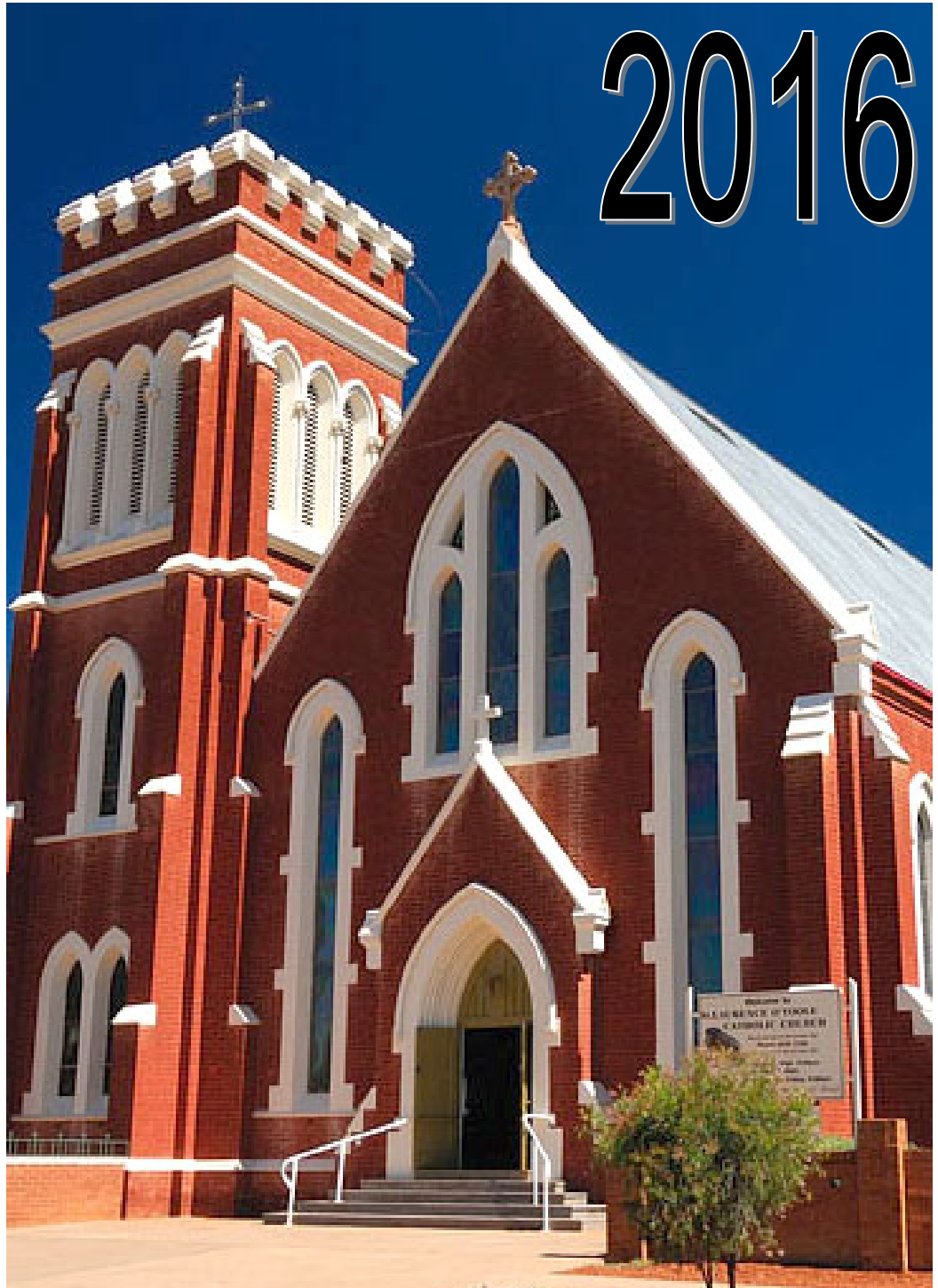


Annual School Report



St John's Parish Primary School, Cobar

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ABOUT THIS REPORT

St John's Parish Primary School, Cobar is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St John's Parish Primary School continually strives to embrace our vision for all our students. Our vision is 'A Catholic community of empowered, engaged and resilient learners centred within Jesus Christ'. This vision challenges us all to ensure our educational programmes empower, engage and build resilience. I am very proud of the strong community presence we have in Cobar. Our school is a very special place to learn. It is with a great deal of sadness I say goodbye to St John's Parish Primary school after 14 years of service to our school. Relationships are at the heart of all I do as an educator and I am very proud to have worked so closely with all the staff, students, parents and parish community. I wish all the students, staff, parents and parish all the very best for the future.

