



St John the Apostle Catholic Primary School Narraweena

2012 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

The St John's community celebrated fifty years since its establishment in 1962. The occasion provided children and families with the opportunity to connect with the story of Catholic education at Narraweena. In its early days the community was just being established in a then new suburb. The Catholic faith was strong, Vatican II was imminent and teachers at the school were religious – Brigidine nuns. Nowadays, the nuns are no longer at the school, Narraweena is a well established suburb and our Church is experiencing great change in the light of rapid societal and global change. The school strives to give its students, families and staff an experience of being disciples of Jesus within this context. It is focused on providing a quality learning environment for each child in attendance and it seeks to build upon all that has been created in the past as it looks to the future.

2012 saw the introduction of the Positive Behaviours for Learning (PBL) framework into the school. This has strengthened the schools approach to learning by encouraging consistent implementation of behaviour expectations which impact positively on each child's learning.

All involved with St John's in 2012 have worked together to achieve our goals – staff, parents and students. This report will give a sense of the value we have for active teamwork through shared leadership in our school. On behalf of the staff I wish to acknowledge the commitment and effort of all involved with our school during 2012.

Principal

1.2 Message from the Parent Body

The 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 2012.

Early in the year the School Board identified and prioritised some goals which were based around the themes of students, faith and community, parents and Catholic education and future planning.

Our achievements for 2012 against these goals included:

- the board helped co-ordinate the school and the parish community celebration of the 50th Anniversary of our school. This included a Memorabilia Display;
- the establishment of a parent prayer and reflection group;
- continued focus on connecting with and supporting efforts to reinvigorate the Parish during time of changing leadership and restructure;
- assistance with the development of the St John's Strategic Plan 2012-2014 following the School Review in 2011; and
- review of PBL – Positive Behaviours for Learning Policy and its implementation into St John's community.

The Board continues to promote the St John's Board Awards, where peer nominations for students exhibiting one of the core school values of service, justice, hope, celebration, respect and compassion are recognised each term. Work continued 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 in the Year of Grace, through the use of Lectio Divina, art and poetry. The retreat was facilitated and proved to be a valuable time for team building and prayerful reflection.

School Chair 2012



Parent and Friends Association (P&F)

The P&F is an important part of St John's School. It promotes and strengthens the partnership between families, the school and the Parish by supporting the social, educational and financial aspects of the school. 2012 has been a big year in all these areas and the P&F would like to thank all the parents and Class Parent Helpers for the high level of support it continues to receive.

During the year the P&F ran a school Disco, a Bush Dance, Mothers' Day and Fathers' Day Breakfasts, Cross Country, International Teachers Day lunch and 50th Anniversary Fete. The P&F was hugely successful in raising over \$38,500 to support the school goal of continuing improvements to the playground and upgrading computers.

In addition the P&F supported Grandparents' Day, Taste of Big School and Parish Family Masses each month. The P&F plays an important role in the life of the school and looks forward to its work in 2013 with the continued support of all the families involved in St John's.

The Co-presidents of the P&F 2012

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. During the year we achieved the following:

- helped our Kindergarten Buddies settle into school then become part of St John's
- promoted Social Justice by planning our Mission Day in Term 4 along with the annual Talent Quest and these supported the Beyond Borders Project in which two of our teachers were involved in Cambodia;
- shared in leading our school and Parish Masses with our Kinder Buddies;
- represented the school at debating and public speaking;
- helped to celebrate the 50th Anniversary of our school at Open Day, the Anniversary Mass and at our Hawaii 5-0 School Fete;
- took part in the first 'A3 Combined Choir' performance which included all Years 5 and 6 students in twelve Catholic schools on the Peninsula.
- ran assemblies each week as well as prayer and liturgy celebrations;
- sustained our focus on recycling
- 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 high school in 2013.

Senior Leadership Team, 2012



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
196	152	132	2	348

*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

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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 2012 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 88%.

