



St John the Apostle Catholic Primary School Narraweena

2011 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

There are many people who give life to our community through their contributions to our school and to our Parish. A genuine sense of working together to build a community of 'Strength and Gentleness' has continued during the past year. This point was strongly validated by members of the School Review Panel in November 2011.

This year has been a time for us to take stock, identify our strengths and areas for development then plan a way forward for the next cycle of our story. This annual report is written to give a general summary of the life of St John the Apostle Catholic School throughout 2011.

As I take on the role of Principal at St John's, it has been important for me to take time to understand the St John's story; appreciate the culture of shared leadership that exists within our school and work with others to identify how to build on the successes of the past so that we can then think about the future.

I appreciate the support I have been so generously given during my first year by the staff, parents, students and parishioners and fitting that our time of taking stock takes place as we begin celebrating our fiftieth year providing Catholic education on the Peninsula.

Principal

1.2 Message from the Parent Body

School Board

The School Board works in partnership with the leadership of the school by guiding the direction of the school both physically and spiritually through a model of governance known as shared wisdom.

We thank all those involved in the work of the Board during 2011.

The School Board continued to be led by two co-chairs during the year. Early in the year the School Board worked with the new principal to identify and prioritise some goals which were based around the themes of students, faith and community, parents and Catholic education and future planning. These goals included:

1. The creation of a master plan for the staged development of the school playground outdoor spaces.
2. Continued focus on connecting with and supporting efforts to reinvigorate the Parish.
3. Developing partnerships with parents which support Catholic education.
4. Engaging the community in identifying how the school has developed since its previous School Review in 2006.
5. Continuing work begun on sustaining the school eco garden and embedding the use of the garden into the school curriculum.

The School Board also participated in a retreat weekend at Mary MacKillop Place North Sydney. The focus of the retreat was on learning to be open to the Holy Spirit through valuing the use of shared wisdom amongst our group. The retreat was facilitated and proved to be a valuable time for prayer, team building and prayerful reflection.

School Chairs 2011

Parents and Friends Association

The Parents and Friends Association (P&F) is an important part of St John's School. Its role is to promote and strengthen the partnership between families, the school and the Parish. It does this by supporting the social, educational and financial aspects of the school. The P&F would like to thank parents for the high level of support it received in conducting its work during 2011.



In particular the P&F would like to acknowledge the support it received from Class Parent Helpers and their coordinators throughout the year. These parent volunteers played a critical role in sustaining and organising the many events taking place at St John's throughout 2011.

During the year the P&F Association ran a Chocolate Drive, a Disco for the children, a Bush Dance, Mothers' Day and Fathers' Day Breakfasts, International Teachers Day morning tea and our Earth, Sea and Sky Dinner Dance. The association was successful in raising \$30,000 to support the school goal of resurfacing the middle playground, providing blinds for all classrooms and the replacing four computers in the school's laptop fleet.

In addition the association supported Grandparents' Day, Taste of Big School and Parish Family Masses each month. The P&F Association plays an important role in the life of the school and looks forward to its work in 2012 with the continued support of all families involved at St John's.

The Co-presidents of the P&F 2011

1.3 Message from the Student Body

Being a student leader at St John's is a privilege. We had many opportunities to be part of school life and to contribute to it. Following are a few of the things we did during the year:

- We helped our Kindergarten buddies settle into school then become part of St John's.
- We promoted Social Justice by planning our Mission Day in term four along with the annual Talent Quest;
- We shared in leading our school and Parish masses with our Kinder buddies;
- We represented the school at debating and public speaking;
- We presented 'Night of the Notables' to our families and parishioners
- We took part in the first 'A3 Combined Choir' performance which included all Year Five and Six students in twelve Catholic schools on the Peninsula.
- We ran assemblies each week as well as prayer and liturgy celebrations;
- We improved recycling with the introduction of new, sturdier, colour coded bins
- We were actively involved in many sporting events held at school.

Our teachers and parents helped and encouraged us all the way and we feel well prepared for secondary school in 2012.

Senior Leadership Team 2011.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
198	154	170	2	352

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

- a) The NSW government requires that this report detail the number of teachers in each of the following categories:
- b) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- c) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- d) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	B	c	Total
22	1	0	23

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

Teacher satisfaction was surveyed as part of data gathered for School Review. Teachers and staff indicated a high degree of satisfaction with the atmosphere of collaboration that exists within the school.