Parent Body Message

The Parents and Friends (P&F) have assisted the school financially in supporting the first phase of the transformation of the 3rd level, and what a transformation it is! Many families who have been in Cobar for decades will remember the tired third level. It seemed it would look that way forever- well no more!! We look forward to the next phase. As well as this redevelopment, the P&F are planning to invest the fundraising proceeds in replacing air conditioning units in each of the 9 classrooms and supporting refurbishment in older classrooms. Planning is underway by the school to schedule these projects.

2016 saw another major change to the school's calendar- the decision to change the Annual School bazaar to the Bi- annual School Bazaar. The decision was not an easy one and it was very disappointing to have to drop one of the main school fundraisers for the first time possibly ever. However, it was the right decision for the school as part of a community experiencing a downturn in employment, and so reduce the financial pressures on families and businesses.

The P&F Committee are focussed on making St John's School the very best school for our children. Thank you to the parents, grandparents and extended families of St John's for your support throughout the year, without it we could not raise funds to invest in school improvements.

A huge thank you to our amazing Principal for your passion and commitment and your vision and support through the year. The shock news that you were moving on to the next chapter in your life was a blow to all St John's families and we will all miss you and your beautiful family sorely and wish you all the very best for the future. You have brought so much to St John's as a teacher, a parent, an individual and as a principal. St John's is a better place for having you.

Student Body Message

The Student Representative Council (SRC) consists of nominated members for each class. They meet on a regular basis under the guidance of two teachers. The SRC representatives seek input from their peers to improve student/teacher communication and student/school well-being. They have enjoyed planning activities such as discos to raise money for the missions.

SECTION TWO: SCHOOL FEATURES

St John's Parish Primary School is a Catholic systemic co-educational school located in Cobar. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 172 students.

St John's School is part of a long tradition of Catholic education in Cobar. The first catholic school in Cobar was established in 1884. Over the years since then, lay men and women, religious sisters from the Sisters of Mercy (McAuley) and St Joseph (MacKillop) congregations have provided quality catholic education in Cobar. The school's patron saint, St John's the Apostle, is acknowledged in our school pledge, and McAuley and MacKillop are the names of our School's Sporting Houses. As a Catholic School our concern for personal and spiritual development is extended to all.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
90	82	18	172

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	91%
Year 2	93%
Year 3	91%
Year 4	90%
Year 5	93%
Year 6	90%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance; and
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Director of Catholic Education or designated CEO Wilcannia-Forbes officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	7	20

* This number includes full-time teachers and part-time teachers.

Percentage of staff who are indigenous	1%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Day 1 Behaviour Management & Staff Handbook
Term 2	
Term 3	Day 2 Geography – Australian Curriculum Day 3 (3 x 2hour Twilight Meetings) Mathematics – Extending Mathematical Understanding (EMU), Mathematics Practices
Term 4	Day 4 Religious Education – ‘Too busy for Spirituality’ Day 5 Mathematics Agreed Practices and Sound Waves

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, in-services, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes: Mini Certificate of Gifted Education, Growth Mindset, Religious Education Induction, Sacraments, Sharing our Story (Religious Education Curriculum Document), CECNSW Online Governance Training Module, First Aid, Reading Eggs, Athletics, Student Health Care, Making friends, Sensory processing, Ipads, Tablets & Apps, Understanding Autism Spectrum Disorder, Positive relationships, positive behaviour-online conference, Future Leaders Conferences, Kids Matter, AEW professional development, MacqLit, Managing Challenging Behaviours with Bill Rogers, First Steps Writing, Mustard Seed and Extended Mathematical Understanding (EMU) training, Master of Educational Leadership and Mathematics.

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Prayer, Liturgical Life and Faith Experiences

2016 has been a very busy year at St John's Parish Primary School. The year began with the inducting of the Year 6 leaders and forming their Ministry groups. The Christian ministry group was responsible for ringing the Angelus bells daily and helping to prepare and set up for Masses and Liturgies.