2.5 Teacher Satisfaction

Teachers completed the Educational Practices Leadership Survey (EPL) at the end of 2012. The survey asks participants to consider school goals, educational practices and leadership practices in rating progress. The survey showed a high level of satisfaction with the extent to which the school was able to focus on identified goals. Staff indicated that they felt supported in their work and



valued the opportunities provided to be engaged in the strategic direction and actions which took place during the year.

Teachers appreciated the effect that the school's emphasis on faith has on the children. They also note the emphasis given on creating a safe and supportive environment of each child along with the care shown to the children by each member of staff. Initial survey of our Positive Behaviours for Learning shows an increased awareness about school rules and behaviour expectations.

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 Pastoral Care.

The staff identified a need to work on catering for the needs of a broad range of learners with an emphasis on gifted and talented learners. They identified a need to continue working on improving student achievement in Reading Comprehension and problem solving in Mathematics. Interest was expressed in better understanding the effects of mental health on learning across the community.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	96
2	95
3	93
4	97
5	95
6	95

The average student attendance rate for 2012 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; and
- 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 2012 students identified their teachers as being caring people and as a positive influence on their lives at school. They 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 and for being involved in many of the school's planned events. They liked the improvements made to outdoor spaces including seating, playground markings and the installation of soft fall under the play equipment.

They also wanted to be sure that there was a consistent level of student to student care throughout the school and a survey about Positive Behaviours for Learning (PBL) showed increased student awareness about school rules and behaviour expectations.



3. Catholic Life and Mission

3.1 Catholic Heritage

2012 was a significant year in terms of the schools Catholic Heritage as we celebrated our 50th Anniversary. St John's was founded by Brigidine nuns in 1962 and we were delighted to receive messages from Mother Borgia, the first Principal of the school, and to have two Brigidine Sisters attend our Jubilee celebrations. Sr Anne also spoke to us of the history and the charism of the Brigidine order at a Staff Spirituality day which we held in conjunction with our celebrations.



Although the school has been staffed by lay Principals and teachers since the nuns withdrew in 1980, the Brigidine charism continues to be an important part of our culture. The Brigidine motto, "Strength and Gentleness", is our school motto, the basis for significant student awards and a part of school life that 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:

- daily classroom prayer circles, led by the children: an opportunity for meaningful prayer, sharing scripture, thanking God for his many gifts and praying for the needs of others locally and globally;
- weekly whole school prayer assemblies: each Grade takes turns to share something from their religious education focus or engage the school in a special liturgical celebration;
- the school prayer at daily morning assemblies;
- special Masses and liturgies are held throughout the Church and school year, are used to gather together as a faith community;
- weekly Strength and Gentleness Award in recognition of students who have exhibited these attributes;
- Board Awards based on Gospel values awarded each term;
- classes attend parish weekday Mass during the term and Reconciliation as Lent and Advent preparation; and
- Social justice initiatives to support Caritas, Mission Australia, Sisters of Mercy, Peru and two of our own staff travelling to Cambodia with See Beyond Borders.





3.3 Catholic Worldview

Catholic Worldview is identifiable within our daily school life and within the curriculum. A Catholic Worldview statement is embedded as part of the rationale for each Key Learning Area.

- Participation in the Catholic Worldview photo competition enabled students to express their understanding of their faith through the world around them.
- Year 6 discipleship responses to the Bishop showed a clear understanding of the correlation between faith and action.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) 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 including Student Welfare and Anti-Bullying, 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 2012 the school introduced the Positive Behaviours for Learning (PBL) Framework. Staff meetings and a staff development day were used to introduce the framework. A PBL team representing teachers and parents was established and met regularly to introduce aspects of the framework across the school which included a behaviour expectations matrix, simpler more specific school rules and regular class lessons to introduce identified behaviour expectations.

The school Behaviour Management Policy was rewritten with input from the School Board and a copy has been placed on the school website for general access.