Teachers also appreciated the effect that the school's emphasis on faith has had on the children. They also noted the emphasis given on creating a safe and supportive environment for each child along with the care shown to the children by each member of staff.

Teachers felt that the achievements of the children were regularly acknowledged. They also felt that significant opportunity was provided for each member of staff to engage in professional learning especially in the areas of Assessment, Literacy and Numeracy at individual, grade and whole staff levels.

The teachers expressed a need to develop a more consistent approach to behaviour management and identified that a stronger emphasis on relating behaviour to learning be explored into the future. There was also an identified need to continue to better cater for the needs of a range of learners and to further build on the use of consistent pedagogy Kindergarten to Year 6.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95%
1	96%
2	94%
3	94%
4	94%
5	97%
6	94%

The average student attendance rate for 2010 was 95%

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act 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. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to



monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

During 2011 the students were surveyed by staff as part of the school review process. They identified their teachers as being caring people who provided a positive influence on their lives at school. They liked the school's new facilities and felt that school gave them an important understanding about the place of God in their lives. They felt there were a number of opportunities available for student leadership. These points were validated by our senior students who completed the 'Putting Life Together' survey developed by an outside agency on behalf of the Diocese.

The students would like to be more engaged more consistently in their learning and they would like to see improvements made to the outdoor spaces of the school. They also wanted to be sure that there was a consistent level of student to student care throughout the school. This comment is in line with School Review survey data.



3. Catholic Life and Mission

3.1 Catholic Heritage

St John's was founded in 1962 by the Brigidine Sisters. The patroness of the Brigidine Sisters is St Brigid who was born in Ireland over 1500 years ago. The sisters came to Australia from Ireland to help educate children in the Catholic faith. The St Brigid's cross is featured as part of the school logo and is made of rushes woven together. A copy of an actual cross has been placed above the lintel of each classroom as a reminder of our heritage and of God's presence in our lives. Mother Borgia was the first Principal of St John's. In 1980 the Sisters withdrew from the school and it has been staffed by lay Principals and teachers ever since. The Brigidine motto, "Strength and Gentleness", is also used as the school motto. This motto is still very much part of the school life and it serves as a model for all that is done at St John's.

3.2 Religious Life of the School

The religious life of St John's continues to be one of its key strengths. This is evident in a number of ways including:

- The daily use of prayer circles, led by the children as a means of meaningful prayer. These are times to share scripture, to thank God for His many gifts and to pray for the needs of others locally and globally.
- Weekly prayer assemblies for the whole school. Each week the Grades take turns to host the Monday morning gathering. This becomes a time to set the theme for the week, share something from the class religious education focus or engage the school in a special celebration.
- The school prayer is prayed each day at our beginning of day assembly.
- Special Masses and liturgies are held throughout the Church and school year and special occasions are used to gather together as a faith community e.g. Grandparents and Special Friends' Day, Holy Week and Easter, special feast days, Christmas and end of year Graduation.
- Each week on Friday a special assembly is held in the afternoon. Part of this assembly features the awarding of our Strength and Gentleness Award which is tied to a focus value identified by the school.
- At the end of each term children are nominated for a Board Award which is also tied to one of the school's six core values and this is presented at the end of a special liturgy.
- Our Year Three classes regularly attend Mass with the Parish as a means of preparing for the reception of the Sacrament of the Eucharist. Our senior classes also regularly attend the Parish Mass. Doing this helps to highlight the importance of this practice within our tradition as a worshipping community which values this core aspect of our faith.

3.3 Catholic Worldview

Catholic Worldview is identifiable within our daily school life and within the curriculum. We took time during the year to review the rationale statements for each of our Key Learning Areas. During this review we developed a Catholic Worldview statement and embedded it as part of the rationale for each Key Learning Area.

The children were engaged in a Catholic Worldview photo competition which asked them to identify how they viewed God, what it was like to be Catholic or they could display their view of creation. This was done with digital images. The children produced very thoughtful and symbolic responses.

Our senior children were asked to create stories or reflections about discipleship and its meaning then send these to our Bishop. Their work was used to interpret the children's understanding about



their Catholic Worldview and how it aligned with the statements being espoused by the Diocese. The results showed our children had been significantly impacted by their faith experiences and learning through school.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

St John's has a Pastoral Care and Anti-bullying Policy in place and both of these have been derived from the Diocesan Policies. Major disciplinary sanctions such as suspensions are outlined within these policies.