Catholic School's Week was celebrated during 6th-12th March. Staff and students completed a range of activities throughout the week based on the theme 'I Belong, You Belong, We Belong'. Students began the week with a liturgy and cooking class. The week continued with activities such as leadership retreats, Preschool visits, whole school art lessons, lunch on the lawn, snow cones, AFL clinics and finished the week off with an all-day Genius Hour and open classrooms.

Year 4 students sat the Religious Literacy online test in August this year. Staff will be able to use the Assessment data to inform their teaching for the rest of the year. 2016 has been a very rewarding year for the staff and students.

Parish Partnerships

The Sacramental program began in April with Reconciliation. The Bishop came to Cobar to complete the Sacrament of Confirmation with the students on the 27th of May. The Sacramental Program will be finalised with the celebration of First Holy Communion on the 4th of December. The Sacramental lessons were hosted by St John's this year as a number of priests were attending World Youth Day in Poland during Term 2/3.

Eucharistic liturgies were held each Friday at 10:15am. They were run by the staff, students and the Parishioners, with other schools, the Cobar community and visitors invited each week. Masses were celebrated when a Priest was available. We welcomed a Parish Priest and Parish Administrator to our Parish late November 2016.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	20.2

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

Aboriginal Education - our Aboriginal Education Worker (AEW) has coordinated a number of Aboriginal programmes to support our indigenous and non-indigenous students in 2016. Aboriginal students meet with our AEW each fortnight on activities which involve: Community Links -Non-verbal, De-construct, Re-construct, Symbols and Images, Non-Linear, Land-Links, Learning Maps and Story sharing. Phillip Green visited our school with his Survival Technology Workshop in Term 2. Our school hosted NAIDOC Day with many local Aboriginal Elders attending the celebration. Our Stage 2 team and Aboriginal students visited Mt Grenfell, a local Aboriginal site, in Term 4.

Growth Mindset - St John's Staff began their year with professional development facilitated by their principal focusing on Growth Mindset. All Stage 3 students participated in a unit focused on growth mindset. The focus question was:

How can we develop our brain, abilities and talents to reach their full potential?

Mindsets are beliefs individuals hold about their most basic qualities and abilities. In a Growth Mindset, people believe they can develop their brain, abilities, and talents. This view creates a love for learning, a drive for growth and a resilience that is essential for great accomplishments. On the contrary, people with a Fixed Mindset

believe that basic qualities such as intelligence and abilities are fixed, and can't be developed.

Coding - St John's students have all been exposed to computer coding in 2016. In Stage One students explored Tynker, an online program that introduces coding through a game based format. In Stage 3 students used HTML and CSS to build their own websites. Kindergarten students used Ipads with Scratch Junior to explore basic computer programming. Stage 2 students, facilitated by the Assistant Principal, have been using SCRATCH to build their own games, animations and interactive stories. Stage 2 also connected with students from Hillston and Parkes via Google Hangouts and Video Conferencing with a fortnightly virtual classroom.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	100%	96.9%	75%	71.9%
	Reading	100%	96.9%	75.1%	70.9%
	Writing	100%	98.7%	81.3%	80.8%
	Spelling	100%	96.8%	75%	76.1%
	Numeracy	100%	96.9%	56.3%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	66.7%	64.2%
	Reading	94.4%	94%	50.1%	62.3%
	Writing	94.4%	94.8%	27.8%	50%
	Spelling	100%	94.6%	61.2%	63.6%
	Numeracy	94.1%	95.8%	53%	57.1%

All Year 3 students were at or above the National Minimum Standard in all NAPLAN testing areas. The percentage of students in the top three bands for each domain was also pleasing, and in almost all cases, above the state average. However, Numeracy appeared to be a relative weakness.

Over 80% of students in Year 5 were at or above the National Minimum Standard in all NAPLAN testing areas, with 90% of students achieving at or above the National Minimum Standard in Grammar and Punctuation and Spelling. This however, was below the percentages of the state. Year 5 achieved above the state average for percentage of students in the top three bands in Grammar and Punctuation and were close to parity in Reading and Spelling. Writing appeared to be a relative weakness, with numbers at or above National Minimum Standards, below the state average.

