



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St John the Apostle Primary School Florey

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Principal

Mr Matthew Egan-Richards

Section One: Message from Key Groups in our Community

Principal's Message

St John the Apostle's vision is animated in our motto, "United in love, truth and courage." It is a goal that encourages us to work together as disciples of Jesus to make our school, our community and our world a better place. We strive to inspire faith and develop spirituality, teach Catholic traditions and encourage a passionate response to the needs of our contemporary society. We encourage all to be curious, critical and reflective life-long learners committed to doing their best. St John the Apostle provides a safe and nurturing environment where persistence and resilience are valued and where the dignity and well-being of oneself and others are paramount.

Parent Body Message

St John the Apostle Primary School has a committed and engaged Community Council which has continued to support staff this year to provide a safe and nurturing learning environment. The Community Council promoted the building of the school community through a Welcome BBQ for parents, financial support of the Stephanie Alexander Kitchen Garden Program, and the purchasing of banners and shade tents for use at events. The Community Council maintained the link between the Executive and the school community, providing advice and support with the school budget, registration process, changes in tuckshop management, parent survey and improvements to the school grounds. The Community Council is dedicated to developing a community spirit through genuine pastoral care of the members of the school and community.

Student Body Message

St John the Apostle Primary school gives students and their families boundless warmth and support. The educational expectations give us an amazing challenge that really makes us strive and recognise achievements. We think something that satisfies everyone here at St. Johns is the community and care that we have for each other. The teachers and staff are always looking out for us and using their knowledge to help us.

Everything that we learn always has a purpose filled with an abundance of amusement that increases our fond joy of learning. Because of this, achievements are recognised with smiles on many faces. We all also love Performing Arts, Library and the Kitchen Garden. These varied learning opportunities create many long lasting memories that will help us make an impact on society.

We are encouraged to lead in the way Christ did- to nurture others with love, truth and courage; this is the motto of our school that encourages us to extend our capabilities. Everyone gives you 110 percent of support here, which is continuous and very much appreciated.

Section Two: School Features

St John the Apostle Primary School is a Catholic systemic Co-educational School located in Florey.

St John the Apostle Primary School was opened in 1979. Within a few years there were over 600 students enrolled in twenty-one classes. With the changing demographics, the school now has 14 class groups from Kindergarten to Year Six. Over the years there have been a number of refurbishments. The most recent one, made possible by the recent Building the Education Revolution grant, has made a huge difference to the internal appearance of the school, and is providing opportunities for teachers and students to work in a pleasant and welcoming environment.

The community recognises the need to foster strong home-school partnerships with regular and varied forms of communication. This year's Community Council has taken an active role in developing communication channels with all families. Parental involvement at St John the Apostle Primary School continues to have a positive impact on the community. The variety of programs offered is possible because of the support of parents, including participation in a range of sporting activities, the Stephanie Alexander Kitchen Garden, choir, Dance Crew, Robotics Club, school camps and a myriad of classroom activities. Students in Years 5 and 6 participate in camp programs; The Year 5 Camp aims to build teamwork and cooperative problem solving and the Year 6 Camp is based on achieving individual and team physical challenges.

All classes attend performing Arts lessons, involving Dance, Music and Drama and Library each week. Students may participate in brass, woodwind, piano and guitar lessons or join either the school choir or the combined band with students from St Francis Xavier College across the road. Opportunities for performance are provided both in the school environment and in public.

The Student Leadership program recognises the special role of each of the Year 6 students. At the beginning of the school year all Year 6 students are responsible for the Prayer and Mission leadership group and are elected as a member of one of the following groups: SRC, Events, Sports and Sustainability. Two school captains and two peer captains for each of the leadership groups are also elected.

The school's website can be found at www.sjaps.act.edu.au.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

The Catholic identity of our school is nurtured and developed by integrating Catholic values into all areas of school life, fostering spirituality, and promoting a close partnership with the Parish. Catholic values are promoted at our weekly Focus Assemblies. They are also the key consideration in our policy and decision-making, particularly in our pastoral care, student welfare and discipline policies. They are evident in our outreach to those less fortunate through fund raising for Caritas, Catholic Mission and the St Vincent de Paul Society. Finally, Catholic values are integrated across all subjects of the curriculum.

The spirituality of all members of our school community is nurtured through the rich prayer life of the school, by involvement in retreats and by celebrating special events with whole school masses and liturgies both at the Parish Church and in our school chapel.