4.3 Pastoral Care of Families

St John's was once again allocated support for the position of 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 2012. Staff worked extremely hard to ensure that the learning needs of each child were identified and tracked especially in the areas of Writing, 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 then designing learning to address identified needs. A new assessment plan was developed and timing of student assessments was moved from Terms 1 and 3 to Term 2 and 4 beginning 2013. Students will take part in online assessments in Reading, Mathematics and gifted and talented identification from Years 2-6 while Kindergarten and Year 1 will continue with existing assessment practices.

Co-ordinators were appointed to ensure that each teacher was well supported in implementing our Literacy and Numeracy Plans in the classroom and co-ordinators were supported by an external consultant who helped in the design of teaching and learning strategies for staff.

Our senior students took part in a project on student engagement in Mathematics with Sydney University and the Catholic Schools Office. The project helped identify successful strategies for teachers to use to engage learners in Years 5 and 6 of the school.

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.

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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 50 students in Year 3 and 47 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	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	2.0	8.0	20.0	16.0	30.0	24.0	98
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	2.0	8.2	30.6	42.9	16.3	100
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	6.1	14.3	32.7	18.4	28.6	100
Gr. & Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	0.0	10.2	22.4	26.5	40.8	100
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	10.0	18.0	32.0	24.0	16.0	100

In Year 3, 2012, the distribution of NAPLAN results indicates that the teaching and learning programs at St John's are effective in Literacy and Numeracy from Kindergarten to Year 3. The 2012 distribution across the five Bands suggest that our results in Reading, Writing and Grammar and Punctuation are better than our results in Spelling and Numeracy. In Reading 54% of our students achieved in the top two Bands compared with 50% of students in the State and 47% nationally. In Writing 59% of our students achieved in the top two Bands compared with 57% of students in the State and 46% nationally. In Spelling 47% of our students achieved in the top two Bands compared with 50% of students in the State and 43% nationally. In Grammar and Punctuation 67% of our students achieved in the top two Bands compared with 55% of students in the State and 49% nationally. Finally, in Numeracy 40% of our students achieved in the top two Bands compared with 39% of students in the State and 32% nationally. The school will be targeting Reading Comprehension and student problem solving into 2013 and teachers will be required to consider the relationship between Spelling and Writing.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	2.1	8.3	12.5	31.3	18.8	27.1	98
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	2.1	4.2	39.6	29.2	8.3	16.7	98
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	6.3	22.9	25.0	25.0	20.8	100
Gr. & Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	16.7	10.4	29.2	12.5	31.3	100
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	12.5	27.1	27.1	12.5	20.8	100

In Year 5, 2012, the distribution of NAPLAN results indicates that the teaching and learning programs at St John's are effective in Literacy and Numeracy from Kindergarten to Year 6. The 2012 distribution across the five Bands suggest that results in Reading and Grammar and Punctuation are better than our results in Writing and Numeracy. In Reading 45% of our students achieved in the top two Bands compared with 35% of students in the State and 31% nationally. In Writing 25% of our students achieved in the top two Bands compared with 23% of students in the State and 19% nationally. In Spelling 45% of our students achieved in the top two Bands compared with 41% of students in the State and 31% nationally. In Grammar and Punctuation 43% of our students achieved in the top two Bands compared with 35% of students in the State and 31% nationally. Finally, in Numeracy 33% of our students achieved in the top two Bands compared with 35% of students in the State and 31% nationally. We will be focusing on improving Reading Comprehension and student problem solving in Mathematics. Teachers will be required to focus on the connection between Spelling and Writing.

5.3 Extra Curricula Activities

Students at St John's are provided a range of opportunities for extra curricula activities.

As a member of the Peninsula Learning Community of Catholic Schools, the students were provided opportunities to participate in:

- Sport with Peninsula Catholic Schools each term;
- Debating and Public Speaking;
- Year Six Cluster Mass;
- School Captains visit to NSW Parliament House;
- Maths Challenge;
- Mission Day; and
- Links Day with Mater Maria Catholic College and St Paul's Catholic College Year 3 Taste of High School.



