



# School Performance Data 2019

## 1. Contextual Information

St John's Primary School, Scarborough is a Catholic single stream, co-educational, primary school catering for students from Pre-Kindergarten to Year 6. 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 seeks to foster faith formation through word and example and to provide an atmosphere which encourages each child to develop as a confident, independent learner and to nurture their spiritual, social, physical, intellectual and emotional needs. St John's Primary 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 within learning areas. A wide range of specialist classes are offered to students, including Italian, Music, HASS, Art and Physical Education. There is a strong emphasis on English and Mathematics which incorporates 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.

The school enjoys a close relationship with our parents and parish community. We are committed to forming strong partnerships with our families and encourage their active participation and involvement in the life of our school.

## 2. Student Attendance 2019

The average attendance percentage rate for students in Pre-Primary to Year 6 during the 2019 school year was 92%.

Year Level	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance %	93%	80%	94%	93%	98%	94%	94%

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

Parents/Carers are requested to inform the school, via a phone call or through a dated, written means of communication, usually via our website 'on-line absentee from', 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.

If a student's absence remains unresolved, Administration staff print a 'follow-up SEQTA' note which is sent home to parents/carers for completion and return to the office.

## 3. Workforce Composition

Male Teachers:	4
Male Non Teachers	0
Female Teachers	15
Female Non-Teachers	14
Total	33

#### 4. Teacher Standards & Qualifications

Bachelor of Arts in Education	7
Bachelor of Education Primary	13
Bachelor of Physical Education	1
Graduate Certificate in Education Early Childhood	3
Diploma of Teaching	5
Diploma of Religious Education	1
Graduate Diploma in Maths	1
Master of Education	4

#### 5. 2019 NAPLAN and BRLA Results

<b>NAPLAN</b>	<b>St John's School Means</b>	<b>All Australian School Means</b>
<i>Year 3</i>		
<b>Reading</b>	452	432
<b>Writing</b>	434	423
<b>Spelling</b>	416	419
<b>Grammar &amp; Punctuation</b>	455	440
<b>Numeracy</b>	419	408

<b>NAPLAN</b>	<b>St John's School Means</b>	<b>All Australian School Means</b>
<i>Year 5</i>		
<b>Reading</b>	553	506
<b>Writing</b>	479	474
<b>Spelling</b>	518	501
<b>Grammar &amp; Punctuation</b>	533	499
<b>Numeracy</b>	553	496

Bishops' Religious Literacy Assessment (BRLA)	St John's School Means	CEWA School Means
Year 3	58.7	54
Year 5	60.8	53.4

More detailed information can be located at the *My School* site: [www.myschool.edu.au](http://www.myschool.edu.au)

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 2019 the Year 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 Years 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.
- 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. Excursion included the following:

- Gym bus
- 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.

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.

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

## 7. Post School Destinations

School	Catholic	Non-Catholic
Churchlands Senior High	0	1
Hale College	1	0
Iona Presentation College	2	0
John XXIII College	11	1
Newman College	5	0
Sacred Heart College	5	1
St George's College	0	1
St Mary's College	0	1
St Stephen's College	0	1
<b>Total</b>	<b>24</b>	<b>6</b>

## 8. 2019 Annual School Improvement

<b>CECWA Strategic Directions</b>	<b>CATHOLIC IDENTITY</b>	<b>EDUCATION</b>	<b>COMMUNITY</b>	<b>STEWARDSHIP</b>
<i>“Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.”</i>	<i>Inspiring Christ-centred Leaders</i>	<i>Catholic Schools of Excellence</i>	<i>Catholic Pastoral Communities</i>	<i>Accessible, Affordable and Sustainable System of Schools</i>

Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Indicators	Monitoring Process and Progress
	<i>Qualitative and quantitative</i>	<i>Performance &amp; development goal to be achieved (stated simply)</i>	<i>Evidence that will be used to demonstrate progression and goal achievement</i>	<i>What actions will we take to achieve the goal?</i>	<i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	<i>What are the timeframe milestones?  Timeframe within which the goal will be achieved</i>	<i>Support/resources that will be required to achieve the goal.  Key school-based personnel: Who is responsible for ensuring we are on track?</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
Evangelisation Plan Focus  Establishing a common knowledge around the Dominican Pillars (Prayer, Study, Community & Service) in order to enhance school values.	QSC 101 (Systematic Evangelisation Planning) Recommendations from 2019 review	<b>Prayer</b> - Establish clear guidelines around the sacraments to ensure clarity for both school and parish.  <b>Study</b> – Effective Implementation of new RE Programs.  Maintain staff knowledge and	RE PD whole staff  Encourage school community members attending weekend masses. – Possibly hand out sacramental certificates the week following the Sacraments.	Connect the Guilds with the Four Pillars – possible consideration around renaming guilds.  <b>Prayer</b> – St John's admin to meet with Fr Grant to discuss 2020 Sacrament planning.  <b>Study</b> - Teach using new units of work. PLC to	Strategic Plan Point 1 (faith development) – ‘ <i>Aspire to the school motto “VERITAS” and uphold the Dominican Way through the development of the whole person to be more like Christ.</i> ’  Strategic Plan Engagement Goal 6 –	Term 1 2020  Early Term 1 2020  Throughout 2019 and 2020 as units are released	School Principal - Vel  AP RE – Vladimir  Parish Priest – Fr Grant Gordard  New CEWA RE Programs (as found on SharePoint Website).  Prayer Assemblies – focus on social skills relating to Pillars	Encourage more school community members to attend weekend masses.  Visible student respect toward adults and each other. Use of manners and increased displays of courtesy to others.  Each class to participate in a Social Justice Project	Participation in Catholic Earth Care pilot project

		<p>understanding of the Dominican Charism.</p> <p><b>Community -</b> Enhance active engagement between the parish and school communities.</p> <p><b>Service –</b> Develop and improve understanding of school values; Truth, Achievement &amp; Respect – focus on a virtue per term Social Justice</p>	<p>Visible student respect toward adults and each other. Use of manners and increased displays of courtesy to others through prayer assembly and include a value or virtue.</p> <p>Introduce values tokens- 3 different colours to measure winning virtues</p> <p>Enforce walking under roof and consequences</p>	<p>discuss planning around this.</p> <p>Mindfulness Guided Meditation</p> <p><b>Service -</b> Students will engage in explicit lessons during prayer assemblies focusing on the school values; Truth, Achievement &amp; Respect.</p>	<p><i>'Establish strong relationships with families, parish and parish community to actively engage in school improvement conversation.'</i></p>			Staff Retreat	
<p>Aboriginal Education Plan Focus</p> <p>Development of our own authentic teaching skills and knowledge around aboriginal culture to then enrich student understanding .</p>	<p>Teacher observations indicate a lack of understanding with St John's students regarding aboriginal cultural sensitivities.</p> <p>Aboriginal Education Policy Principle 2 – 'St John's school is committed to increasing</p>	<p>Staff will enhance their understanding of aboriginal culture and feel more comfortable about teaching indigenous culture to students.</p> <p>Students will indicate a greater</p>	<p>Staff participate in Professional Development / PLC. This could be via online resources or with a presenter</p> <p>Increased evidence within classrooms of day to day</p>	<p>Arrange for Phil Narkle to visit the school for staff professional learning event.</p> <p>Yirri Yakkin Incursion (bi-annually)</p> <p>Noongar posters will be provided to each class.</p>	<p>Aboriginal Education Policy Principle 2 – 'St John's school is committed to increasing knowledge and understanding of the histories, cultures, and experiences of Aboriginal peoples.'</p>	Semester One 2020	<p>Seasons resources on display in each classroom.</p> <p>Online Noongar education – Education Perfect (Year 5/6)</p> <p>Aboriginal Education Committee – Adele &amp; Greg</p>	<p>Aboriginal resource section in library</p> <p>Cultural Matrix from Stage 1-2</p> <p>Calendar of significant dates and used as focus for Class assemblies</p>	