During 2011 the staff and the community were engaged in a process of evaluation concerning the Pastoral Care dimension of the school. This was carried out by community and student surveys, parent focus groups and via an external facilitation of several staff meetings. The information demonstrated that St John's was providing a safe and supportive environment for all children and that this area was a particular strength of the school.

The data did note room for improvement. It identified the need to ensure that greater consistency in implementing pastoral care systems be developed.

Our School Review supported the school's plan to move to a new framework for behaviour management known as Positive Behaviours for Learning (PBL) beginning in 2012. A review of the current school policies in relation to Student Behaviour Management will take place with the introduction of the new framework and the establishment of reviewed and renewed systems to provide the opportunity to engage all members of the community.

4.3 Pastoral Care of Families

St John's was once again allocated support for maintaining the position of a Family Liaison Officer. The role is used to support families in need, to create opportunities for parent education and to establish networks between the school, our families and support agencies such as Centacare.

The 'Casserole Club' continued to provide meals for families experiencing stress or difficulty.

Families were offered support through access to counselling services or access to community based organisation where needed. The School Counsellor, Principal, Assistant Principal and Family Liaison Officer worked together to provide practical support for our families wherever the situation arose.

Our Seniors acted as buddies for our Kindergarten children and provided them with much needed pastoral support as they began their lives at school.

Our Learning Support Teacher worked with children requiring special assistance and co-ordinated a volunteer program for students requiring assistance with reading and other learning issues.

Children experiencing a sense of loss through death, separation or divorce were offered participation in the 'Seasons for Growth' program which is co-ordinated by one of our teachers at St John's. This program culminated with a special liturgy in which children and parents participated.

Special thanks to all involved in the programs and processes outlined above.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Quality teaching and learning were of prime importance at St John's during 2011. Staff worked extremely hard to ensure that the learning needs of each child were identified and tracked especially in the areas of Reading and the understanding of Number in Mathematics. Teachers took part in specific professional learning about aligning assessment with teaching and were provided many opportunities to work together on analysing student data then designing learning to address identified needs.

A co-ordinator was appointed to ensure that each teacher was well supported in implementing our Literacy Plan in the classroom and our co-ordinator was supported by an external consultant. The resulting combination of external expertise working with a teacher leader proved to provide high levels of trust amongst staff and created a strong sense of shared learning amongst staff members. This has resulted in the establishment of consistent processes for teaching Literacy from Kindergarten to Year Six and increased value for using assessment data to raise student achievement.

The children were able to take part in a range of excursions and incursions (visits from outside groups into the school) as a means of engaging them in their learning.

The children of St John's also took part in initiatives offered by the Peninsula Learning Community of Catholic Schools (PLCCS). These included the Maths Challenge for children achieving well in Mathematics; the Zoo Science project which engaged children in presenting an 'expo' on a particular area of interest to other schools; public speaking and debating for senior children as part of their work in English.

St John's focus on learning for all, K-6 was a key aspect of its work during 2011.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- In Year 3, students placed in Band 1 are achieving below the National minimum standard. Students in Band 2 are achieving at the National minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the National minimum standard. Students in Bands 5 and 6 are "at proficiency".
- In Year 5 students in Band 3 are achieving below the National minimum standard. Students in Band 4 are achieving at the National minimum standard. Students in Bands 5 – 8 are performing above the National minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the National minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All National data and state figures for the percentage at or above National minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because



figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2011 cohort, there were 55 students in Year 3 and 38 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the National minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above National minimum
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	1.8	0.0	17.9	21.4	23.2	35.7	98
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	1.8	5.4	12.5	53.6	26.8	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	1.8	8.9	39.3	25.0	25.0	100
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	0.0	8.9	37.5	26.8	26.8	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	8.9	14.3	32.1	30.4	14.3	100

