

St John the Apostle Catholic Primary School, Narraweena

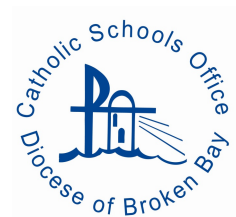
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ABOUT THIS REPORT

St John the Apostle Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Our key purpose is to educate and form young people in Catholic discipleship. This report provides an insight into the many experiences that have encouraged and nurtured the idea of discipleship within the hearts of the children, staff and parents of St John's. Many of these experiences take place with the context of our local parish, the Parish of Warringah as well as within our school environment and our neighbouring community.

The provision of an engaging learning environment in which each child has the opportunity to thrive personally, academically and spiritually is important. This report uses many examples to demonstrate ways in which children are provided this opportunity and shares information on the extent to which they have been successful.

We have just completed the second year of our School Improvement Plan (SIP) and are heading to a full review in 2018. This report provides information on our progress towards our goals in the areas of Mission, Teaching and Learning and Student Wellbeing.

Parent Body Message

The Parents and Friends of St John's met regularly during 2016. The group supported the School Improvement Plan (SIP) by providing opportunities for parent engagement, community building and fundraising for school resources needed to work towards the school SIP.

The Parents and Friends was assisted by our Class Parents who worked very generously to engage a sense of community and support within each class by organising social events and assistance for individual classes. The activities of the Parents and Friends includes the running of the school canteen, the second hand uniform shop; student banking and book club. Parents generously volunteer their time and expertise to ensure these activities provide valued service for our children and families. The Parents and Friends wishes to thank all parents involved for their support during the year.

Our School Advisory Council met regularly during 2016. This group is composed of staff and parents and its role is to act as a stewardship group for the Mission and Vision of St John's. The Advisory Council discusses matters of policy, issues that impact on the community and provides advice on the implementation of the School Improvement Plan.

Student Body Message

The students of St John's enjoyed a very successful year.

Our senior leadership teams worked hard. They gave students a chance to have a say in the running of our school. The students really enjoyed taking part in the 'Imagine a Musical' this year and it was great that every child in our school had the chance to take part.

Our work during Mission Day and during Lent and Advent helped to support many people in

need. We really liked being able to do things that made a difference to others.

Parish Priest's Message

The Parish of Warringah sees both its schools as a very important part of the mission of the Church within the local context.

St John's has worked hard to support the Parish community and I especially congratulate the school on the way in which it has encouraged its students and their families to take part in the faith life of the Parish. This has been achieved through school Masses; attendance and masses with the Parish on weekdays; the celebration of Reconciliation and the regular and thoughtful preparation of liturgies and prayer reflections.

I look forward to working with the school and the parents to continue building a strong faith life within the children of St John's.

SECTION TWO: SCHOOL FEATURES

School Features

St John the Apostle Catholic Primary School Narraweena, is a Catholic systemic co-educational school.

St John the Apostle Catholic school had an enrolment population of 369 during 2016. The children were organised into 16 classes. There were two classes in each grade except for Year One and Year Three in which there were three classes. St John's hosted a satellite class of ten children with disabilities from St Lucy's Wahroonga making a seventeenth class that does not appear on our enrolment figures as the children attending are enrolled with St Lucy's.

Staffing figures indicate that the children are supported by a number of specialist teachers including learning support, physical education, creative arts and library.

The school provides access to a number of extra curricula activities including Italian, keyboard classes, relaxation classes for children and teaching of a variety of musical instruments.

The school was involved in discussions with the Parish of Warringah and the Diocese about the construction of a shared space for play and parking; the refurbishment of the Parish/School Hall and the construction of new classrooms. No decision concerning start dates was reached and discussions will continue into 2017.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
211	158	145	369

* Language Background Other than English

2016 saw enrolments stabilise. The number of siblings eligible for enrolment in our school decreased in 2016 which freed up spaces for new families coming into our school.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 92.74 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	95 %	94 %	95 %	92.3 %	95 %

Managing Student 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 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. 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	8	35

* This number includes 15 full-time teachers and 12 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	27
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

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

Day 1	Staff day social and emotional learning - creating and sustaining a positive classroom environment
Day 2	Staff Spirituality Day was held which focused on the Year of Mercy - Pope Francis.
Day 3	Introduction and implementation of the History and Geography syllabuses

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

2016 saw the revitalisation of St John’s Core Values - respect, service, compassion, hope, justice and celebration - Gospel values that help us to participate in Jesus’ discipleship challenge: “Love one another as I have loved you”. Both staff and students explored what these values look like in action and there were many opportunities for the children to experience and practise the values in meaningful ways within their classrooms, our community and on a global scale. In Term 4, each class discerned a discipleship goal based around one or more of our Core Values to work on together.

