

# 2019 ANNUAL SCHOOL REPORT



## St John's Parish Primary School, Cobar



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**Faith, Learning and Transformation in Jesus Christ**



## ABOUT THIS REPORT

St John's Parish Primary School, Cobar is registered by the NSW Education Standards Authority (NESA) 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 NESA 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

At St John's Parish Primary School, our mantra: 'Welcoming, Respecting, Learning, Creating Community' along with our vision of 'A Catholic community of empowered, engaged and resilient learners centred within Jesus Christ' is at the centre of all that we aim to achieve. At the heart of these two statements is the importance of quality education, with a particular focus on educating the whole child (spiritually, academically, socially, emotionally) and building positive relationships between the staff, students, families and our parish community. This year we have continued the important work of Dr Lyn Sharratt's 14 parameters and high yield strategies to enhance student growth. In addition, our focus has continued towards incorporating 21st century pedagogy, engaging our students in learning opportunities that foster computational, critical and creative thinking, collaboration and problem solving, as well as working towards creating flexible learning spaces. We would like to thank our staff, students, families and parishioners for all of your contributions to the St John's journey in 2019. We look forward to continuing the next chapter in this journey with you all in 2020.

*Benetta Townsend and Stacy Tranter  
Co-Principals 2019*

### Parent Body Message

The P&F Association has had a productive year in 2019. As a member of the P&F since 2014, I am so grateful to all the wonderful people who volunteer their help. Every event this year has been very successful due to the hard work and commitment from the P&F team. With our local economy struggling at present, we were very impressed at the outcome of our fundraising this year. We are pleased to have contributed to new sun shades, playground games and classroom furniture for the students. We are also pleased to have a School Committee formed this year ready to take effect in 2020.

*Shel Parisi  
St John's P&F Association President 2019*

### Student Body Message

This year the Student Representative Council catered for Lunch on the Lawns, organised disco's (80's theme and Summer theme), sold glow products, paired with Mini Vinnies, sold hot chocolates on Pyjama day, held a cupcake stall, held a guessing competition and the Melbourne Cup competition. The SRC raised money to purchase Chess sets for the Chess club, raise funds for charity, purchase skipping ropes, hoops and a trolley for the playground, raised money for ROAR (Rural Outback Animal Rescue) to buy dog food, cat food and kitty litter and equipment for the sports shed.

*Hayden Nicholson, Reece Josephson, Jorja Harris, Imogen Lake, Jack Rogers, Olivia Wilson, Ava Fullagar and Fabian Arcayo  
Student Body*

## 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 174.

St John's Parish Primary School is located in a small rural-remote transient mining community in western New South Wales. Although transient, the school has increased enrolments over the last five years with the school structure in 2019 increasing to nine classes.

St John's is part of a long tradition of Catholic education in Cobar. The first Catholic School in Cobar was founded in 1884 as a Parish School at the request of the Most Reverend J. Dunne, first Bishop of the Wilcannia-Forbes Diocese. At this time, Cobar was a gold mining town. The school, with an enrolment of 95 students, was originally known as Saint Xavier's Convent School.

By 1900 there were 225 students, a staff of seven Sisters, a new brick building had been constructed (the current Kindergarten - Special Ed building) and the school became known as Saint Joseph's School. From the 1930s the Cobar Catholic High School was called Saint John's School and the Primary section was known as Saint Mary's School. The schools maintained a combined enrolment of about 250 students until 1964 when the High School closed. The primary section then took the name St John's Parish School.

St John the Apostle, is acknowledged in our school pledge. In 1965 new school buildings, consisting of two classroom blocks (still in use today), a hall with a canteen and storage areas were constructed. In 1975, under a Government initiative, an extensive program of terracing and improving the grounds was carried out. In 1998 the last of the Sisters of Mercy left Cobar and in 1999 the Sisters of St Joseph began their ministry in Cobar through until the end of 2003. For the first time in 118 years there would be no religious staff at the school, and so in recognition of the service of the Sisters, the two sporting houses were named McAuley – (Gold house) for the Sisters of Mercy and Mackillop – (Green) for the Sisters of St Joseph.

