



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## St John the Apostle Primary School Florey

9 Pawsey Circuit, Florey 2615

Phone: 02 6258 3592

Email: [office.sjaps@cg.catholic.edu.au](mailto:office.sjaps@cg.catholic.edu.au)

Website: [www.sjaps.act.edu.au](http://www.sjaps.act.edu.au)

### **Principal**

Mr Matthew Egan-Richards

## Section One: Message from Key Groups in our Community

---

### Principal's Message

St John the Apostle School Community is a highly collaborative and welcoming Catholic school community centred on its mission to 'be on Earth the heart of God'. In everything we do we seek to ensure that we reflect the love of God for all.

I would like to thank the parent community of St John the Apostle for their high level of engagement in the ongoing development of the school and in building a positive community. As a result of the valued work of the Community Council, each parent's interest in their children's learning and their generous donation of time and energy to school events our students continue to grow and learn to be the best they can be.

The staff have also been tremendously supportive as we continue to learn and grow alongside our students, honing our skills as teachers and leaders, shaping the school as it journeys through the contemporary educational landscape. The staff are protectors of each student's right to learn fundamental skills and nurture their future through the provision of opportunities to learn digital citizenship in a modern world. It is a privilege to work with such a committed staff.

### Parent Body Message

The Community Council of St John the Apostle Primary School provides an opportunity for members of the school and parish communities to support the vision of the school: to be united in love, truth and courage.

In 2016, the Council continued to build support for the school among the community. The Council held a successful open school meeting, inviting parents to discuss the areas of Community; Catholic Identity; Resources; and Curriculum. The 2016 Fete was a major community event, which contributed to the purchase of a trailer and new curtains for the school hall.

The Council continued its support for the Kitchen Garden program, and provided financial assistance to the joint St Francis Xavier and St John the Apostle homework club, designed to support students of refugee and migrant families in our community.

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.

Thank you to all the members of the 2016 Community Council for their time and efforts in supporting our school.

### Student Body Message

As students at St John the Apostle we always enjoy the opportunities we have to make many friends and participate in a variety of activities that are based on our interests.

One of the highlights of 2016 for Year 5 students was the opportunity to participate in Robotics Club and represent the school at competition. Other students loved participating in Dance Crew and Choir and performing for the public as well as the school.

Our Year 6 students began a new student leadership model with School Captains and Peer Leaders. We all enjoyed being rostered on as peer support leaders in the playground at recess and lunch, helping students to play together happily.

At the end of the year we celebrated together with our Christmas Concert. This was a great way to have every student at the school perform together on stage and celebrate the end of

the year. We know that every student at St John's, no matter what they were interested in, learnt some thing exciting in 2016.

## 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 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 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. Parent engagement 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, Media and Drama each week. They also participate in weekly Library lessons. 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](http://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

St John the Apostle bases all of its decisions and actions on the Gospel values and from the charism of the Missionaries of the Sacred Heart, “We are on the earth the heart of God”. Religious Education at St John the Apostle follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. We have 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 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.

The school motto “Love, Truth and Courage” is a key factor in all aspects of school life. During 2016, St John’s used the Extraordinary Jubilee Year theme of Mercy to explore and deepen our understanding of God’s steadfast love. Each term we focussed on a different aspect of Mercy. This was supported by weekly awards, focus assemblies and the earning of “roses” (Respect others, self and environment) to swap for Mercy wrist bands as a visible reminder to the children of the simple acts of Mercy.

St John’s gathers throughout the year with the Parish community to celebrate Opening Mass and Thanksgiving Mass. Other celebrations such as Ash Wednesday and Sacred Heart Feast Day are celebrated at school. Our Sacramental program is parish-based. The school supports the Parish by teaching targeted units about individual sacraments. 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. The REC is a member of the Parish Pastoral Council.

The spirituality of all members of our school community is nurtured through the rich prayer life of the school. Staff participate in daily prayer, yearly retreats and staff meetings once a term that are focused on faith formation. Prayer is an integral part of school life with classes praying every morning. The school community gathers on a weekly basis to pray for each other and in response to particular needs. School prayer focuses on appropriate liturgical celebrations and our school values. Each class leads the prayer sessions and an invitation is extended to all members of the community to join us.

## 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 2016:

Girls	Boys	LBOTE*	Total Students
178	187	34	365

\* 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 2016 was 94.03%. Attendance rates disaggregated by Year group are shown in the following table.

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

### 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	9	32

\* This number includes 14 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	6%
--	----

### Professional Learning

All teachers have been involved in professional learning throughout 2016. This learning is designed to further develop the skills and understandings of staff to improve student engagement and outcomes.

In 2016 the school staff together were involved in the following professional development days:

- Pedagogical practices and curriculum development (shared culture).
- Pedagogical practices and data development (interpreting data).
- 'Year of Mercy' - Spirituality Day.
- Kids matter Component 1 Training.
- The effective use of ipads in our teaching & learning.

### 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	54%	49%	10%	11%
	Writing	54%	49%	6%	6%
	Spelling	38%	46%	16%	12%
	Grammar and Punctuation	60%	52%	10%	10%
	Numeracy	30%	36%	18%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33%	35%	19%	15%
	Writing	2%	17%	16%	18%
	Spelling	11%	30%	16%	18%
	Grammar and Punctuation	33%	36%	18%	15%
	Numeracy	23%	29%	16%	17%

## 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 2016

Teachers continued to consolidate a whole school approach to Mathematics teaching, focusing on the language of Mathematics and the use of inquiry questions to stimulate thinking.

