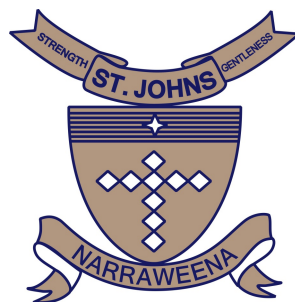


St John the Apostle Catholic Primary School, Narraweena

Annual School Report to the Community

2014



School Contact Details

166 Alfred Street, Narraweena 2099

sjan@dbb.catholic.edu.au

www.sjandbb.catholic.edu.au

(02) 9971 9297

(02) 9971 2157

Principal

Mr Mark Bateman

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

We work hard at St John's to educate our students in Catholic discipleship offering them experiences of following Jesus within this Catholic community. Having the children lead whole school prayer time each Monday, seeing them participate in our special masses with the Parish on Saturday night each month, and having them participate in our contemporary, regular religious education teaching demonstrate some of the ways in which we do this. In terms of the wider community, we contribute to organisations like Caritas, St Vincent de Paul and the Sisters of Mercy in supporting their practical programs of outreach to those in need. It is through activities such as these that we define our difference and lead children to an understanding of how they can contribute to and be part of their world according to a Catholic way of being. We have been generously supported by our teachers, staff, parents and parishioners. We see the home and school as a vital partnership so we provide many opportunities for parents to engage in the school's agenda during the year. This report is a celebration of our achievements and an acknowledgement of our identified direction.

Parent Body Message

The parents of St John's worked cooperatively with the school during the year. We were well informed of the School Improvement Plan (SIP) and many parents welcomed opportunities to work with the school on activities offered to help them support their children's learning. In addition, class parents worked hard to help build a sense of connection and they encouraged support of the school's social events such as the annual bush dance, children's disco, trivia night, cross country fundraiser, Grandparent's day and Mother's and Father's day breakfasts. Our fundraising efforts enabled the school to add to its IT resources, provide Mathematics kits to every family and help with the purchase of new readers for the children. Our Parents and Friends (P&F) meetings featured educational workshops this year which provided a good opportunity for parents to ask questions and clarify what was happening at school with the children's learning.

Every family in the school had the opportunity to contribute to an outside satisfaction survey about the school from MMG. The response showed that 44% of parents took the opportunity to express their views.

Student Body Message

The students had an interesting year at St John's. We took part in lots of events and activities. Our Student Representative Council (SRC) helped in the organisation of different events and we had meetings at which we made suggestions about the things that were good at school and what we could do to improve. The teachers organised lots of new games and activities at lunch times to give us more to do on the playground. We had plenty of opportunities to sing and play musical instruments at mass and our Year 5 and Year 6 students ran peer support groups on

learning how to think positively and handle conflict.

Our colour houses all cheered hard at our sport carnivals and our colour house captains did a great job leading them. Our Kindergarten and Year One students had opportunities to enjoy time with their senior buddies. We helped to build and plant our new eco-garden and enjoyed cooking the vegetables that grew with help from the teachers and parents. 2014 was a great year at St John's.

We continue to value our friendships, our teachers and the chances we have to be involved in the things that happen at St John's.

Parish Priest's Message

We are part of the parish of Warringah and we value the creation of a supportive relationship with the school and its families. We love to see school families involved in the life of the parish.

SECTION TWO: SCHOOL FEATURES

School Features

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

St John's finished the year with 382 students. They were organised into 15 classes, two in each grade except Year One which had three classes. We continue to host a satellite class of Year 5/6 children with special needs from St Lucy's School at Wahroonga and we integrate these students into many aspects of school life at St John's.

St John's is a part of the Peninsula Learning Community of Catholic Schools (PLCCS) taking part in a range of activities such as debating, sporting programs, public speaking, photo competitions, Year Six Mass, Maths challenge (an extension group for Mathematics) and Literacy, Numeracy and IT learning groups for teachers.

The school introduced changes to its transition to school program during 2014. There was a shift towards parents and children being together during transition activities. This was a time for the parents to engage in play that led to learning. The program also aimed to build connections between families and schools prior to enrolment and to create a welcoming environment for each child coming to St John's. Evaluations of the program were very positive.