The first lay Principalship commenced at the beginning of 2004 with Mrs Deborah Fryer and Mrs Jennifer Nicholson, sharing this role for five years as Co-Principals until 2009 - the first Co-Principals in the Diocese of Wilcannia- Forbes. Mrs Fryer continued in the Principal role until 2011. In 2011 the current School Hall was completed with State Government 'Building Education Revolution' funding and major refurbishment of the classroom blocks took place.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
83	80	15	174

\* 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 2019 was 89.3%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	88.4%
Year 1	89.7%
Year 2	88.0%
Year 3	90.4%
Year 4	89.2%
Year 5	89.8%
Year 6	89.5%

## 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 well being 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; and
- ❖ 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 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	7	23

\* This number includes 8 full-time teachers and 8 part-time teachers.

Percentage of staff who are indigenous	4.5 %
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### Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

### 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	1. Beginning of the School Year Professional Learning: Induction, Wellbeing, Collaborative and Strategic Planning, Child Protection, Policies and Handbooks
Term 2	Curriculum Professional Learning: Science and Technology Syllabus
Term 3	Curriculum Professional Development: Religious Education Program
Term 4	Annual Improvement Plan including NAPLAN Analysis, Evaluating Education Plans and Scope and Sequences



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

Professional learning undertaken by staff in 2019 includes:

- Graduate Teacher Induction Workshop
- Supervisor/Recent Graduate Workshop
- Dr Lyn Sharratt (The 14 Parameters)
- NAPLAN Training
- MAI/Benchmarking Training
- Compliance Training (CMT Platform)
- National Aboriginal and Torres Strait Islander Education Conference
- Wellbeing - Stronger Smarter Training
- Wellbeing - Trauma Training
- Royal Far West Capacity Building Units
- Trauma Training
- Collaborative Proactive Solutions (Thrive) Training
- First Aid
- SALT Child Protection and Workplace Health and Safety Training
- Road Safety Training
- National Principals Conference
- Kath Murdoch Inquiry Based Learning/Pedagogy Conference
- School visits (Nyngan, Bourke and Narromine)
- Religious Education - New Curriculum
- Athletics Carnival Skills Training
- Best Start Kindergarten Assessment Training
- PLAN2 Training
- NCCD Training
- Additional Needs and Gifted and Talented Conference
- Making Jesus Real Sharing Platform
- Religious Education - Sharing Our Story
- Religious Education – Spirituality
- Religious Education - Mustard Seed
- Religious Education - Effective Pedagogy for Implementing Classroom Prayer
- English - InitialLit Training
- Mathematics - Extended Mathematical Understanding (EMU) Training
- New System Training - Compass
- Science and Technology - Australian Curriculum Professional Learning
- PDHPE - Australian Curriculum Professional Learning



## 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**

Our collective Baptism continued this year for the third year running. It was held at the end of Term 1 on Sunday 7 April. Again, we had great interest from families expressing the desire to have their children receive their Sacrament of Baptism and be welcomed into our Catholic faith community. Father Sabbas has continued his support for this event and the candidates receiving their Sacrament of Baptism. The preparation was completed by a total of 7 candidates. On Sunday 7 April we welcomed 7 new members to our Catholic family through the Sacrament of Baptism.

Due to scheduling with Bishop Columba, our Confirmation could not take place until Term 4. We had 13 Candidates that all received their Sacrament of Confirmation on Friday 18 October at 6pm. After mass we joined together for supper and cake with the Bishop.

Our final two Sacraments for 2019 were Reconciliation and First Holy Communion. We had 13 candidates for these and the preparation was completed by all children as part of the Religious Education curriculum in the class. The Sacraments were received in Week 5 of Term 4. The mass for First Holy Communion was at 6pm on Saturday 16 November with the wider parish community. The evening concluded with a light supper and cake with the candidates, their families, Fr Sabbas and the St John's staff.

