



St John's Primary School

2018 School Year School Performance Information

Dear Members of the St John's School Community and interested parties,

The Australian Government accountability regulations require schools to report information on the school context, key student outcomes and information on satisfaction of the previous school year within six months after the end of the school year.

CONTEXTUAL INFORMATION

St John's School in Scarborough is a co-educational, single stream Catholic primary school catering for students from Kindergarten to Year 6. A Three Year Old Programme also operates on two days of the week within the Kindergarten room. The school is situated in a seaside suburb to the west of Perth.

St John's forms an educational community of students, staff and parents within a welcoming and nurturing environment. The school offers a curriculum which embraces the nine learning areas, adhering to the expectations of the Australian Curriculum, within an integrated learning environment. The school also incorporates social and pastoral care programmes that support students to grow towards their full potential.

There is an emphasis on literacy and numeracy development and purposeful inclusion of STEM (science, technology, engineering and maths) within learning areas.

A wide range of learning programmes are offered to students, including music, sport, art, enrichment and learning support. Extracurricular activities in the way of after school sporting teams, music tuition and art and craft classes provide further opportunities for student interest areas.

Staff encourage independent and collaborative learning experiences and we are committed to our Catholic values as these underpin how we act, who we are and what we do at St John's School in Scarborough.

STAFF

Teacher Qualifications

All teaching staff at St John's Primary School are registered teachers in accordance with the Teachers Registration Board.

Qualifications	No. of teachers holding this qualification
Bachelor of Arts in Education	7
Bachelor of Education	13 (1 with Honours)
Bachelor of Physical Education	1
Graduate Certificate in Education, ECE	3
Diploma of Teaching	5
Diploma of Religious Education	1
Graduate Diploma in Maths	1
Master of Education	4

Staff Composition

	MALES	FEMALES
Full Time Teachers	2	6
Part Time Teachers	0	9
Education Assistants	0	8
Administration Officers	0	3
Other, i.e. canteen manager, cleaners, gardener, maintenance	4	3

KEY STUDENT OUTCOMES

1. Student Attendance

The average attendance percentage rate for students in Pre Primary to Year 6 during the 2018 school year was 94%.

Year	Student Attendance
Pre Primary	94%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	94%
Year 5	95%
Year 6	94%

Student attendance is 'registered' on SEQTA every morning and afternoon by class teachers. Parents are informed via a phone call or by text message by 9:15am if an unnotified absence has been recorded.

Parents are requested to inform the school, via a phone call or through a dated, written means of communication, before school commences on the morning of the absence and identify the reason for the absence of their child. Administration Office staff fill in forms and notes that also provide written confirmation to teachers of phone calls received from parents related to student absences.

2. Proportions of Years 3 and 5 students meeting National Reading, Writing, Spelling and Grammar and Numeracy Benchmarks during 2018.

St John's Primary School NAPLAN RESULTS Over 2018 & 2017

Percentage of children performing at or above the National Minimal Standard

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2018 Year 3	100%	100%	100%	100%	100%
2017 Year 3	100%	100%	100%	100%	100%
2018 Year 5	100%	100%	100%	100%	100%
2017 Year 5	100%	100%	100%	100%	100%

St John's Primary Year 3 and Year 5 students also performed above or close to Similar Schools in the 2018 school year across all the above tested areas.

More detailed information can be located at the *My School* site: www.myschool.edu.au

VALUE ADDED ACTIVITIES AT ST JOHN'S IN 2018

Throughout the year the students at St John's were involved in a variety of activities, across a range of curriculum areas, which enhanced their knowledge and understanding and added value to their learning experiences:

Religion

- The sacramental programmes for: Reconciliation, Eucharist and Confirmation
- Whole school masses for Yrs 1-6 three to four times a term
- Fund Raising opportunities for the Catholic Church Archdiocese of Perth's charity services
- Class masses
- Prayer liturgies – Buddy class coordination
- Class coordinated Prayer Assemblies
- Feast day celebrations
- Sacramental Parent information sessions
- Sacramental retreat days
- Class Evangelisation projects, i.e., St Vincent De Paul collections...

