in Year 2 created sculptures and had their own weekend exhibition at the Campbelltown Art Gallery. Year 6 created art works inspired by the impressionist style. These artworks were exhibited in Term 2 at the Margot Hardy Gallery at the University of Western Sydney (UWS), Milperra Campus. An official launch was held to open the exhibition that was attended by students, parents, staff and representatives from the CEO and UWS. The variety and quality of the artworks reflected the skills developed by the students and impressed all who were able to attend the exhibition. These artworks later graced the walls of our newly refurbished parish hall.

‘The Christmas Story Art Competition and Exhibition 2014’ 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 eight entries displayed in the exhibition at the Wollongong Art Gallery. Two students received Highly Commended certificates for the artworks submitted. Another two students had their works chosen for progression to the final at St Mary’s Cathedral, one of these students being chosen to receive the Director’s award, which resulted in their artwork being used for the Director’s Christmas card. At the Sydney final one of the students received an Artistic Achievement Award. All the Stage 3 finalist artworks were used for 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. 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. All students had the opportunity to participate in the school ‘Sport-a-thon’ which started as a way to refocus energy on the schools participation in the Live, Life, Well initiative. This initiative became the perfect vehicle to promote the importance of nutrition and a healthy, active lifestyle. The day ran beautifully and was enjoyed by all. It was especially exciting to see the enthusiasm, engagement and enjoyment of the students who were able to explore many new ways to be active and healthy and in the process successfully raised much needed funds for the purchase of additional school resources.

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. After discussions with staff the decision was made to run future Swimming Carnivals in Term 4 and so 2014 resulted in St John’s convening two Swimming Carnivals in the same year. All students participated in the School Cross Country Carnival, which was 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 2014 was to promote and build an inclusive and vibrant whole school community. With the assistance of staff, students, parents and the 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 2014, 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 2014.

A host of students successfully gained selection in Diocesan teams, with a handful being recognised for their individual achievements and progressing to higher levels. Two 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. Individual staff members assisted at a Diocesan level in Rugby, Basketball and Golf.
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

NAPLAN is 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 is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In May 2014, the children in Year 3 and Year 5 sat NAPLAN tests. There were seventy-eight Year 3 and eighty-three Year 5 students who sat these assessments.

Overall, the Year 5 cohort performed better in all areas in comparison to the Year 3 cohort. Year 3 achieved more band 5 and 6 results in reading, spelling, grammar and punctuation than the previous year. Year 5 achieved more Band 7 and 8 results in spelling than the previous year. In addition, the results indicated that the Year 5 students maintained similar learning gains in the test aspect of numeracy when compared to 2013 results. Year 5 boys performed better in aspects of numeracy than their female counterparts. Year 3 girls performed better than the boys in the test aspect of writing, spelling, grammar and punctuation. The Year 5 mean scores showed a 19 point improvement from the 2013 data in the test aspect of spelling.

The school came close to achieving the target of sustaining improvements in the results in the area of numeracy. Developing a clear focus for learning through the use of individual student assessment data has assisted in this area. Analysis of the data indicates that attention is required in the areas of grammar and punctuation and in developing writing skills across the school. The focus for 2015, is to ensure a greater number of students have the opportunity to attain results in the higher bands. The school will seek appropriate professional learning opportunities to support staff to provide a challenging and engaging curriculum, which promotes 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 % in Bands</th>
<th>2014:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>16%</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>15%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
<td>48%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>17%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
<td>40%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>36%</td>
</tr>
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<td>Numeracy</td>
<td>School</td>
<td>24%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>48%</td>
</tr>
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</table>

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 % AT or ABOVE</th>
<th>2014:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>95%</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>92%</td>
<td>95%</td>
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<td>National</td>
<td>95%</td>
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</tr>
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</table>
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 information gathered from all respondents was overwhelmingly positive in each of the surveyed areas.

Results indicated that staff, parents and students were unanimous in recognizing that the school climate was faith-centered and founded on fostering knowledge and understanding in the Catholic tradition. In addition, the respondents commented positively about the safe and supportive nature of the school environment. It was evident that care for students, their families and the welfare of individuals are a priority. Both staff and parent responses expressed the belief that the school was supportive of parents and pupils, especially those experiencing problems or difficulties. The responses from students indicated that they were collectively proud to be members of the St John the Evangelist community. Students indicated that they were encouraged to learn to the best of their ability and that they were afforded a variety of opportunities to become involved, both within the school and in the context of the wider community.

Parents acknowledged that the school offered opportunities for members of the community to participate in school activities and to provide input. Parent feedback suggested that exploring ways to provide greater notice of school events could make future improvements. This would be particularly helpful for working parents. Consistency regarding homework across all grades was also a suggested area for improvement. Parents indicated that they were appreciative of the opportunities provided during the year to be involved in, and to contribute to the building of community spirit, especially through involvement in the centenary celebrations.

Staff members believed they were involved in supporting the mission of Catholic education. They indicated that the school improvement focus on meeting the needs of individual students should continue. This is essential to further enhance their ability to improve learning outcomes and to maximise opportunities to further challenge students to realise their potential.