### **Parish Partnerships**

A highlight of this year was our annual St Barbara Feast Day mass & lunch on the lawn. This year we combined this with our 135 year school celebration. The mass was led by Stage 2 and saw many parents, friends and parishioners attend. The children began the day with mixed age groups, playing a range of olden day games, in a rotation format. A special St Barbara's Mass was held in the church at 12pm and during this Fr Sabbas gave all people attending, who were or had been in the mining industry, a special blessing. At the conclusion of mass we celebrated together with lunch on the lawn and a sausage sizzle donated by the parish council. This is the third year we have had this event.

In conjunction with the parish, we continued family masses once a term. Each stage was responsible for organising and running a Family Mass on a Sunday. As part of this each stage was also responsible for providing a morning tea after the mass for the church congregation. These masses were very well received and enjoyed by the families and our parishioners.

Another school and parish combined initiative was to create a Youth Group for students in Years 4-6. Our Youth Group offered an opportunity for students to meet and spend time with each other, strengthen their faith and take part in activities that were both fun, age appropriate and a bit of a challenge.

## 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.

Both Year 4 and Year 6 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	19
Year 6	18

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 NESA 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).

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.

#### Dr Lyn Sharratt - The 14 Parameters:

Following on from 2017 and 2018, the Principals, Assistant Principals and Religious Education Coordinator continued the work of Dr Lyn Sharratt and the 14 Parameters. Following this, all teaching staff engaged in a professional learning session to strengthen their learning in Learning Intentions, Success Criteria and Case Management. This work has seen the continuation of the High Yield Strategies: Learning Intentions and Success Criteria, Case Management meetings, Learning Walks and a whole school ownership of student learning. The learnings from Dr Lyn Sharratt will carry over into the new year as a school wide focus into 2020.

#### Learning Support:

The learning support unit at St John's is staffed by two teachers; our Additional Needs Teacher, our Literacy and Numeracy Focus Teacher and 6 teacher assistants who work in the classrooms assisting our students and teachers. Our Literacy and Numeracy Focus Teacher works with teachers to support students individualised learning and to ensure quality teaching and learning programs in English and Mathematics. Our Additional Needs Teacher works closely with teachers, parents, support staff and outside agencies to support students with Additional Needs. Other areas of assistance they offer include MiniLit and MacqLit programs, Afternoon Reading and small group and individual programs to assist a multitude of learning needs. We liaise and work with MacKillop Rural Services. The biggest outside service that we work with is Royal Far West Telecare. This service works via video link and bridges the isolation gap, providing speech and occupational therapy assessments. On average we have 216 lessons/sessions with Royal Far West per term. In 2019 thirty seven children have been a part of this program at our school. As a part of this service, students have accessed speech, occupational therapy and counselling therapy sessions. Some children have been fortunate to receive more than one service. We look forward to continuing these programs, services and supports into 2020.

#### Aboriginal Education:

At the beginning of 2019 parents, teachers and students worked collaboratively together to create personalised learning plans for the Aboriginal students. There were 2 AEW clusters hosted in Cobar at St John's. The workshops provided ongoing support for teaching the Aboriginal students and helped strengthen identity. The workshops provided opportunities to build connections with other Aboriginal Education Workers across the Diocese.

St John's held an annual NAIDOC celebration in August. Copper City Dance centre attended the school weekly to teach indigenous students cultural dance to perform during the NAIDOC celebrations. Outside agencies such as Catholic Care (Mural painting), Cobar Local Aboriginal

Lands Council (Artefacts), Copper City Dance Centre (Aboriginal Dance), Brenda Harvey (Storytime) and Barnardos (Circus Skills) participated in the NAIDOC celebrations. Each agency planned their own activities for students to complete during rotations on the day. Families and guests were invited to stay for a sausage sizzle lunch on the lawn and a closing ceremony where Cobar High School Dance Troupe students performed. In September the Aboriginal and Torres Strait Islander Catholic Education State Conference was held in the Hunter Valley. The conference explored effective and culturally appropriate strategies, along with current practices that are targeted towards closing the gap on educational outcomes for Aboriginal and Torres Strait Islander Students.