Students in Year 5 achieved pleasing growth rates in Spelling and Grammar, 76.5% of students achieved greater than or equal to expected growth. The scaled average scores for all testing areas were above both state and CEC averages.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St John's Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life. Our school strives to promote such values through our school vision 'A Catholic community of empowered, engaged and resilient learners centred within Jesus Christ'.

Empowered Students - Our students are encouraged to become fully involved in our school. All Year 6 students are leaders. This leadership programme empowers and teaches all Year 6 students to be leaders and provides them with opportunities to host assemblies, help Kindergarten students and to 'Make Jesus Real' at our school. All students are encouraged to join Mini-Vinnies, the Student Representative Club and a weekly 'Making Jesus Real' lunchtime club.

Engaged Students - Our students are focused on and committed to their learning. This is because they have a connection with the school, their teachers and with each other.

Resilient Learners -Resilience can be defined as the capacity to recover quickly from difficulties; toughness: Learners need to be able to do this to learn something new. Our school has incorporated a growth mindset, inspired by the work of Dr Carol Dweck, to encourage our students to improve and learn from each experience.

Centred with Jesus Christ –It has been challenging without a Parish Priest this year, however, we have continued to provide our students with many opportunities for the development of their faith and spirituality. Our Religious Education Coordinator ensured our students connected to the scripture with weekly liturgies and daily school prayer. For over 10 years our Year 6 students have met with students from Nyngan, Bourke and Brewarrina for a day of spirituality and leadership. This year they met in Bourke during Catholic Schools Week. Students meet weekly with staff in our MAKING JESUS REAL club which connects students to our school focus. Our school hosted the parish with a school tour. Each class visited the local resident retirement village once per term. There is no St John's without Jesus Christ; he lives in the spirit of each of our students, staff and parents.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	To choose and use effective assessment to drive the teaching and learning for each student.
Reason for priority 1	The second Domain of Teaching; Professional Practice (Australian Standards for Teachers) explicitly details the importance of assessment and the use of effective strategies to ensure they are meeting the learning needs of their students. At St John’s we needed to work smarter with our assessment data.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<p>Document an agreed practice for the teaching of Numeracy guided by the Australian Curriculum and the Literacy & Numeracy continuums K–10.</p> <p>Continue to analyse data in stage teams, with focus teachers and the principal and as a staff.</p> <p>Document and share school assessment data via data walls and google forms</p> <p>Work collaboratively with our Kinder -Year 2 and Year 3 -6 Literacy and Numeracy Focus Teachers.</p> <p>Staff will analyse our data and our current teaching and assessment practices.</p> <p>Use tracking results more effectively to meet the needs of all students.</p> <p>Use Mathematics Assessment Interview and Extended Mathematical Understanding assessment to guide the teaching of Number in all classrooms.</p> <p>Differentiate number groups by using assessment to inform teaching and learning in infants and primary classes.</p> <p>Evaluate current reading comprehension strategies and explore the possibilities</p>

Status of priority 1	Our professional learning schedule, including the timetabling of time for collaboration, supported the instructional leaders to meet with classroom teachers throughout the year. This collaboration has contributed to the professional learning community we are building at St John's. There is still a need to prioritise our assessment collection and track student results more effectively.
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Priority 2	Building the collective capacity of all staff
Reason for priority 2	Teachers make the greatest impact on student learning. Providing time for our teachers to explore and develop their practice to create an environment that supports successful teachers, is of great importance at St John's. The work of John Hattie (<i>Teachers make a difference. What is the research evidence?</i> ACER, October 2003) was used to support this priority for our school.
Steps taken to achieve priority 2	<p>Continue to keep Modern Education a priority and on the agenda.</p> <p>Promote professional discussion between colleagues particularly in Stage meetings.</p> <p>Give teachers time to explore new and innovative technological experiences.</p> <p>Facilitate whole school professional development days with a focus on History and English (First Steps in Writing, Reading and Spelling).</p> <p>Offer staff choice in professional development experiences.</p> <p>Teachers to take on leadership roles in light of their experience and interests with Information Technology, Religious Education and Extended Mathematical Understanding (EMU).</p> <p>Use technology and time management effectively to focus on learning.</p> <p>Provide time and support to implement the Australian Curriculum.</p> <p>Principal and Assistant Principal to undertake professional learning via the Mini Certificate of Gifted Education, in partnership with the University of NSW</p> <p>Further embed the practices of Case Management, data analysis and Instructional Walks into the culture of St John's.</p>

	Develop school wide practices to support the establishment of Genius Hour as part of the culture of St John's.
Status of priority 2	The Professional learning community we have here at St John's is inspiring and productive. This priority will continue in 2017.