We also ensured that the social justice initiatives undertaken during the year were strongly linked to our Core Values and our discipleship goals. As well as our traditional support of Project Compassion for Caritas, Talent Quest and Mission Day for Catholic Mission, the work of Mercy Sisters in Candela, Peru and the St Vincent de Paul Christmas Hampers, the children in Stage 2 and Stage 3 became involved in inquiry based research into environment and sustainability issues. This led to action projects in line with our responsibility for creation. *“Intergenerational solidarity is not optional, but rather a basic question of justice, since the world we have received also belongs to those who will follow us.”* Laudato Si (159).

This year also saw an increase in families participating in School Parish Masses, with children undertaking a variety of ministries and hospitality being provided by parents in the form of a sausage sizzle to which all parishioners were invited. Staff and parents were integral in supporting the Parish Sacramental Program. A small, but dedicated group of parents, led by a parent, met for a Prayer Group in the school library each Friday morning. Our Senior Student Mission Team led assemblies, participated in the combined Mission Day at Forestville

and represented St John's at the Diocesan Mission Mass.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St John's strives to implement a teaching and learning environment that is engaging and that provides a balanced approach to the teaching of key learning areas. We follow the recommended BOSTES 'timing guidelines' for each key learning area.

St John's has continued to focus on the development of strategies to enable our students to set, reflect and evaluate personal learning goals. We use learning intentions and success criteria across the key learning areas which help the children to know the focus of the learning and what they need to be able to do in order to be successful in the learning. From here the students and teachers can give descriptive feedback and suggestions for improvements and goal setting for future learning.

Additionally this year, St John's have implemented a new inquiry approach in our Stage 3 classrooms. Challenge-Based Learning is a framework for learning which invites the students to get involved in solving real-world challenges. The model focuses on collaborative and hands-on learning where the students identify big ideas, ask discerning and relevant questions, discover and solve challenges, gain in-depth subject area knowledge, develop 21st-century skills, and share their thoughts with the world. Our Stage 3 students investigated the big idea of "Learning" with a focus on answering the challenge of designing and furnishing our new learning spaces to be built over the next year.

We have also implemented the new Australian Curriculum for History and Geography and teachers have spent time in professional learning of historical and geographical inquiry skills. This implementation will continue in 2017.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	69.12 %	52.50 %	0.00 %	9.60 %
	Reading	52.94 %	49.40 %	4.41 %	11.50 %
	Writing	58.82 %	48.80 %	0.00 %	6.20 %
	Spelling	52.94 %	46.40 %	8.82 %	12.40 %
	Numeracy	46.27 %	35.60 %	8.96 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	39.58 %	36.30 %	8.33 %	15.00 %
	Reading	51.02 %	35.30 %	14.29 %	15.50 %
	Writing	16.33 %	17.20 %	16.33 %	18.10 %
	Spelling	39.58 %	29.80 %	12.50 %	17.20 %
	Numeracy	33.33 %	28.30 %	6.25 %	16.50 %

NAPLAN Comments

Year 3 achieved above the national average for students in the top two bands in all areas of

NAPLAN and below the national average for students in the lower two bands. The school continues to implement Extending Mathematics Understanding (EMU) for all students. Focused individual assessment is in place continually to monitor student performance throughout the year with staff involved in professional learning especially in the area of teaching writing.

Year 5 achieved above the national average for students in the top two bands in all areas except writing and below the national average for students in the lower two bands for all areas. St John's will continue to focus on the teaching of writing through professional learning and teacher coaching. Year 5 teachers also implement Extending Mathematics for Understanding (EMU).

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The students and staff were involved in the development of a Behaviour Consequences Matrix during 2016. The matrix complements our Positive Behaviours for Learning (PBL) framework by providing students with a clear understanding about the consequences for behaviour that challenges the school standards. Importantly, student input has provided a sense of ownership and acceptance of the matrix as a very useful and fair tool for assisting students to demonstrate respectful, responsible and safe behaviour at all times.

Staff and student focus on our Core Values and the establishment of Core Value Awards at the end of each term has also given the students a stronger understanding of expectations around what is important at St John's. Our student leadership teams have demonstrated a high level of cooperation and acceptance of their responsibilities and this is providing positive role modelling for all students in our school.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Key improvements were noted in all three areas - Mission, Teaching and Learning and Student Wellbeing. In the area of Mission, a stronger focus on our discipleship goals provided the students with opportunities to be more directly involved in developing and demonstrating their understanding about discipleship and how it can be personally and communally lived. Each class was able to identify a discipleship goal which will then used for self assessment purposes.

Our Teaching and Learning focus saw our teachers clarify student learning goals based on explicit teaching and the understanding of success criteria. The result has been an improved understanding about what constitutes effective achievement in learning for the children.