#### Curriculum Initiatives

Curriculum Initiatives in 2019 included the continuation of InitialLit for the second year in 2019 in Infants. Implementation and review of the new Education Plans and Scope and Sequences in 2019 which were prepared in 2018. 21st Century pedagogy professional learning and implementation of strategies from Kath Murdoch's Inquiry Based Learning Model in 2019. Igniting students' interest in Science via National Science Week celebrations for the second year running, with local high school and specialist teachers and students provided exciting and hands on learning experiences. Preparations for and professional learning in the new curriculum documents for Religious Education, Science and Technology and PDHPE ready for 2020 implementation.

## 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 2019. 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 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and Punctuation	81.2%	96.5 %	84.5 %	76.8 %
	Reading	96.9 %	97.8 %	62.6 %	75.7 %
	Writing	90.3 %	95.4%	61.1%	66.3 %
	Spelling	84.4 %	95.4 %	56.4 %	74.5 %
	Numeracy	93.7 %	98.8 %	62.5%	83.5 %

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and Punctuation	91.3 %	93.2%	30.4 %	62.2 %
	Reading	100 %	95.7 %	52.1 %	68.2 %
	Writing	91.3 %	94.5 %	39.1 %	51.7 %
	Spelling	100 %	88.0 %	52.1%	67.2%
	Numeracy	100 %	97.1%	52.1%	60.8%

## 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 prerequisite 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 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.

Changes made this year included a coloured system of visually monitoring student behaviour. The changes of 'Restorative Coaching' sessions implemented in 2018 where students have been provided with a designated time to attend to the Restorative Practices Framework, with the support of a teacher continued again 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 can be accessed on the school website.

### **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.

### Empowered Students

Our students are encouraged to become fully involved in our school. All our Year 6 students are leaders and this defies a traditional model of school captains. This leadership program empowers and teaches all our Year 6 students to be leaders and provides them with opportunities to host assemblies, help Kindergarten students and build the 'Make Jesus Real' attitude at our school. All students are encouraged to join Mini-Vinnies, the Student Representative Council (SRC) and a weekly 'Making Jesus Real' lunchtime club.

### Engaged Learners

The commitment to the work of Dr Lyn Sharratt's 14 parameters and high yield strategies and our aim to create flexible learning spaces and incorporate 21st century pedagogy, by engaging our students in learning opportunities that foster computational, critical and creative thinking, collaboration and problem solving supports our students as engaged learners.

### Resilient Learners

Resilience can be defined as the capacity to recover quickly from difficulties. Learners need to be able to do this to learn something new. Our school has continued the implementation of Restorative Practices in which we encourage our students to build resilience.

### Centred with Jesus Christ

For over 10 years our Year 6 students have met with students from Nyngan, Bourke and Brewarrina for a day of spirituality and leadership. Our Religious Education Coordinator ensures our students connect to the scripture with weekly Masses and daily school prayer. Students meet weekly with staff in our Making Jesus Real club which connects students to our school focus, and connecting with Jesus Christ.



## 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 2019

<b>Priority 1</b>	Continue to strengthen our Catholic Identity and community as St John's Parish Primary School.
<b>Reason for priority 1</b>	To continue to strengthen the relationships between the parish and our school through faith formation initiatives.
<b>Steps taken to achieve priority</b>	<ul style="list-style-type: none"> <li>• Fortnightly meetings between the Religious Education Coordinator, Parish Priest &amp; Principal.</li> <li>• Create a School Committee and implement regular meetings.</li> <li>• Celebrating St John the Apostle, Mary Mackillop and Catherine McAuley's, St Barbara, St Laurence O'Toole feast days and any other special celebrations.</li> <li>• Implementation of the new Religious Education curriculum.</li> <li>• To continue to strengthen current school procedures of Making Jesus Real, Mini Vinnie's, Altar Serving.</li> <li>• Daily Religious Maintenance via whole school prayer, prayer focus spaces, in particular the Angelus.</li> <li>• Plan and run school family Masses on Sunday.</li> <li>• Continue the implementation of the Sacramental programs including the 'Collective Baptism'.</li> <li>• Implement a Youth Group.</li> </ul>