Curriculum

- iMaths resources across year levels PP - 6

- Earobics, a computerised auditory phonics programme supports the acquisition of phonetic awareness in the early years
- A rich range of literacy strategies ensure the comprehension of literature is supported and developed
- Introduction of a Maker Space area for Technology for our STEM projects
- Bee Botts, spheros and a 3D printer added to IT and STEM resources
- IT accessibility through a range of iPads for the Kindergarten to Year 3 classes to share and school owned macbook laptops for use by Year 5 and 6 students.
- In 2018 the Yr 4 cohort purchased their own iPads for our one to one iPad program
- Weekly Art and Music lessons that enrich the Arts learning experiences
- Enrichment projects across Years 1-6
- Teacher Librarian expertise
- Italian lessons for Yrs PP-6

Arts

- School choirs
- Class assemblies
- Weekly Music specialist teacher lessons
- Performing Arts entries – the school choir and many individual musical instrument students enter the Catholic Performing Arts Festival held in August each year. In 2017, one of our Yr 5 students won the *Mercy Sisters Shield of Excellence for Primary Students* in 2017 and in 2018 two students, performing in an Instrumental Duet, won back the same Shield!
- Weekly Art specialist teacher lessons
- Art work on display to the whole school during St John's Week in Term 3
- Individual music tuition
- Excursions to concerts, art galleries
- Weekly after school art and craft session

Sport

- Swimming, Cross Country and Athletics Carnivals: Guild and Interschool opportunities
- Interschool football, soccer and netball competition for Years 5 and 6 students with neighbouring Catholic schools
- PE specialist teacher lessons – twice weekly per classes from PP to Year 6
- Guest specialist sport tutors for students, coordinated by PE teacher

Excursions - with the advantage of a school owned bus, St John's Primary teachers have greater scope to coordinate a wide range of Excursions/Incursions that are designed to both provoke greater awareness and to consolidate understandings of learning outcomes

- Gymsbus
- Whiteman Park, Scarborough Beach & City Beach, Jackadder Lake, Optus Stadium parklands
- Alexander Library
- Art Gallery, Maritime Museum & Perth Museum
- School camp – Yr 6

Community Activities

- St John's Week celebrations
- Open Night/Learning Journeys
- Parents and Friends social events and school community fundraiser events such as our annual Lapathon which engenders a wonderful community spirit.
- Missions – fund raising
- Evangelisation projects – 'doing' for others.

PARENT, STUDENT AND STAFF SATISFACTION

Feedback from School Board, Parents and Friends Committee gatherings, class teacher/parent meetings and discussions with students indicated that parents and students are appreciative of their involvement in school processes and that they value the open communication and the positive environment. Staff satisfaction is gleaned through Appraisal discussions, feedback at Staff Meetings, surveys related to goal setting and achievement of school strategic planning outcomes.

SCHOOL INCOME

Information related to St John's income may be found on the *My School Website*: <http://www.myschool.edu.au/>

POST SCHOOL DESTINATIONS

Post school destinations for Year 6 students in 2018 for the 2019 school year were:

John XX111	6	Catholic students	4	Non Catholic students
Sacred Heart College, Sorrento	7			
Churchlands High School	4			
Newman College	2			
Mercedes College	1			
Iona	1			
Hale School	1			
Interstate	1	Non Catholic student		

ANNUAL SCHOOL IMPROVEMENT

The progress made towards our School Improvement Plan and goals during 2018

SCHOOL STRATEGIC PLAN LINK		SMART GOALS			OUTCOMES ACHIEVED			
EWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalised in our society</i>				

Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
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Focus 1: Data Informed Practice explored through Numeracy Intervention requirements LEAD	Curriculum Plan shows that NAPLAN Numeracy Data in Year 3 indicates a slight downward trend. ACER PAT Maths Assessments indicate inconsistent growth of individual students. MAI Assessments for students requiring intervention	All students in from Years 2 - 6 maintain or improve on current PAT Maths stanine. All students who require numeracy intervention improve a minimum of one Growth Point.	NAPLAN Data ACER PAT Maths Assessments MAI Growth Point Data	Develop a Data Wall specifically focusing on MAI & PAT Maths Data and use this to begin case management meetings around specific students, collectively addressing their point of need.	Curriculum Plan Focus Strategic Plan Focus Areas: LEARNING - To use data as a means to make purposeful change to performance and gains in students' achievement.	Data Wall developed by the end of Week 5, Term One. Case Management meetings being held regularly at PLCs by end of Term 1.	Curriculum Coordinator to maintain data wall and lead Case Management Meetings. Learning Support Teachers to manage Assessment data collection and facilitate intervention structures. Class Teachers to participate in Case Management Meetings	Fortnightly case management meetings centred around data from the data wall. Student growth in PAT Stanines and MAI Growth Points.
Focus 2: Differentiation/ STEM Integration/ Student Autonomy	Curriculum plan includes NAPLAN data indicating a wide spread of abilities across cohorts – indicating a need for	Differentiation in literacy and numeracy lesson structure and delivery across all year levels. Increase in teacher confidence to	Improved NAPLAN results. Development of an Integrated STEM Scope and Sequence.	Develop a whole school differentiation commitment/ process paper, exploring ways that differentiation is offered to students and embedded in teacher planning.	Strategic Plan Focus Areas: LEARNING: Teachers are encouraged to tailor their teaching to students' needs and readiness and identify skills gaps and misunderstandings. Catering for individual	Differentiation Commitment paper (?? Wording??) developed by the end of Semester One, 2018. STEM integrated Scope & Sequence	Curriculum Coordinator to coordinate All teaching staff to participate in PL and development of Scope & Sequence.	Differentiation practices in place at a classroom level and following the structures outlined in St John's Differentiation Commitment paper.

