



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# ST JOHN THE APOSTLE PRIMARY SCHOOL

Florey, ACT

## 2014 School Report to the Community



UNITED IN LOVE, TRUTH  
AND COURAGE

## SCHOOL CONTACT INFORMATION

Address:	St John the Apostle Primary School Pawsey Circuit FLOREY ACT 2615
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This report was prepared by:

Matthew Egan-Richards

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **Principal's Message**

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

### **School Council Message**

St John the Apostle has a committed and engaged Community Council which has worked with staff this year to build community and enrich the learning opportunities of all students. The Community Council and staff provided a range of opportunities for the development of our school community. The Council also finalised a process to publish a master plan for future development of the school's grounds and buildings.

## SCHOOL FEATURES

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St John the Apostle is a Catholic Primary School located in Florey. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 378 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 51% male and 49% female students; less than 2% indigenous students; and 19% Language Background other than English (LBOTE).

The school employs 32 staff comprising 24 teachers and 8 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, office manager, finance officer, tuckshop manager, chaplain and janitor. No staff identify as Indigenous.

St John the Apostle 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 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 Wakakirri Story Dance festival, school camps and a myriad of classroom activities. Students in

Years 4, 5 and 6 participate in camp programs. Year Four Camp is based on an aspect of their curriculum, Year Five Camp aims to build teamwork and cooperative problem solving and the Year Six Camp is based on achieving individual physical challenges.

All classes have at least one term each of Dance, Music and Drama. Students may participate in brass, woodwind, piano and guitar lessons or join either the junior or senior choir. Opportunities for performance are provided both in the school environment and in public.

The Student Leadership program recognises the special role of Year Six students. Students can be identified towards the end of Year Five to receive their badges at the beginning of their final year or during the first two terms of Year Six. Students who have received leadership badges before the end of Week Three in Term One are eligible to stand for roles as House Captain or on the Student Representative Council.

The school's website can be found at [www.sjaps.act.edu.au](http://www.sjaps.act.edu.au)

## RELIGIOUS EDUCATION

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St John the Apostle School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Education at St John the Apostle 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.

The Catholic ethos 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 and discipline policies, including our anti-bullying program "Friendly Schools and Families" They are evident in outreach to those less fortunate through fund raising for Caritas, Mission Mexico and other charities. 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.

## STUDENT ACHIEVEMENT - NAPLAN

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Students in **Years 3 and 5** sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

### School and National Mean Scale Scores

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	419	402	412	426	402
<b>School</b>	427	417	413	437	371

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	501	468	498	504	487
<b>School</b>	532	486	501	540	518

### Proportion of students at or above the National Minimum Standard

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	94%	93%	94%	95%
<b>School</b>	96%	97%	97%	97%	95%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	93%	90%	93%	93%	93%
<b>School</b>	98%	96%	98%	98%	98%

### Proportion of students in each Achievement Band

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 6</b>	24%	7%	20%	25%	11%
<b>Band 5</b>	15%	49%	18%	25%	22%
<b>Band 4</b>	38%	15%	22%	31%	28%

<b>Band 3</b>	15%	22%	27%	11%	24%
<b>Band 2</b>	5%	5%	11%	5%	9%
<b>Band 1</b>	2%	0%	0%	0%	6%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 8</b>	23%	7%	20%	25%	15%
<b>Band 7</b>	30%	18%	18%	27%	22%
<b>Band 6</b>	28%	25%	23%	23%	35%
<b>Band 5</b>	15%	37%	23%	22%	25%
<b>Band 4</b>	3%	5%	8%	3%	3%
<b>Band 3</b>	<b>0%</b>	<b>8%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>

The above tables show strong growth in students from Year 3 to Year 5 in all areas of Literacy. This growth is particularly strong in Reading and aspects of Grammar and Punctuation.

## SCHOOL POLICIES

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### **Enrolment Policy**

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceog.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

Parents/carers interested in enrolling their children at St John the Apostle are encouraged to visit the school for a tour led by Year Six Student Leaders. Parents/carers are then invited to attend an interview with the Principal to discuss enrolment.

### **Attendance Policy**

While the responsibility for attendance lies with parents, the staff at St John the Apostle encourage students and parents to have full participation in school life.

The roll is marked each day and any unexplained absences are followed up in writing by the classroom teacher using the 'Unexplained Absence' proforma letter. If students are absent for unexplained periods of time their teacher informs the Principal who will contact the family.

If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with indigenous students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

When school procedures are not successful, the Principal writes to parents, requesting that they and the student meet together to resolve issues that may be hindering the child's regular attendance.

The Principal informs the Catholic Education Office of serious attendance issues. Further information can be obtained from the Student Attendance Agreed Practice.

### **Pastoral Care Student Welfare and Management Policy**

The aim of the Pastoral Care Student Welfare and Management Policy is to ensure a consistent, caring and positive approach to behaviour management. The program "Friendly Schools and Families" is being implemented to ensure students are educated in anti-bullying strategies. Children are encouraged to respect self and others and in so doing, create a harmonious and caring 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 Management and Pastoral Care is available on the school website or from the Front Office.

### **Complaints and Grievances Resolution Policy**

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.

## **PRIORITIES AND TARGETS**

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School Identified the following Key Improvements for 2015

Continue to enhance school unity in love, truth and courage through the implementation of Making Jesus Real and a restorative practices approach. Bring Mission and Vision to life through liturgy, prayer, focus and display.

Develop and refine a staff professional development program of mentoring and coaching.

Enhance links with Saint Francis Xavier (particularly in sustainability and the performing arts).

Improve the learning outcomes of student in Literacy, especially in writing and spelling. (A 10% increase on NAPLAN results is the target.)

Refine the process of documenting and tracking student behaviour and pastoral needs.

Ensure communication between school and families is as effective as possible.

Publish financial plan and staged approach to school improvement.