<b>Priority 2</b>	Create and implement a whole school approach from K-6 with a specific emphasis on writing through developing sentence structure, grammar, punctuation and spelling.
<b>Reason for priority 2</b>	Reflective of the CEO Annual Plan. This will support consistency so that each student can achieve high standards given the right time and the right support and each teacher can teach to high standards given the right assistance and structures.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Use the Education Officer to assist in the development of a whole school approach for writing and assessment.</li> <li>• Implement the English Scope and Sequence to support teaching and student learning.</li> <li>• Track all students on the student data wall for reading (Benchmarking) and writing (using ARC samples).</li> <li>• Engage with the data wall to facilitate professional dialogue on targeted students – Teachers/Specialist Teachers/Teacher Assistants. Identify, flag and discuss students who do not meet minimum standards and develop intervention plans/case management/strategies.</li> <li>• Implement high yield strategies of early intervention, moderation, case management, learning walks, stage meetings and staff sharing sessions to drive the teaching of literacy (informed by the work of Dr Lyn Sharratt).</li> <li>• Utilise Teacher Assistants effectively in the classroom to best support teachers and students.</li> <li>• Utilise Literacy/Numeracy Focus Teacher roles to assist class teachers in catering for ability based groups within the classroom &amp; individual intervention in areas of need to analyse data in stage teams, with focus teachers and the principal.</li> </ul>

<b>Priority 3</b>	Use assessment and data to facilitate professional dialogue, direct teaching and develop differentiated groupings and programs to support students to reach National Minimum Standards in Numeracy.
<b>Reason for priority 3</b>	NAPLAN, MAI and whole school data reflects Numeracy as an ongoing area of development. A focus on consistent assessment, differentiation and reflection on data will assist in targeting this area.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>• Implement Extending Mathematical Understanding (EMU) to target vulnerable students.</li> <li>• Use MAI data to group students for staged number groups - Data Wall for MAI target area.</li> <li>• Implement school wide assessment plan and agreed diagnostic assessment tool for Mathematics, including moderating student assessment to promote consistency.</li> <li>• Whole staff review/training of EMU.</li> </ul>

<b>Priority 4</b>	Building the capacity of all staff through the professional development of inquiry based learning and creation of flexible learning spaces that foster computational thinking and problem solving.
<b>Reason for priority 4</b>	The desire to create learners who are effective communicators, collaborators, creative and critical thinkers and are engaged in their learning.
<b>Steps taken to achieve priority 4</b>	<ul style="list-style-type: none"> <li>• Work shoulder-to-shoulder to support teachers in the classroom.</li> <li>• Regular professional walks and talks throughout classrooms.</li> <li>• Use expertise on staff to build capacity and support recent graduates and each other.</li> <li>• Undertake professional learning in literacy to enhance teachers' expertise.</li> <li>• Establish peer professional learning to build knowledge of literacy and to create a professional learning community.</li> <li>• Engage students in contemporary flexible learning spaces - information sessions for parents.</li> <li>• Promote collaboration, collaborators, problem solving, computational, creative and critical thinking through 'Project Based Learning'.</li> </ul>

## Projected Priorities for 2020

<b>Priority 1</b>	<p>Documentation should incorporate continual reference back to the primary catechetical goal:</p> <p>“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)</p> <p>To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p>
<b>Reason for priority 1</b>	<p>The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.</p>
<b>Steps taken to achieve priority</b>	<ul style="list-style-type: none"> <li>• A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father).</li> <li>• In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind.</li> <li>• Staff members have received a basic level of professional development to enable them to begin using the Religious Education curriculum “Educating in Christ” (a basic understanding of developmental stages, methodology, resources).</li> <li>• Learning spaces support the pedagogical practices of the Religious Education Curriculum (as described in the resource list document).</li> <li>• Students are making progress towards being engaged, independent learners.</li> <li>• At their own level of understanding, students are able to both articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.</li> <li>• Teachers provide effective descriptive feedback to individual students about their learning.</li> <li>• The student learning journals are effectively utilised by both students and teachers.</li> <li>• Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum (school and diocesan level).</li> </ul>