Priority 3	Build our Catholic Identity as St John's Parish Primary School
Reason for priority 3	To strengthen the relationships between the parish and our school.
Steps taken to achieve priority 3	<p>The transformation and implementation of our updated St John's Parish Primary School Vision.</p> <p>Celebrating St John the Apostle, Mary Mackillop, Catherine McAuley's and St Laurence O'Toole's feast days.</p> <p>Acknowledging and understanding the previous Catholic traditions of St John's Parish Primary School (Religious Education Coordinator responsibility to lead).</p> <p>Supporting daily Religious Maintenance via whole school prayer, in particular, the Angelus.</p> <p>Continuing and strengthening current school procedures of Making Jesus Real, Mini Vinnie's and Altar Serving.</p> <p>Developing our relationships with Kids Matter, Interrelate and Barnados Australia.</p> <p>Scheduling social and liturgical opportunities for the parish and school to celebrate together. Weekly liturgies were hosted by different classes each Friday at 10:15am. Invitations to these liturgies were shared via the parish bulletin, school newsletters, skoolbag, Facebook page and the local newspaper.</p>
Status of priority 3	At the end of 2016 we welcomed a Parish Administrator and a Parish Priest following a period over twelve months without either. Establishing this relationship will be the priority for 2017.

Priority 4	Transformation of our school learning environment
Reason for priority 4	Learning experiences and play outside the classroom enhance learning by providing students with opportunities to practise skills of enquiry, values analysis and clarification and problem solving in everyday situations. Our playground had great opportunity to become another learning space at our school
Steps taken to achieve priority 4	<p>Student Representative Council (SRC) will improve the design of the garden on the first level, adding more plants and creating an Aboriginal themed garden. Develop a whole school action plan/timetable for using garden by classes/groups.</p> <p>Construction of two dual purpose basketball and netball courts.</p> <p>A classroom teacher, for her personal professional development, focused on learning opportunities outside of the classroom. This learning was shared with staff at a staff meeting.</p> <p>Handball lines and other playground concrete games were painted on the first and third level.</p> <p>Continue to use Positive Partnerships on the playground Audit of current classroom furniture and design.</p> <p>Undertake professional learning in best practice and action research of school learning environments.</p> <p>Renovate Stage 2 classroom (initial phase) to create an open learning space for team teaching in Stage 2.</p>
Status of priority 4	Whilst we created some extra spaces in the playground, we are committed to continue the development of the flexible learning spaces concept at St John's.

Projected Priorities for 2017

<p>Priority 1 Religion</p>	<p>Build our Catholic Identity as St John's Parish Primary School</p>
<p>Reason for priority 1</p>	<p>To strengthen the relationships between the parish and our school.</p>
<p>Steps taken to achieve priority 1</p>	<p>Schedule fortnightly meetings between the Religious Education Coordinator, Parish Priest & Principal Establish School committee meetings.</p> <p>Continue to Implementation of our new St John's Parish Primary School Vision.</p> <p>Celebrate St John the Apostle, Mary Mackillop and Catherine McAuley's feast days, St. Laurence O'Toole feast day</p> <p>Acknowledge and understand the previous Catholic traditions of St John's Parish Primary School (Religious Education Coordinator responsibility to lead).</p> <p>Daily Religious Maintenance via whole school prayer, in particular, the Angelus.</p> <p>Continue to strengthen current school procedures of Making Jesus Real, Mini Vinnie's, Altar Serving.</p> <p>Review the current Religious Education Policy.</p>
<p>Priority 2 English</p>	<p>Explicitly assess the literacy, and teach to, the literacy learning needs of students to ensure that every child shows one year of growth per school year.</p>
<p>Reason for priority 2</p>	<p>Students of St John's deserve a minimum of a year's growth in literacy every year. Working smarter with our data will be a key priority.</p> <p><i>"According to Professor Hattie, assessment is for teachers, not students. "Most parents and teachers think assessment is about kids," he said. "But that's not the case at all. Actually, assessment is vital feedback for teachers. It provides the information they need to determine the appropriate learning targets and learning growth for each individual student."</i></p> <p>Hattie: Less focus on standards, more focus on growth 7 December 2011, The Melbourne NewsRoom</p>