In addition to the above events students took part in:

- annual senior trip to Canberra;
- Year 4 Orientation Day with Year 5;
- Year 6 Orientation Day at Southern Cross Education Camp;
- keyboard classes;
- Literacy Lunch at St Patrick's Manly;
- Chess group and competitions; and
- Italian classes after school.

5.4 Professional Learning

The staff took part in professional learning sessions on the following topics in 2012:

- Positive Behaviours for Learning;
- Linking writing and spelling;
- Focus on faith through story – our own / that of our founders / significant models of faith in history;
- Assessment in Religious Education;
- Effective assessment for learning using online resources;
- Using Collaborative Assessment of Student Learning (CASLs) to identify teacher learning focus for impact on student achievement;
- Leading Learning sessions including analysis on School Improvement Plans and use of data to inform learning; and
- Literacy and Numeracy Support Groups – Peninsula Cluster of Schools.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

St John's Narraweena lists the following priorities and achievements from 2012:

- successful community involvement in celebrating our 50th Anniversary;
- review of school assessment planning and introduction of online assessments in Maths, Reading and identification of Gifted and Talented students;
- staff professional learning in Religious Education assessment to inform learning;
- engagement of staff in further learning in Theology with the Broken Bay Institute and the University of Newcastle;
- support of Parents and Friends Association for school outdoor facilities improvements and improvements to Information Technology;
- involvement of the School Board with identified priorities;
- continued support of monthly masses with the Parish;
- introduction and implementation of the Positive Behaviours for Learning Framework;
- engagement of Teachers in professional learning opportunities connected to our school priorities;
- whole school support for teacher involvement in the Beyond Borders Program in Cambodia; and
- senior student leadership teams and their support of school events.

6.2 2013 Priorities and Challenges

The following priorities and challenges will be our focus for 2013:

- Continued work in the area of authentic assessment in Religious Education;
- use of feedback to and from students about effective learning and teaching in Religious education;
- stronger engagement of the community in the educational agenda of the school promoted by the School Board;
- improving Reading Comprehension especially in relation to improving skills in inferring;
- improving Maths problem solving skills;
- involvement in the Commonwealth Government's Literacy and Numeracy Project to improve student achievement in these areas;
- better understanding about differentiating learning in each classroom;
- introduction of the KidsMatter Framework as a way of organising Pastoral Care priorities in relation to mental health;
- continued improvement of information technology infrastructure along with expansion in information technology resources;
- further consolidation of Leading Learning initiatives including Collaborative Analysis of Student Learning (CASLs) involving the school leadership team and teachers;
- continued consolidation of how we use data to inform learning; and
- continued focus on sustaining positive support of our Parish along with positive communication.



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 & 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 2012 in the following areas:

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

7.2 Parent Satisfaction

Workshops with the Parents and Friends Association and with the School Board indicate that there is a strong level of parent satisfaction with St John's Catholic School. This is supported by data collected from families enrolling their siblings at the school.