We focused on strengthening student resilience and wellbeing by consistently creating positive learning environments. Teachers built caring, supportive and encouraging relationships with children using a variety of daily strategies. Our work on creating the school Behaviour Consequences Matrix was also helpful in clarifying our procedures for dealing with behaviour that fell outside school expectations.

Priority Key Improvements for Next Year

In the area of Mission, we will continue to work towards children developing their own personal discipleship goals then use these to gather reflective evidence. This process will be used to feed into self-assessment in this area.

In the area of Teaching and Learning, our work will focus on Lynn Sharratt's pedagogical model as a means of improving achievement in writing. Our work on Challenge Based Learning will be further developed and extended as will our work on the creation of more contemporary learning environments which provide a greater degree of flexibility in the use and organisation of learning spaces.

In the area of Student Wellbeing, we will be introducing Component 3 of the Kidsmatter Framework which helps us to work on the engagement of parents and carers in the area of social and emotional learning. We will continue to evaluate and adjust our Behaviour Consequences Matrix as an effective tool for guidance and learning in this area.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

Parents continue to provide committed support within the daily life of St John's Catholic school. Our Kidsmatter Survey of the community showed that parents' support for our school communication processes was positive. In relation to this it is important that our communication systems be continually monitored for effectiveness. Overall satisfaction was expressed with the way in which our school is perceived as a Catholic school focused on the traditions and practices of our faith. Our parents were satisfied with overall academic achievement with a requirement for better understanding systems of intervention and extension that are in place within our school.

Parents appreciate the contact that the school makes with them to discuss the progress of their children and value working in partnership with the school.

The introduction of our behaviour matrix was seen as a positive strategy. Parents want to be informed about matters concerning approaches to encouraging positive behaviours and in dealing with behaviour issues. They are supportive of our goal to form positive and supportive relationships and particularly support interviews with teachers at the beginning of each year.

Student Satisfaction

Students expressed overall satisfaction with their school. They especially valued the relationship they have with their teachers noting that their teachers consistently showed cared for them. They see the faith life of our school as being a particular strength. They value developing friendships at school and they want to feel safe and supported by each other.

They valued opportunities for student leadership and for engaging in events such as our Talent Quest and our annual Mission Day; our Prayer Assemblies and they enjoyed taking part in 'Imagine a Musical'.

The behaviour matrix was seen as a positive step. They have indicated that there is a need to promote the importance of asking for assistance and guidance from teachers when a social issue arises. They value the work we are doing on anti-bullying. They believe that students need to feel clear about the ways in which this issue is dealt with at school.

Our new parents and families reported a high level of satisfaction with our transition to school processes and with their first year of experience at St John's.

Teacher Satisfaction

Teachers at St John's very much value the relationships they have with their students and with each other. They feel that they work within a supportive and close environment that genuinely promotes the importance of integrating faith and life. They value the opportunities they are provided for professional learning from staff with expertise, from each other, their leadership team and the diocese.

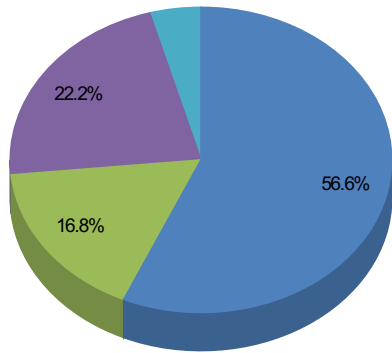
They feel the work the school is doing within the area of student wellbeing is an important aspect of school life and they are very supportive of it. They support the goal of building resilience and a sense of wellbeing within the children.

Our teachers feel that there are considerable and increasing demands on teachers to meet societal and accountability requirements and that this adds considerably to their workload. Strategies for teacher care and for ensuring teacher wellbeing are appreciated and much needed. They see St John's as a positive and enjoyable place to work.

SECTION ELEVEN: FINANCIAL STATEMENT

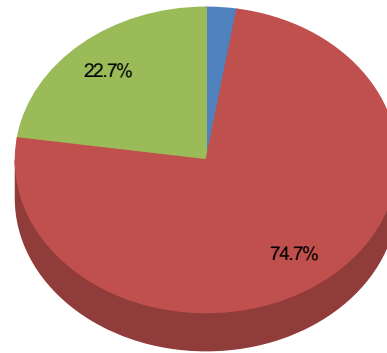
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (56.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (22.2%)
- Other Capital Income (4.3%)

Expenditure



- Capital Expenditure (2.6%)
- Salaries and Related Expenses (74.7%)
- Non-Salary Expenses (22.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,524,084
Government Capital Grants	\$0
State Recurrent Grants	\$748,460
Fees and Private Income	\$990,331
Other Capital Income	\$193,285
Total Income	\$4,472,529

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$114,948
Salaries and Related Expenses	\$3,330,647
Non-Salary Expenses	\$1,012,160
Total Expenditure	\$4,457,754