Our School Board supported the School Improvement Plan (SIP) by offering advice on matters of policy and direction during the year. The Board attended a retreat at West Head with the Diocesan Aboriginal Education Officer. The retreat raised the Board's awareness of the link between Aboriginal spirituality and our Catholic beliefs and traditions and as a result, the Board felt more strongly about the school's initiative to provide an Aboriginal cultural day in which all students had the opportunity to participate. The Board introduced special awards to recognise the contribution of particular members of the school and wider community to St John's and this was received very positively.

During the year, the principal took a sabbatical in Tullow Ireland, which involved a visit to the home of the Brigidine Sisters (the original founding teachers of St John's) with an immersion experience in Celtic spirituality. The course emphasised the importance of the influence of the sisters on the Narraweena community and help re-invigorate the symbolism and values that are still in place today.

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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
213	169	130	382

* Language Background Other than English

St John's continued to grow gradually in enrolments during 2014. The local area is experiencing a period of growth and there are a high number of siblings enrolling for 2015. St John's continues to work on creating effective transition programs with local Catholic secondary schools.

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 2014 was 95.57 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.60 %
Year 1	95.90 %
Year 2	95.70 %
Year 3	95.40 %
Year 4	96.30 %
Year 5	95.70 %
Year 6	94.40 %

St John's introduced electronic roll marking in 2014 along with more stringent processes for reporting of student absences. Expectations around attendance were communicated to the community via the school newsletter.

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 [*Guidelines 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 2014:

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

* This number includes 13 full-time teachers and 14 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	Assessing student achievement in Mathematics - Mathematics Assessment Interview
Day 2	Social and emotional learning - KidsMatter module 2
Day 3	Integrating Positive Behaviours for Learning and Gospel values

The teachers at St John's were involved in implementing the Mathematics Assessment Interview (MAI) from Kindergarten to Year 6. The MAI involves each child being interviewed individually by a teacher. Results identified the need to strengthen conceptual understanding of counting across the grades and teachers took part in significant professional learning to build their knowledge in this area. The staff also offered workshops for parents on how to strengthen their child's counting skills. Five staff undertook study in Theology through the Broken Bay Institute and one staff member is enrolled in a Masters of Educational Leadership.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

A 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 (KLA). 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. 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 with each grade taking turns to share something from their religious education focus or engage the school in a special liturgical celebration
- school prayer at daily morning assemblies
- special Masses and liturgies held throughout the church and school year, when we gather together as a faith community
- weekly Strength and Gentleness awards in recognition of students who have exhibited these attributes
- Board awards based on Gospel values awarded each term
- regular class attendance at parish weekday Mass during the term, and at Reconciliation as part of Lent and Advent preparation
- social justice initiatives to support Caritas, Mission Australia and the Sisters of Mercy in Peru.

Staff are involved in maintaining their focus on Mission within teaching through the diocesan Mission accreditation requirements. This involved ongoing professional learning and engagement with Mission.

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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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.

Our school improvement plan (SIP) identifies the need to strengthen student learning outcomes in spelling through a focus on writing. During 2014, the assistant principal was appointed as Literacy coach and a Literacy coordinator was also appointed. Both these positions were created to enable coaches to work with teachers in their classroom in order to refine teaching practice in these areas. The Literacy coach and coordinator organised professional learning experiences individually and on class, grade, stage and whole school levels to engage teachers in using processes which focused on spelling in writing as opposed to spelling in lists. This work will continue during 2015.

Mathematics has already been identified as another focus during the year. Of particular note was the organisation of teaching experiences using conceptual games across the grades and the effective way in which parents were engaged in working with their children at home using these games. A significantly high attendance at parent education workshops encouraged the staff of St John's to take this project further. Every family in the school received a kit of resources to use at home, along with access to an online booklet and a series of password protected, online videos of children playing each of the games. This enables parents to see how the games work; they can then play them with their child. The games will be used for homework tasks as well as class tasks.