A close partnership with the St John the Apostle Parish is also key to developing the Catholic ethos of our school. Our Sacramental program is parish-based. The school supports the Parish by teaching targeted units about individual sacraments, while the Parish supports families by providing adult formation around the Sacraments at Parent Information Evenings and by providing materials for parents to work through with their children. Celebrations of the Sacraments of Reconciliation, First Eucharist and Confirmation occur within the Parish.

St John the Apostle Primary School follows the revised Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Religious Education at St John the Apostle Primary School has two key focuses: The Religious Education Curriculum, and the development of the Catholic ethos of the school. The Religious Education Curriculum uses the Shared Christian Praxis model to develop knowledge and understanding of our Catholic faith and the skills and values to live the faith in our daily lives. As a core subject of the school curriculum, the students' work in Religious Education is assessed and reported on, as in other subjects, using the A-E grading and by providing comments on the degree to which students have developed knowledge and skills.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
178	189	43	367

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.81%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	95%
Year 2	94%
Year 3	94%
Year 4	93%
Year 5	95%
Year 6	91%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	9	33

* This number includes 16 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All teachers have been involved in professional learning throughout 2015. This learning is designed to further develop the skills and understandings of staff to improve students engagement and outcomes. Professional learning can take many forms including whole staff days, subject-specific inservices, meetings and conferences.

In 2015 the school staff together were involved in the following professional development days:

- Staff retreat day- Our Call to Service
- Australian Mathematics Framework
- ICT and IPAD applications
- First Aid
- Inclusive Education programs

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	40%	48%	11%	11%
	Writing	18%	47%	18%	7%
	Spelling	24%	41%	33%	15%
	Grammar and Punctuation	24%	52%	22%	11%
	Numeracy	9%	34%	23%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	40%	34%	18%	18%
	Writing	9%	19%	13%	18%
	Spelling	30%	33%	15%	15%
	Grammar and Punctuation	33%	36%	24%	17%
	Numeracy	25%	28%	24%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

At St John the Apostle in 2015 we continued to enhance the school unity in love, truth and courage through the implementation of the *Making Jesus Real* framework and a restorative practices approach. We focussed on bringing our Mission and Vision to life through liturgy, prayer, focus assemblies and displays throughout the school. We developed and refined a staff professional development program of mentoring and coaching which will continue in 2016 and in to the future. 2015 also saw the implementation of a Stephanie Alexander Kitchen Garden program which also enabled links with Saint Francis Xavier College students, teachers and parents in our community. We worked effectively to improve the learning outcomes of students in literacy and numeracy and worked extensively implementing the Australian Mathematics Framework. Focus was also given to refining the process of documenting and tracking student behaviour and pastoral needs.

Priority Key Improvements for 2016

St John the Apostle School has identified the following key improvements for 2016:

- Integrate the pastoral care, inclusivity and student discipline policies with programs and agreed practices. This will be incorporated with the Kidsmatter framework which will be implemented over a two year period beginning in 2016.
- Using assessment to guide best teaching practice, particularly in numeracy and literacy to promote the growth of each learner.
- Developing structures to ensure every opportunity for authentic teaching and learning practices - Australian curriculum development, school and class timetables and consistent use of data to enable accurate reporting
- Improving resources such as ground upgrade, ICT structure and equipment, future building development and communication.

Section Eight: School Policies

Student Welfare Policy

At St John the Apostle school we foster a Christian community in the Catholic tradition. Our vision statement call us "To be on earth the Heart of God." St John the Apostle School respects the dignity of all members of the community and seeks to treat all with equity. Our restorative practices are grounded in Gospel values and provide a safe and nurturing environment. We strive to maintain a fair, consent and workable Pastoral Care and Student Welfare Policy that is clearly understood and upheld by all within the school community. Our policy promotes a peaceful environment that offers stability, justice, security and harmony. The positive support and active involvement of students, families and staff helps achieve this environment.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

As parents, we feel that St. John the Apostle provides a safe and nurturing environment for our children to learn and develop. This is evident in the community spirit that is felt as soon as you enter the school and also through the diverse programs offered to cater for all learning abilities and interests. A particular highlight for us is the kitchen garden, where the students are able to learn about sustainable living and ethical choices in a fun and cooperative learning environment.

Our children have also benefited from extra-curricular programs such as choir, hip-hop dance crews and school sporting teams. The homework club and enrichment program provide additional support and extension ensuring that all our children are able to reach their full potential.