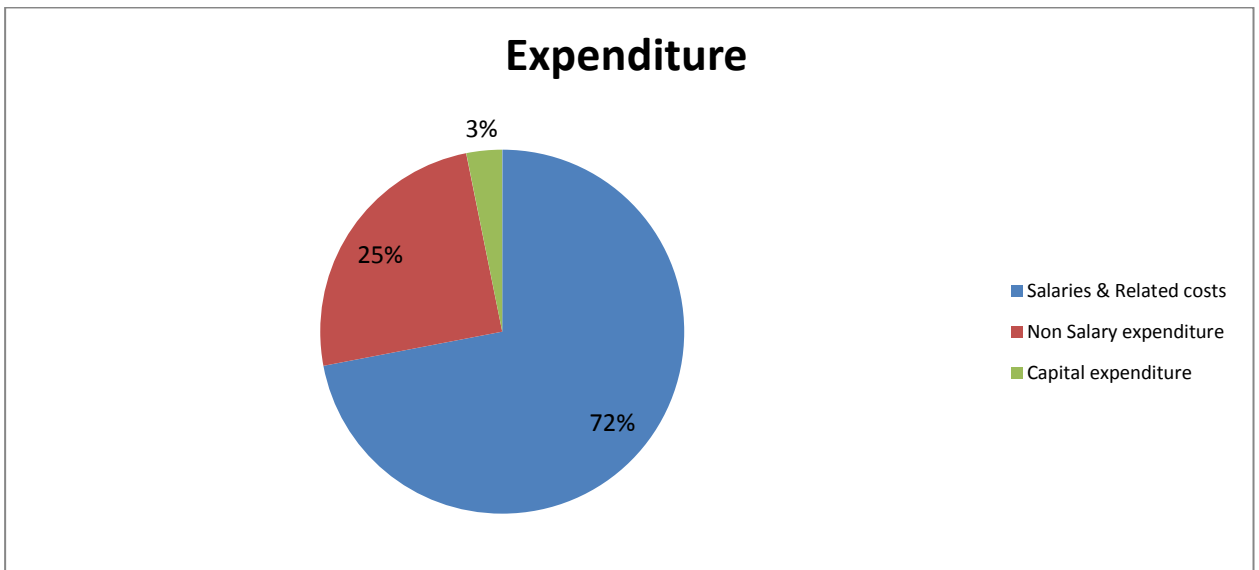
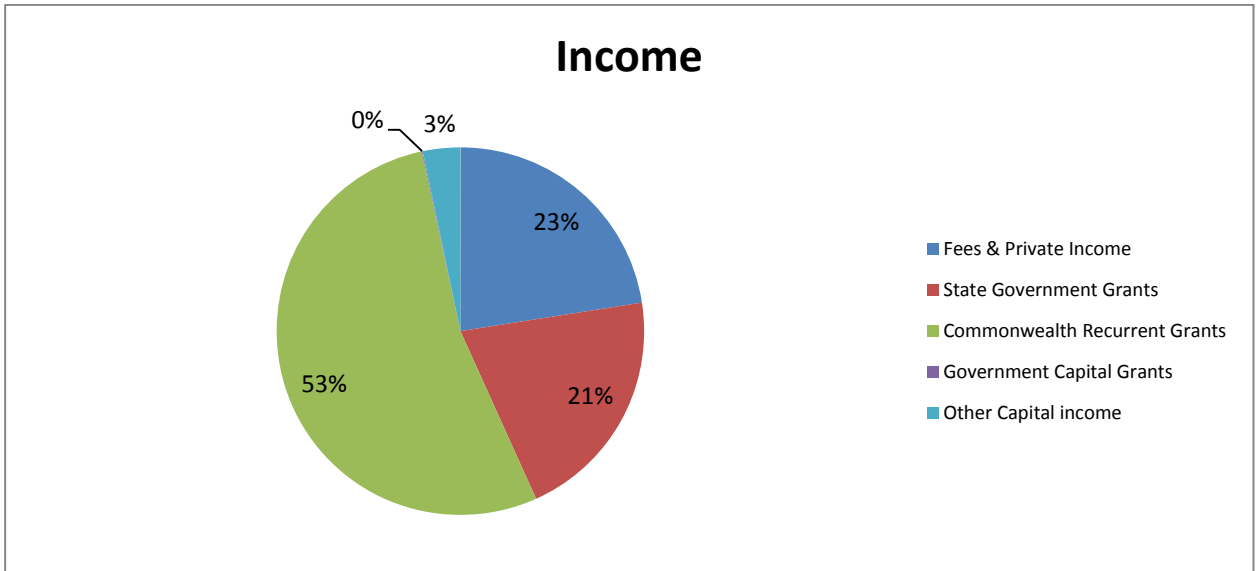
High levels of parent participation in whole school events such as the end of year Christmas Carols, Grandparents' Day, Mothers' and Fathers' Day breakfasts and regular Family Masses with the Parish indicate a strong desire for families to celebrate together as a community. Our attendance rate at parent / teacher / child interviews concerning student progress reports in Semester One is also high.

The area of parent engagement in the educational agenda is emerging as an area of interest for parents.



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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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