St John's gave particular emphasis to the organisation of sporting opportunities for the children. Specialist staff were invited to introduce tennis, cricket, soccer and rugby league skills to the children in different terms during the year. The clinics provided the children with opportunities to participate at their level of confidence through a variety of interesting activities. This approach will continue in 2015.

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	62.10 %	49.90 %	3.40 %	11.90 %
	Reading	54.40 %	46.20 %	0.00 %	13.10 %
	Writing	56.90 %	39.10 %	5.20 %	11.20 %
	Spelling	43.10 %	43.70 %	6.90 %	14.80 %
	Numeracy	47.30 %	36.20 %	10.50 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	52.20 %	36.60 %	4.50 %	16.10 %
	Reading	29.50 %	34.50 %	9.10 %	16.30 %
	Writing	18.10 %	15.50 %	2.30 %	21.40 %
	Spelling	36.30 %	33.60 %	9.10 %	16.40 %
	Numeracy	40.90 %	25.90 %	6.80 %	18.10 %

NAPLAN Comments

Analysis of NAPLAN results indicates that in both Year 3 and Year 5, we have a large percentage of students in the top three bands when compared to schools with similar socio-economic cohorts. Our students are strongly clustered in the middle to upper bands indicating a need for us to consider strategies which move more of our students into higher bands. Our planned work with Literacy coaches available on a cyclical basis to all grades in 2015 is a strategy we will be using to work on the area of Spelling within Writing.

Our Year 3 results showed improvements from 2013 and we look forward to continuing to consolidate learning in this group as they progress into Year 4 and Year 5. Our Year 5 cohort has shown learning gain in the area of Numeracy which is encouraging but this needs to be sustained. More targeted work on reading comprehension and the connection between reading, writing and spelling will be addressed during 2015.

In recent years we have focused on ensuring consistency across the grades in relation to the structures in place for instruction and learning in both Mathematics and English. This has meant working with staff to ensure that teachers understand and implement regular strategies as part of their teaching cycle in these areas, including a focus on assessment. We believe that this consistency will place teachers in a stronger position of being able to accurately identify learning needs and plan instruction to meet the needs of learners in their classes.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

St John's uses the principles of *Positive Behaviour for Learning* (PBL) in forming school rules and behaviour expectations from Kindergarten to Year 6. Stronger links were created between PBL and our mission as a Catholic school by making scripture explicit in our PBL matrix. Parents reported a need to have a clearer understanding about school policy in relation to student management and anti-bullying, especially in relation to consequences. Our peer support program provided an opportunity for our senior children to lead home groups over an eight week period in developing positive self talk, resilience, conflict resolution and personal goal setting. Our school buddy program was extended to allow children in Year 5 to be with their buddy for two years. Peer support, our buddy program, our work on wellbeing, our explicit teaching in the area of behaviour expectations and PBL combine to help St John's in the creation of a safe and supportive environment.

In addition to the above, parents were offered workshops in parenting, dealing with anxious children, understanding ages and stages of schooling and had access to our family liaison officer and school counselling services.

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.

St John's uses PBL as its student management and behaviour program. Complementing PBL is our focus on *KidsMatter* which is a framework for ensuring that student wellbeing is continually addressed at the school. There is both a PBL team and a *KidsMatter* team. Both teams have teacher and parent representatives and both use data to inform the effectiveness of their work.

During 2014 the staff worked to more clearly link scripture with our school rules and behaviour expectations. In this way the children have a stronger opportunity to see how faith and life are integrated.

All classes use the strategy of explicit teaching aligned with a whole school focus on a particular PBL rule and its associated behaviours each fortnight. School awards are tied to the demonstration of behaviours and a consistent strategy of issuing SMILE awards in class for the demonstration of cooperative behaviours related to PBL is in place.

Serious discipline issues are referred to members of the PBL team or the principal who then use identified procedures in working with children and parents to support changes in behaviour.

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.

St John's has an anti-bullying policy in place. Teachers use explicit teaching about anti-bullying strategies with the children in their class. This teaching takes place during an identified period of time in the school calendar so that there is a whole school focus on this issue.