LEAD	strong differentiation structures across the school.	deliver engaging, relevant, informative and integrated STEM learning programs.		Develop Scope and Sequence for STEM integration across Years 1-6. Provide Professional Learning opportunities for teachers in STEM integration – exploring project based learning.	differences by offering multiple means of representation, engagement and expression. ACCOUNTABILITY: Teachers show evidence of differentiation consideration for students when planning lessons. Provide professional learning opportunities that allow for the development of staff skills, knowledge and capacity to improve learning for students.	Developed by the end of Semester One, 2018. Professional Learning Opportunities offered throughout the year.	Learning Support Teachers to assist with development Leadership Team to support	Student CAPs & IEPs and regularly updated and associated parent meetings to occur regularly. STEM Scope & Sequence influencing teacher planning.
Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence Qualitative and quantitative	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goals	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones? Timeframe within which the goal will be achieved	Resources Support/resources that will be required to achieve the goal. <u>Key personnel: who is responsible / ensuring we are on track</u>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Focus 3: Sustainability LEAD	School records show an inconsistent approach to sustainability structures at the school.	Sustainability forward plan developed to indicate school goals and project requirements.	Sustainability Forward Planning document developed and held on school database.	Establish a Sustainability Committee of Staff, students and parents. Develop a school recycling program & gardening project.	Evangelisation Plan Strategic Plan Focus Areas: ENGAGEMENT: -To foster the sustainability model of environment care and impact QIP Quality Area 3.3.1 & 3.3.2 – 2018 QIP Focus Priorities.	Recycling in place by the end of Term 2. Sustainability Forward Planning document developed by end of 2018.	Sustainability Committee	Sustainability forward plan in place by the end of 2018. School sustainability projects involving students (eg. Recycling) undertaken throughout 2018 and beyond
Focus 4: School Promotion LEAD	2017 QCS Survey indicated current marketing strategies are not visible in the wider community. Decrease of CEWA & St John's School enrolments to begin 2018 school year.	Increase of 2018 student enrolments.	Student enrolment records held on school database.	Appoint a Marketing Manager to ensure promotion of the school and increase enrolments. Greater commitment to use of website, specifically looking at the class pages sharing learning experiences.	Strategic Plan Focus Areas: ENGAGEMENT: Establish strong relationships with families, parish and parish community to actively engage in school improvement conversation.	By the conclusion of 2018	Secondment of Marketing Manager (Board Sub Committee Member) to the board sub Committee Community and Communications School Board Sub Committee School Principal Assistant Principal	Increase in number of students enrolled at St John's school by the end of 2018.
Focus 5: Protective Behaviours & Health Curriculum LEAD	Currently no protective behaviours program /curriculum embedded within the school – school required to meet the government's mandated approach to child protection.	All classroom teachers teaching the Keeping Safe Curriculum as part of the Health learning area. School based scope and sequence developed for curriculum implementation	Teacher programs and Health assessment records indicating teaching of the content and implementation of the curriculum.	Fully implement the Keeping Safe Protective behaviours curriculum. Develop a school scope and sequence incorporating Highway Heroes and Keeping Safe Curriculum.	Strategic Plan Focus Areas: ENGAGEMENT: To build on pastoral care initiatives that promote dignity and integrity of all school members as priority.	By the conclusion of 2018	Keeping Safe Trainer/ Coordinator (Melinda Midson) Program resources	Teacher programs and Health assessment records indicating teaching of the content and implementation of the curriculum.