In all our dealings with the school, we have found the teachers and staff to be approachable, accommodating and more than willing to work with us at an individual level to improve the learning experience of our children.

Overall we are very satisfied with the educational experience provided by St. John the Apostle.

Student Satisfaction

St John's is an extremely loving community containing an abundant amount of talented, well educated staff and teachers. In the beginning of the year the teachers explain to us about their extremely high expectations. We all strive to continuously live by our motto, "love, truth and courage."

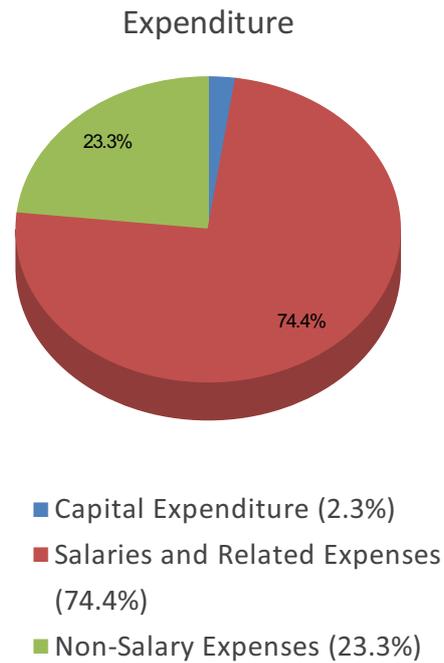
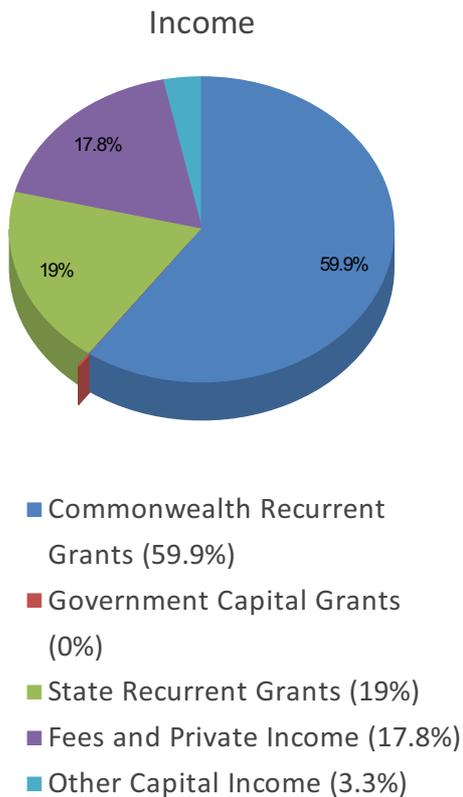
There are an extensive list of extra curriculum subjects which are offered out of class e.g. band, choir, robotics and the Stephanie Alexander Kitchen Garden. When you come here for your first day at St John's you are introduced to a welcoming community filled with loving and caring people. You receive one hundred percent of support from everybody that is part of the St John's community. We believe they support us to become well mannered and, of course, to help us succeed in life. We leave with a powerful amount of education and skills to enable us to confidently continue as life-long learners. If you would like to be around a loving caring, supportive environment with great educational opportunities until the time you leave primary school, then St John's is the place to be.

(School Leaders)

Teacher Satisfaction

Teachers at St John the Apostle feel that they are valued members of the community. The St John's community creates an environment where all participants can truly communicate their concerns, issues, obstacles and achievements which brings understanding and satisfaction to the entire teaching and learning experience. In 2015 St John's has seen growth and change in many areas. This growth and change has motivated teachers to bring more of their expertise to the community. Teachers have felt supported in this change which has been extremely beneficial to the school. The new teaching and learning initiatives that have been implemented are effective and teachers across the whole school are seeing engagement and growth amongst students. Staff members feel committed to the school and feel satisfied that their role is both important to the school and parent community and has a positive impact on student learning.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,583,911
Government Capital Grants ²	\$1,197
State Recurrent Grants ³	\$819,944
Fees and Private Income ⁴	\$770,301
Other Capital Income ⁵	\$140,848
Total Income	\$4,316,201

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$94,953
Salaries and Related Expenses ⁷	\$3,086,858
Non-Salary Expenses ⁸	\$966,746
Total Expenditure	\$4,148,557

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.