When bullying is identified, the school policy is followed and a team approach (involving the child, teacher, and parents of both perpetrator and child experiencing the behaviour) is used to support a change in behaviour.

Our Macquarie Marketing Group (MMG) survey data indicates that we have a safe environment. However, it also identifies that parents would like clarity around the processes used in instances of bullying. The survey also indicates the need for our school to enter into educating parents about aspects of how to create anti-bullying attitudes.

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.

St John's has a complaints policy in place and this is available on our school website. Our aim is to deal collaboratively and expediently with any issue which arises.

Initiatives Promoting Respect and Responsibility

St John's school rule is as follows:

"At St John's we show strength and gentleness by being respectful, responsible and safe learners."

The above is expanded into a matrix of expected behaviours which are tied to our school values and to relevant scripture so that our behaviours become linked to our faith lives. The rule and behaviours in the matrix are explicitly taught, breaches of our expectations in behaviour are recorded and monitored, and processes are in place for supporting children to learn successfully by fulfilling these expectations. A team approach ensures that we maintain a focus on respect and responsibility at all times 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

Our 2014 School Improvement Plan (SIP) identified goals in Mission, Teaching and Learning and Pastoral Care and Wellbeing.

In the area of Mission, we identified how particular scripture passages fitted with our rules. Our survey of the children showed that 60% of them could identify the link between behaviour expectations, rules and scripture which was encouraging. Continually making links in this area will improve this result.

In Teaching and Learning, we saw our intervention group of children reach their target in Mathematics with the majority achieving an improvement of one growth point (expected growth) in the area of counting. The majority of our children achieved at or beyond diocesan minimum standards in reading. In Years 3-6, data shows positive gains in reading. However, we also note the need to maintain a focus on reading comprehension.

In Pastoral Care and Wellbeing, we used data to identify the need to continue working with children on strengthening their social and emotional competencies into 2015. Our *KidsMatter* and PBL teams collected informative data about behaviour trends and patterns which was subsequently used by teachers in lessons on wellbeing in their classrooms.

Priority Key Improvements for Next Year

The following points indicate the key aspects of our SIP for 2015:

- linking Aboriginal ways of thinking and living to our Catholic mission
- introducing ideas of Mission and its implications for us as students, parents and teachers
- improving spelling through the use of writing
- strengthening student social and emotional competence.

Work begun in 2014 in the area of Mathematics will continue into 2015 with students due to

complete Mathematics Assessment Interviews (MAI) during the first month of school each year. The data collected will be used to help us identify learning gains across the school and areas of strength and need. This will then inform where we target professional learning for our teachers.

An ongoing task of our school is building and sustaining positive connections with our parish.

Of particular importance during 2015 will be our preparations for school review, a quality assurance process facilitated by the Catholic Schools Office. The school will take part in auditing for compliance in curriculum and several non-curriculum areas. The second part of the review will focus on the quality of schooling provided under the domains of Mission, Teaching and Learning and Pastoral Care.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

The community completed an independent survey through the Macquarie Marketing Group (MMG). A selection of the 2014 parent top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their child:

- 82% of parents' expectations were met or exceeded with the quality of teaching
- 79% of parents' expectations were met or exceeded in relation to the focus on student welfare
- 92% of parents' expectations were met or exceeded in relation to the School's values
- 88% of parents' expectations were met or exceeded in relation to the balanced education
- 83% of parents' expectations were met or exceeded in relation to good education at a reasonable expense.

The following quotes from the survey support the data above:

'I love the community feel and the fact that the teachers and staff actually know you and your children. Also the school teaches the same values and respect that we teach at home.'

'The school has a caring, lovely community with strong leadership. My son is very happy at school and calls it 'Safe John's'. I think this sums up how he feels! This is what I value most.'

Student Satisfaction

Students in Years 5 and 6 took part in the community MMG survey. The following points indicate the aspects of St John's that were most valued:

- friends and friendships made at the school
- quality of the teachers
- quality of the education provided and the ability to help us learn
- kindness of other students
- a positive school community.