In Year 3 2011, the distribution of NAPLAN results indicates that the teaching and learning programs at St John's are highly effective in literacy and numeracy from Kindergarten to Year 3. The 2011 distribution across the bands suggest that although the results are very positive overall, our results in reading, writing and grammar and punctuation are better than our results in spelling and numeracy. In reading 59% of our students achieved in the top two bands compared with 47% of students in the State and 45% nationally. In writing 80% of our students achieved in the top two bands compared with 61% of students in the State and 46% nationally. In Spelling 50% of our students achieved in the top two bands compared with 50% of students in the State and 41% nationally. In Grammar and Punctuation 53% of our students achieved in the top two bands compared with 49% of students in the State and 48% nationally. Finally, in Numeracy 45% of our students achieved in the top two bands compared with 39% of students in the State and 33% nationally. These results suggest that the professional learning that the school has undertaken in literacy and numeracy is effective and needs to be continued to maintain and improve the high standards being achieved. The results also suggest that spelling in writing and numeracy need to remain as areas for continued focus of the School Improvement Plan for 2012.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above National minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	2.6	15.8	21.1	26.3	18.4	15.8	97
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	5.3	44.7	23.7	23.7	2.6	100
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	2.6	21.1	34.2	5.3	28.9	7.9	97
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	7.9	23.7	18.4	28.9	21.1	100
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	5.4	5.4	24.3	37.8	18.9	8.1	95

In Year 5 2011, the distribution of NAPLAN results indicates that the teaching and learning programs at St John's are highly effective in literacy and numeracy from Kindergarten to Year 6. The 2011 distribution across the bands suggest that although the results are very positive overall, our results in reading and grammar and punctuation are better than our results in writing and numeracy. In reading 34% of our students achieved in the top two bands compared with 34% of students in the State and 28% nationally. In writing 26% of our students achieved in the top two bands compared with 27% of students in the State and 23% nationally. In Spelling 36% of our students achieved in the top two bands compared with 35% of students in the State and 26% nationally. In Grammar and Punctuation 50% of our students achieved in the top two bands compared with 41% of students in the State and 35% nationally. Finally, in Numeracy 27% of our students achieved in the top two bands compared with 29% of students in the State and 25% nationally. These results suggest that we need to work with our students on strengthening the relationship between writing and spelling and numeracy needs to remain as an area for continued focus of the School Improvement Plan for 2012.



5.3 Extra Curricula Activities

A number of extra curricula opportunities were provided for the children and these included involvement in:

- Chess competitions as school, regional and State level.
- Italian classes before and after school each week.
- Before and After School Care and Vacation care.
- Keyboard and instrumental lessons before and after school.
- Mission Day with other schools.
- Learn to swim classes, tennis lessons and a range of sporting opportunities for children competing at higher levels of competency in athletics, swimming, cross country, netball, rugby league, softball and touch football.
- Public Speaking at school, Cluster and Diocesan level.
- Book Week literary lunch at St Patrick's College, Manly.
- Student leaders day at NSW Parliament House with out local State Member.

5.4 Professional Learning

The staff was offered a range of professional learning opportunities throughout the year. Every staff meeting was conducted with professional learning in mind. Specifically the staff took part in the following sessions of professional learning:

- A staff development day with other Peninsula schools on the Diocesan 'Leading Learning' agenda. We worked with experts from the University of Auckland on a model of 'Teacher Inquiry' which used student achievement data to inform professional learning practice.
- A staff development day on Reading Comprehension and organising the classroom for maximum learning in the area of Comprehension.
- A staff development day on implementing, interpreting the Mathematical Interactive Interview and applying learning from it to the classroom.
- A staff development day on the introduction of the new Mass format which included the reasons for change, knowing the changes and understanding how to introduce them to the community.
- Staff was released regularly on a Grade basis to work together on planning for learning in the areas of Mathematics, English and Religious Education.
- Staff was also engaged in understanding and contributing to the processes involved in School Review which took place in November, 2011.
- In addition to the above the staff took part in mandatory sessions on First Aid; Occupational Health and Safety and Child Protection Legislation.

The school leadership team worked with an outside facilitator on the development of effective teams and supported the introduction of the Leading Learning agenda by engaging staff in conversations about how student data showed evidence of learning and what this meant for their teaching. Members of the leadership team also met with their respective learning teams in Numeracy, Literacy and ICLT. Each of these teams supported the implementation of school teaching and learning policies within these areas.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

St John's identified the following priorities during 2011 as part of its School Improvement Plan:

- To implement effective means of assessment that inform teaching and learning in Mathematics.
- To develop teacher knowledge and understanding of the centrality of number in students' Mathematic development.
- To strengthen teachers' knowledge and use of high level questioning to enhance students' comprehension skills in Reading and Mathematics.
- To establish a St John's Social Justice (SJSJ) team that involves members of the wider community.
- To enhance a deeper understanding of, and commitment to, global and social justice issues

In addition to the above goals we achieved the following:

- Celebration of the official Blessing and Opening of the new school facilities.
- Preparation and completion of School Review during Term Four.
- Creation of a draft master plan for the improvement of outside spaces in the school.
- Strengthening of our relationship with our Parish by contribution to Parish Pastoral Planning.
- Contribution to the Diocesan Synod through attendance at the Synod gathering and submission of data to the Synod committee.