<b>Priority 2</b>	<p>Parameter 1: Shared belief and understanding</p> <p>Standard 1: Know Students and how they learn</p> <p>“Shift our practice to catering for more individualised learning and differentiated pedagogy” (Reference: Brisbane Cath Ed)</p> <p>“Right strategy, right time, right reason, right student”</p>
<b>Reason for priority 2</b>	<p>Build the understanding and capacity of staff to support them in providing effective student centred, differentiated and flexible classroom pedagogy that supports and extends the growth of every individual learner.</p> <ul style="list-style-type: none"> <li>• APST Standard 1: Know our students and how they learn</li> <li>• Lyn Sharratt’s Parameter 1: Shared beliefs and understands</li> <li>• Paradigm shift in differentiated, student centred and flexible pedagogy</li> <li>• Greater support for our most vulnerable learners</li> <li>• Better catering for our high learners</li> </ul>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Development and embedding practice across all Lyn Sharratt’s 14 Parameters</li> <li>• Classroom environments will change</li> <li>• Learning Walks</li> <li>• Assessment and Reporting Data/Student Growth/Data Wall</li> <li>• Programming documentation</li> <li>• (Content/Process/Product/Environment)</li> <li>• PLPs, PPs</li> </ul>

## 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

The parents were surveyed to gather their feedback in relation to the school. The responses provided from the parent body were very positive. From the completed surveys (16 responses), all parents indicated they agree or strongly agree that teachers are genuinely interested in the welfare of children, the school provides a safe and supportive environment, and the school helps to develop a knowledge and understanding about Catholic tradition for students. A high majority of parents indicated their satisfaction in agreeing or strongly agreeing that their child is challenged to maximise his or her learning outcomes, that the school strives to meet student's individual learning needs and that the school effectively communicates information about activities and events. A majority of parents agreed or strongly agreed that the school provides various opportunities to become involved and opportunities for extra curricular activities are provided. The survey highlighted that the areas to further improve are in relation to providing various opportunities for parents to become involved and further opportunities for extra curricular activities.

Affirming comments from parents included: "St John's supports my child spiritually, academically and socially/emotionally. It is a welcoming, friendly and supportive school." "I could not ask for a better school and teachers to be supporting, teaching and influencing my children."

### Student Satisfaction

The students were surveyed on their thoughts about the school. The responses provided from the student body were very positive. A high majority of the students were proud of their school and believed that the school helped them to understand their Catholic faith. A majority of the student body believed that their teacher encouraged them to learn to the best of their ability and majority of students agreed that they understood their rights and responsibilities at school. The comments provided from the student body were also very positive, including the following common themes: learning, friends, sport opportunities, fun activities, learning about Religion and going to Church, supportive teachers and welcoming people. Particular comments that stood out include: "The kind and caring teachers that encourage me to be the best person that I can be." "That everyone welcomes each other and it encourages you to be friends." "My favourite part of St John's is that students get the opportunity to embrace themselves in all different opportunities in and out of the school."

### Teacher Satisfaction

The staff were surveyed on their thoughts about the school. The responses provided from the staff were very positive. All staff agreed or strongly agreed that the school helps develop knowledge and understanding about Catholic Tradition, the school provides a safe and supportive environment and that students understand their rights and responsibilities. A high majority of staff indicated that the school strives to meet the individualised learning of students

and that they strive to communicate with parents about student learning outcomes. The comments provided by staff were also very positive, indicating that: "St John's is a welcoming, friendly and supportive atmosphere." "I belong to a team who are striving to achieve the best learning outcomes for each and every student, I am blessed to be here." "Family feeling, the school is truly a community in which Catholic values and student wellbeing are made a priority."



## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA 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.

<b>RECURRENT AND CAPITAL INCOME</b>	
Commonwealth Recurrent Grants	<i>\$2,471,738.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$698,969.00</i>
Fees and Private Income	<i>\$291,140.00</i>
Other Capital Income	<i>\$25,495.00</i>
Total Income	<i>\$3,487,342.00</i>

<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Capital Expenditure	<i>\$120,112.00</i>
Salaries and Related Expenses	<i>\$2,617,753.00</i>
Non-Salary Expenses	<i>\$778,157.00</i>
Total Expenditure	<i>\$3,516,022.00</i>