	knowledge and understanding of the histories, cultures, and experiences of Aboriginal peoples.'	understanding of cultural sensitivities with aboriginal culture.  Aboriginal name for new undercover area  Aboriginal – Hello, welcome Kaya Wanju	exposure to aboriginal culture.  Increased time dedicated to education around aboriginal culture.	Provide variation to Welcome to Country at assemblies – Visuals will also be added for greater exposure.  Staff online Noongar Education- PLC  NAIDOC Week class mass scheduled (end of term 2) – Year 5/6  Year 5 and 6 students to commence online Noongar education – Education Perfect.			Key Teacher training  CEWA Aboriginal Education consultants  Online PL resources (Adele and Greg to share)  Science Week STEM Projects		
Curriculum Plan Focus  Enhance writing teaching practices to directly influence student writing outcomes.  Spelling	Curriculum Plan Goals and Data  Refine use of Literacy Dedicated Time to implement the Whole School Approach to Writing- how will Talk for Writing fit?	Whole school writing approach  Literacy dedicated time		One on one release time to discuss planning (incorporating the gradual release)  Enhancing the whole school approach, using the Whole School Approach to writing documentation.  Staff actively use the Whole School Literacy Block Structure.	Strategic Plan Learning Goal 3 – <i>'To use data as a means to make purposeful change to performance and gains in students' achievement.</i>  Start Plan Goal 2 – <i>'Establish a culture that promotes learning, embraces effective teaching practices and establishes a mindset that all that is done</i>	One PLC per term for the moderation of Brightpath results.  Begin 2019  Share writing planning documents at PLCs each term.  Implement Learning Sprints K-6  Refine Learning Sprint documentation	Continue St John's Whole School Writing Approach (VOICES, Cups & Arms etc.)  First Steps resources  Brightpath Teaching Guidelines  Literacy Dedicated Time Planning template  Review and refine template	Improved Writing NAPLAN results  Evidence of the Gradual release model established for Numeracy and Literacy (mod, shared, guided, ind)	Alignment of Brightpath with VOICES – to guide teaching focus and assessment  Discuss with staff – how do we ensure all aspects are covered in the block

					<i>within the school is to enhance student achievement.</i>	/ modify to make more user friendly	for planning of Learning Sprints Traits Crate Online Apps (literacy Planet)		
	Writing Brightpath Data NAPLAN Writing Data	VOICES & Brightpath	Evidence of VOICES being used through programs, learning sprints, brightpath teaching points in the explicit teaching of writing. - Children articulate the focus points of VOICES model -children work towards creating goals for writing based on Brightpath and VOICES focus points PP to use oral narrative scale	PD days focused on writing e.g. Talk for Writing from DSF, Learning Sprints  Learning Sprints PD Feb 20  Talk for Writing July 2 <sup>nd</sup> & 3 <sup>rd</sup>		Planning for 2020 – engage in moderation tasks using the CEWA scripts	Brightpath – resources created for classroom walls PD day focused on writing e.g. Talk for Writing from DSF, Learning Sprints  PD for lead markers focused on narrative and reports Katherine Kelly & Steph Portwood May 2020	Improved BrightPath results (student growth) across narrative and persuasive texts.  Improved teacher confidence around moderating writing (based on reflection of achievement of consensus of marking writing pieces, and to compare marked verified by Brightpath scripts to self-assess marking of writing pieces.)	Schedule regular Collaborative Moderation of Brightpath results  Talk for Writing Whole School PD- July 2020
	Spelling PAT Spelling assessment Words their Way Spelling Assessment Brightpath	Student spelling within the context of writing will show improvement	Writing samples across learning areas Words Their Way results PAT spelling	10-15 minute daily spelling instruction		Mid and End 2020 check progress	Staff sharing at PLC's focused on strategies, organization, differentiation of spelling instruction Use the Words Their Way	NAPLAN 2021 on data student writing samples PAT spelling	Mid and end of year check on success indicators

							program resources and share additional resources among staff		
	Handwriting OT screening in K and PP Writing samples and handwriting assessments PP and Year 1-2	Improve formation of letters and pencil grip, fine motor skill development  Prioritise focused modelled lessons using the correct formation of letters	Handwriting assessments Correct pencil grip Starting point, OT assessments writing samples	Explicit teaching at point of need Multisensory fine motor activities Supply of correct pencil sizes Use of correct writing implement for each developmental stage Use of aides such as pencil grips, colored lines etc Gross motor pre-writing skills	V difficult to reteach incorrect letter formation  Cannot generate ideas for creative writing if handwriting isn't automatic and fluent	Look at developmentally appropriate milestones for each class	OT – talks to parents (K-1) K and PP teachers to focus on formation of basic shapes, letters, and fine motor skills Purchasing correct implements and other aides to support development Engage an OT to provide guidance to teachers for motor skill development K and PP teachers complete Learning sprints focused on motor activities	Results of Learning Sprints Improvements in writing skills and fine motor seen in year 1-2	Results of Learning Sprints Improvements in writing skills and fine motor seen in Year 1-2
Early Years Focus <i>(if applicable)</i>  Refine and improve Sustainable structures throughout the school, specifically in the Early Years	NQS QIP Review 3.2.3 – ‘ <i>The service cares for the environment and supports children to become environmentally responsible.</i> ’ Strategic Plan Review - Accountability Goal 2 – ‘ <i>Align teaching practices and protocols to AITSL standards and National</i>	Establish better recycling structures within the school. Ask P&F to fund  Become a water wise school.  Reduce waste around the school.	Maintain worm farm and explore ways students can have more ownership.  Remida incursions. Mindarie Waste incursion.	Explore the introduction of Greenbatch bins to recycle hard plastics. Introduce Yellow Council Recycling Bins.  Establish a soft plastics collection system to go to Coles.  Introduce a waste free lunchbox day	Strategic Plan Engagement Goal 5 – ‘ <i>To foster the sustainability model of environment care and impact.</i> ’  Strategic Plan Accountability Goal 2 – ‘ <i>Align teaching practices and protocols to AITSL standards and National Quality</i>	Ongoing.  Trash-less Tuesday and Thursday  Paper waste - collection & disposal  Emerald shovel awarded to class with least waste- Year 5	Mindarie Regional Council – Face your Waste workshops.  Incursions – RE-Mida  Artists – Richard Dahlsen & Andy Goldsworthy	Reduced water usage.  Increased upcycling with recycled and natural materials.  Recycling in art lessons.....  Waste wise policy-Greg  Year level responsibilities implemented	2020 ask for parent volunteer to organise recycling bins, grant submissions, leading sustainability group, P&F funding options