*Uninterrupted and inquiry based literacy blocks occurred across the school. Conferencing notes effectively informed our programming and allowed teachers to cater for the specific needs of students. Identified goals for students were reinforced in literacy activities the following week, or in teacher led inquiry. Teachers developed a deeper understanding of their students' literacy learning.*

The STARS system was further refined, keeping track of student behaviour and response aligned with the school's discipline policy. The data for 2016 showed a significant drop in repeat behaviours compared to the previous year. The introduction of the Kidsmatter framework gave all staff consistent language with children.

The school identified a number of strategies to improve the effective use of ICT. The school replaced all IWB's with interactive projectors and purchased new iPads and a syncing cart. ICT professional learning ensured that children were able to access digital media in a meaningful and productive way.

### Priority Key Improvements for 2017

The following Key School Improvements have been identified for the Annual Improvement Plan 2017:

At St John the Apostle our goal is to:

- Embed a strong culture of professional learning, leadership and collaboration aspiring to effective teaching and student growth.
- Create a dynamic and engaging learning environment that inspires students and their learning, enables effective teaching and celebrates student achievement.
- Embed a positive learning culture, founded on trusting relationships, that engages, challenges, affirms and supports growth for all.

## 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 calls 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 Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese. 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 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

In the Parent Satisfaction Survey 18 of the 23 statements reflected a very high satisfaction response. The highest satisfaction was in response to:

- My child's teacher is approachable.
- My child is happy going to this school.
- The school is a safe place for my child.
- The staff at this school take an interest in my child.

The remaining five statements reflected an average satisfaction response. These statements have informed the Annual Improvement Plan for 2017 in the areas of:

- Communication between home and school.
- Student access to technology in the school.

We value the feedback in the Parent Satisfaction Survey each year. It is an important part of the School Improvement Process.

### Student Satisfaction

In the Student Satisfaction Survey 11 of the 17 statements reflected a very high satisfaction response. The highest satisfaction was in response to:

- My teachers care about me.
- My teachers try to make lessons interesting.
- I like being at this school.
- I feel safe at this school.

The remaining 6 statements reflected an average satisfaction response. These statements have informed the Annual Improvement Plan for 2017 in the areas of:

- School maintenance of grounds and resources.
- Building student awareness of learning intentions.

We value the feedback in the Student Satisfaction Survey each year. It is an important part of the School Improvement Process.

### Teacher Satisfaction

In the Staff Satisfaction Survey 6 of the 26 statements reflected a very high satisfaction response. The highest satisfaction was in response to:

- I believe my work makes a difference to our students.
- I believe my work at this school is important.
- I get a lot of satisfaction from working in this school.
- This school is a good place to work.

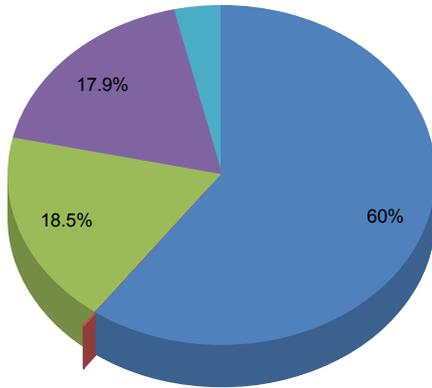
The remaining 20 statements reflected an average satisfaction response. These statements have informed the Annual Improvement Plan for 2017 in the areas of:

- Resourcing teachers to do their work effectively.
- Increasing staff input into decision making in areas that affect their work.
- Teacher engagement in a rich professional learning cycle that provides valued feedback about their work.

We value the feedback in the Staff Satisfaction Survey each year. It is an important part of the School Improvement Process.

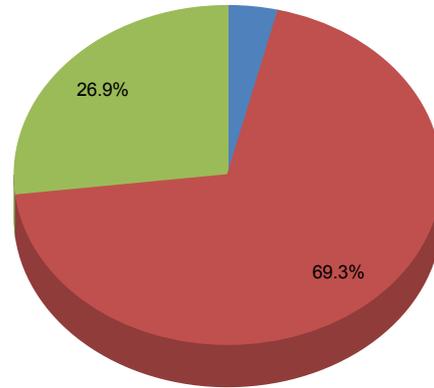
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (60%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.5%)
- Fees and Private Income (17.9%)
- Other Capital Income (3.6%)

Expenditure



- Capital Expenditure (3.8%)
- Salaries and Related Expenses (69.3%)
- Non-Salary Expenses (26.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,483,697
Government Capital Grants <sup>2</sup>	\$1,107
State Recurrent Grants <sup>3</sup>	\$764,179
Fees and Private Income <sup>4</sup>	\$740,846
Other Capital Income <sup>5</sup>	\$150,370
<b>Total Income</b>	<b>\$4,140,199</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$151,478
Salaries and Related Expenses <sup>7</sup>	\$2,752,636
Non-Salary Expenses <sup>8</sup>	\$1,069,219
<b>Total Expenditure</b>	<b>\$3,973,333</b>

### 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.