6.2 2012 Priorities and Challenges

Our School Review Report identified a number of challenges into the future. We have developed a new Strategic Plan and have incorporated the recommendations from Review into this plan.

In summary, our priorities into the next cycle of Review will focus the following key goals and aims:

Learning and Teaching

- Implement the teacher inquiry model (Helen Timperley - Teacher Inquiry and Knowledge Building Model) with an explicit focus on authentic assessment, quality feedback and reflective practice.

Catholic Life and Mission

- Develop a greater understanding about assessment, appropriate practices and quality feedback and evaluation in Religious Education.

Pastoral Care and Student Wellbeing

- Further develop a positive Catholic community culture by broadening our understanding of how to nurture well-being and respectful relationships.

We identified the following immediate priorities for 2012 from the above general directions:

1. Use assessment as a means of understanding student learning and raising student achievement in Religious Education.
2. Effectively use assessment data to focus teaching practice in order to raise student achievement.
3. Effectively introduce the Positive Behaviours for Learning framework as a means of establishing and sustaining a safe and supportive environment.



While the above points represent the key focus areas heading into the future there are a number of challenges which also form part of the agenda for St John's. These include:

- Continued improvement and upgrading of school facilities especially in relation to ICT facilities and to outside spaces.
- Ongoing support of the Parish in the implementation of its Pastoral Plan and in creating a sense of identity and partnership as the Parish of Warringah.
- Sustaining the effectiveness of the School Board as a key leadership group within the school.
- Implementation of work begun on the 'The Leading Learning' agenda as a means of further developing teaching quality and leadership.
- Focus on our ability to cater for students of all abilities, Kindergarten to Year Six.



7. Parent Participation

7.1 Introduction

St John's places high value on the participation of parents within the life of the school. It has a School Board, Parents and Friends Association, opportunities for parents to be involved in classrooms, canteen, sport and social activities as well as extra curricula activities organised by the school.

There were many opportunities for parents to come to the school and take part in meetings and information nights about teaching and learning. Sessions were offered during the day and at evening time throughout 2011 in the following areas:

- Parenting course offered on site through Centacare
- Understanding Numeracy
- Ages and Stages
- Night of the Notables
- Parent / Teacher / Child progress interviews twice per year
- Parent information evenings at the beginning of the year in each Grade.

7.2 Parent Satisfaction

A survey was issued to all families in the school during 2011 asking them to respond to the extent to which they felt the previous strategic goals set by the school had been achieved. A 30% response rate was achieved on the survey and results indicated:

Extremely high levels of agreement were achieved with statements that focused on the teaching of our Catholic faith, the development of community and the creation of supportive relationships with our parish.

High levels of agreement with statements related to our ability to improve teaching and learning over time, create effective partnerships with parents and provide informative assessment and reporting information to parents about the progress of their child at school.

Information about our ability to cater for all levels of achievement, while high on the survey ratings, was not as high as other areas.

High levels of agreement were achieved with statements about creating clear communication, opportunities for leadership and improvement in facilities and resources. The statement which achieved the highest level of agreement was in relation to the employment of highly competent, effective and enthusiastic teachers.