The following quotes from the survey support the above data:

'I really like the attitude of people at our school. It feels really welcome and the community feels

comfortable and friendly because it is such a small school. There are many outside the school learning opportunities and everyone knows each other. I also like that we have masses run by year groups and Monday morning assemblies.'

'Many of my friends enjoy spending time with me. Teachers are kind and caring.'

Teacher Satisfaction

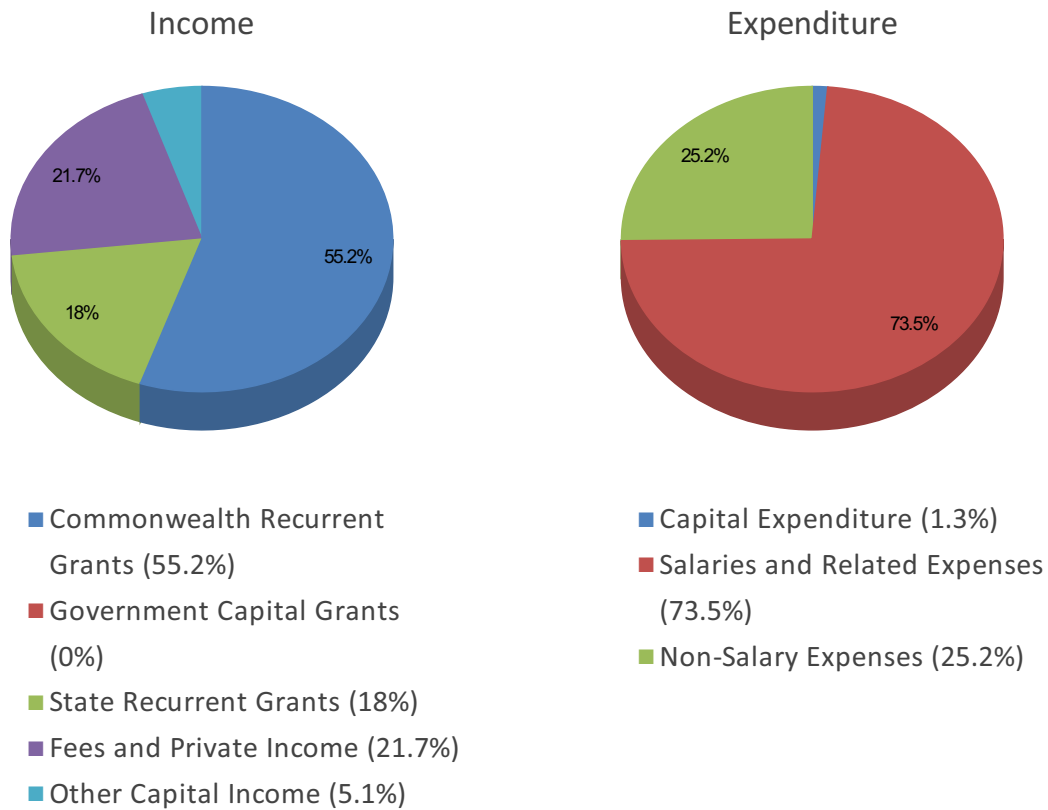
The MMG Survey sought feedback on levels of teacher satisfaction with St John's.

A selection of the 2014 staff top level findings are detailed below, ranked in order of the importance staff and teachers placed about working at St John's.

- 100% of staff expectations were met or exceeded in relation to the quality of teaching.
- 100% of staff expectations were met or exceeded with the focus on student welfare , providing a safe and caring environment.
- 100% of staff expectations were met or exceeded in relation to the School's values.
- 95% of staff expectations were met or exceeded in relation to the balanced education.
- 100% of staff expectations were met or exceeded in relation to providing a good education at a reasonable expense.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,353,857
Government Capital Grants	\$0
State Recurrent Grants	\$766,207
Fees and Private Income	\$924,264
Other Capital Income	\$217,158
Total Income	\$4,263,646

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$50,521
Salaries and Related Expenses	\$2,850,273
Non-Salary Expenses	\$975,978
Total Expenditure	\$3,876,771