	<i>Quality Standards (NQS) to ensure teacher quality and performance is significantly monitored.'</i>	Trash free Tuesday & Thursday		across the school.  Research/explore how the water pump could be used in a more water wise way (less wasteful).  Explore ways to upcycle items (links with artists)	<i>Standards (NQS) to ensure teacher quality and performance is significantly monitored.'</i>  NQS QIP 3.2.3 – <i>'The service cares for the environment and supports children to become environmentally responsible.'</i>				
Additional Focus <i>(optional)</i>  Enhance classroom pedagogy and data informed practices to influence differentiation structures.	Enhance Classroom Pedagogy through teacher confidence, differentiation, reflection and performance review, evidence in programming	Embed effective, well researched pedagogical strategies across year levels  Deepen teacher knowledge in how to effectively use learning sprints within planning.	Shoulder to shoulder learning embedded in regular timetable  PLCs regarding teacher effectiveness based on classroom visits  Networking with other schools	Case Management Meetings – beginning of each PLC meeting  CEWA specialists for school and Beaches PD's.  Refine practices for use of Data (PAT, Brightpath) to assist planning, teaching, reporting and review.  Implementation of <i>Managing Students Individual Needs</i> guidelines (CAP & IEP timeline etc.). Ensure process is followed, release time for teachers to write CAP's, work	QCS 308 (Effective Pedagogical Practices) Recommendations  Strategic Plan Learning Goal 3 – <i>'To use data as a means to make purposeful change to performance and gains in students' achievement.'</i>  QCS 302 (Analysis and discussion of data) Recommendations	Throughout 2020  Ongoing  Time given to class teachers to work with learning support teacher, follow procedures each semester	Commitment during PLC times- Steph and Velma  PD focused on Shoulder to Shoulder and Learning Sprints (Leadership)  All staff  YARC Reading Assessment (KK)  Literacy Planet PD (Yrs 3-6)	NAPLAN results  Observable strategies across classrooms (self-reflection tools, work samples)  Well-structured and planned for differentiated learning  Increased pedagogical confidence & consistency across year levels	Review of PLC procedure/content/time  Create a Wishlist of PLC agenda to align with the SIP, collaboration with staff at end of each year  Review use of early years PAT assessments for year 1. Not useable  Review use of online literacy & maths programs (Reading Eggs, Literacy Planet, Nussy, Oxford reading buddy, Mathletics, Prodigy) Trail new programs

				collaboratively with staff at PLC's.  Homework review- survey 2020					
Continued implementation of Keeping Safe Curriculum & Child Protection	Mandated Keeping Safe Curriculum  NQS Quality Area 2- Health & Safety 2.3.2 & 2.3.4	Teacher knowledge and capacity to teach KSC  Ongoing Professional Development re: Childsafe Framework and KSC	Mandatory reporting annual renewal	Incorporating Keeping Safe Curriculum with SCASA Health Curriculum and Highway Heroes Program	A Govt mandated undertaking to ensure all students have raised understandings of personal safety.	Mandatory Reporting - annually  KSC progress – annual review of program	KSC teacher and resources to accompany program To be determined Online resources.	Improved understandings of Childsafe Framework within teaching staff.  Visible/Audible student involvement in supportive language.  improved confidence in what is acceptable and unacceptable behavior/boundaries within the school community.	All teachers and staff have completed pd hours  Parents are communicated with regularly regarding what is being taught in class at the time