<p>Steps taken to achieve priority 2</p>	<p>Document an agreed practice for the teaching of Literacy guided by the Australian Curriculum and the Literacy & Numeracy continuums K–10.</p> <p>Administer Diagnostic Assessment tools (Marie Clay test, Sutherland Phonemic Awareness testing, teacher designed testing, writing assessment, running records and benchmarking).</p> <p>Continue to implement Sound Waves Spelling Programme.</p> <p>Deliver MiniLit, Multilit and Macqlit programmes (effective evidence based Tier 2 programmes) Conduct pre-testing to indicate performance on entry to the program.</p> <p>Provide professional development in First Steps Writing</p> <p>Focus on the work of Dr Carol Dweck and John Hattie regarding the influence of a teacher on the performance of students.</p> <p>Use high yield strategies of moderation, case management, learning walks and stage meetings to drive the teaching of literacy.</p> <p>Closely monitor student progress. Groupings will be flexible with student placement being informed by data analysis.</p> <p>Deliver Pre-Lit for Term 1 of Kindergarten</p> <p>Utilise Literacy/Numeracy Focus Teachers to assist class teachers to: cater for ability based groups within the classroom; provide for individual intervention in areas of need; support the principal when working with stage teams to analyse data.</p> <p>Utilise the ELK website to inform individual learning</p>
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Projected Priorities for 2017 cont'd

<p>Priority 3 Numeracy</p>	<p>Explicitly assess the numeracy, and teach to, the learning needs of students to ensure that every child shows one year of growth per school year.</p>
<p>Reason for priority 3</p>	<p>Students of St John's deserve a minimum of a year's growth in numeracy every year. Working smarter with our data will be a key priority.</p>
<p>Steps taken to achieve priority 3</p>	<p>Use high yield strategies of moderation, case management, learning walks and stage meetings to drive the teaching of numeracy.</p> <p>Continue to explicitly assess students using: Best Start initiative, Mathematical Assessment Interview in Term 1, First Steps in Maths (FSIM) diagnostic tests.</p> <p>Offer professional development in Extending Mathematical Understanding (EMU) for a staff member to be an EMU specialist teacher.</p> <p>Ensure the Numeracy Block agreed practices are used in all classes from Kinder to Year 6.</p> <p>Focus on the work of Dr Carol Dweck and John Hattie regarding the influence of a teacher on the performance of students.</p> <p>Closely monitor student progress. Groupings will be flexible with student placement being informed by data analysis.</p> <p>Growth Point 'number' groups will commence Kinder to Year 6 in Term 1, 2017, based on MAI results.</p> <p>Utilise Literacy/Numeracy Focus Teachers to assist class teachers to: cater for ability based groups within the classroom; provide for individual intervention in areas of need; support the principal when working with stage teams to analyse data.</p> <p>Provide professional development for new staff in the Mathematical Assessment Interview and supporting resources.</p> <p>Utilise the ELK website to inform individual learning</p>

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were satisfied with the teaching and learning programme implemented at St John's School. Parents indicated that they were satisfied with their child's reading, writing and numeracy skills. They felt that the school provides a safe learning environment for their child where values are developed, differences are respected and rules related to behaviour are enforced consistently.

Student Satisfaction

Students showed high levels of interest and enjoyment in all areas of school life. Students are proud of St John's and agreed that the school helped them in their understanding of the Catholic faith. Students feel comfortable approaching someone at school if they needed help.

Teacher Satisfaction

Staff indicated that the school has a positive working atmosphere and are satisfied with the academic performance of the students. All students are expected to do well and rules related to behaviour are enforced consistently. Staff also felt that they are well supported professionally and personally.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,643,343
Government Capital Grants	\$23,051
State Recurrent Grants	\$559,834
Fees and Private Income	\$315,529
Other Capital Income	\$0
Total Income	\$2,541,757

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	\$9,972
Salaries and Related Expenses	\$2,109,933
Non-Salary Expenses	\$406,581
Total Expenditure	\$2,526,486