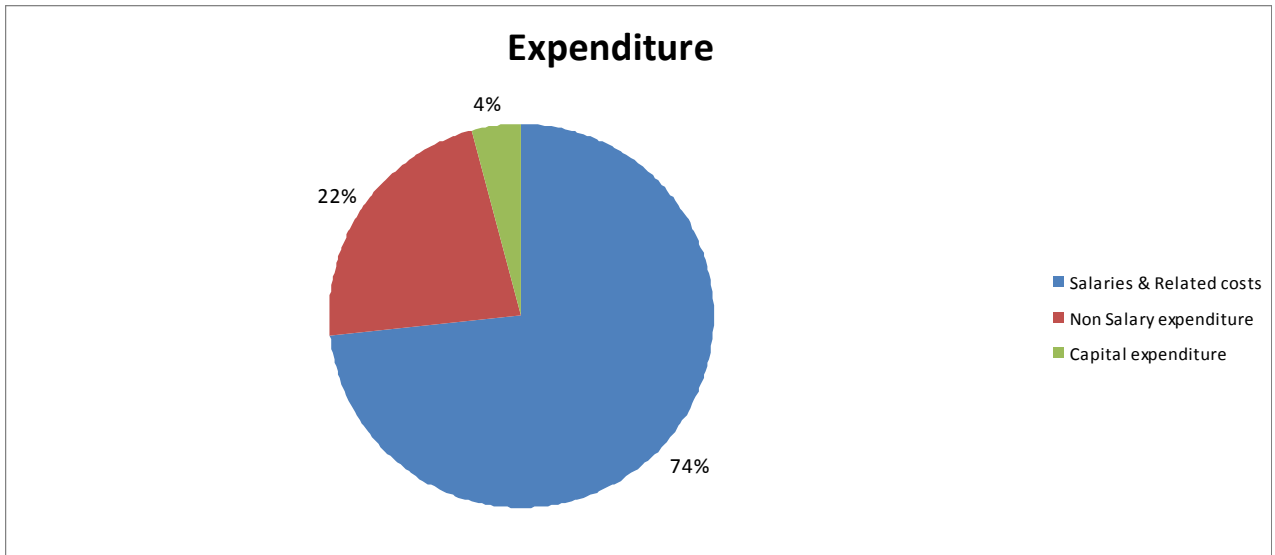
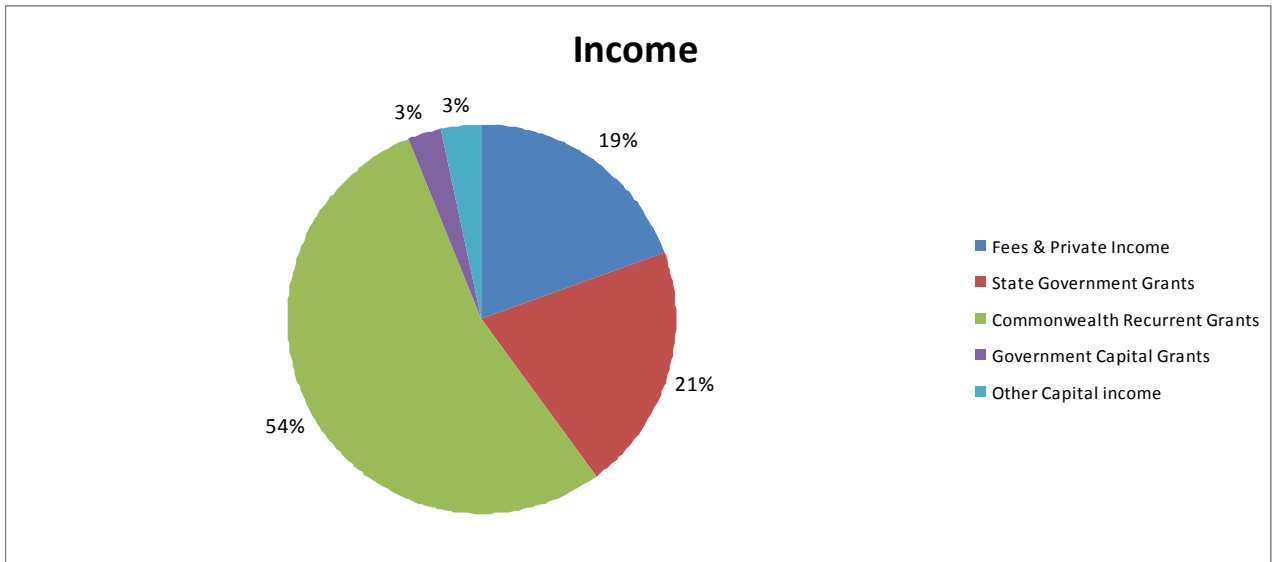
From the survey results, we can see that there are high levels of satisfaction with St John's amongst the parent community and this observation was backed up by the panel conducting the 2011 School Review.

We aim to sustain and build upon the positive attitude which exists amongst members of community.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.