



St John's Catholic School

Annual Community Report



Year	2018
School Name	St John's Catholic School
School Type	Catholic Co-Educational Kindergarten to Grade 6
Suburb	RICHMOND
Address	ST JOHN'S CIRCLE RICHMOND 7025 (03) 6260 2121 (Phone)
Email	stjohns@catholic.tas.edu.au
Website	http://stjohns.tas.edu.au/
Principal	Mrs. Megan Richardson

School Profile

St John's (The Evangelist) Catholic School was established in the "old" school house adjacent to the Church in 1843.

Fr Thomas Butler, who was in charge of the Richmond Parish at the time, felt there should be a school for Catholic children and set about setting up a school for the children to be "brought up in the faith". Father Butler engaged the services of Michael O'Keefe to establish and run the school from the first school day in 1843. The school started off with twenty pupils and by 1846 the numbers had increased to thirty.

In 1866 the Presentation Sisters arrived in Tasmania and took up residence at “Woodburn”, in Richmond, until St Mary’s Convent was completed in Harrington Street, Hobart. For eighteen months they worked in the school and parish and were sadly missed when their time came to an end.

In 1899 the Sisters of St. Joseph arrived and remained at school for over 80 years, from 1899 until 1984, facilitating a Catholic education for countless generations of students.

The first lay principal in the 20th century, in 1984, was Mrs Elizabeth McMahon, who sadly passed away “in office” in 1990. Mr George Toepfer was Principal for ten years and was followed by Ms Denise Long in 2002. Mr Cameron Brown was Acting Principal in 2007, before Mrs Long returned to her position. Mr Marcus Donnelly was principal from 2011 – 2017 and was followed by Mrs Megan Richardson, who is the current principal.

The school moved to its present location, but still within the parish and school grounds, in 1925. Since that date the school has grown from two rooms in that year to seven classrooms and a multipurpose room in 1993. Additions were completed in 1974, 1986, 1990, 1992/2000 and the Kindergarten classroom was added next to the Infant block for the start of 2001. The Kindergarten was established in 1994 and conducted in the original School House until the end of 2000. In 2007 and 2008 the completion of Comoradh (our multi-purpose hall) and two general learning areas and refurbishment of the staff amenities and landscaping of the front of the school was completed. Further refurbishment of the remaining areas and the landscaping of the early and middle years areas is taking place currently, in 2010.

The school population has grown from around one hundred in 1983 to just over 220 in 2001. Further enrolment growth took place from 2003 onwards. The school enrolment has risen to 288 in our Prep to Year 6 classes, and 48 in our Kindergarten. The school is organised into mixed learning groups and the Kindergarten is organised into two groups who have three full days of Kindergarten each week. With the housing development in Richmond and the surrounding districts, further growth can be expected.

The Richmond Catholic parish is geographically large. St John’s Catholic School provides a Catholic education for students from Cambridge, Campania, Colebrook, Dunalley, Forcett, Lewisham, Midway Point, Murdunna, Richmond, Seven Mile Beach, Orielton, Penna and Sorell, making it an almost 80% “bused-in school”.

St. John’s Catholic School has been educating children of the St John’s Parishes for 175 years. We strive to meet the spiritual, academic, social, emotional and physical needs of our children. St John’s Catholic School embodies its Vision and Mission in its motto:

“LOVE ONE ANOTHER AS I HAVE LOVED YOU.”

St John’s Catholic School is a Kindergarten to Year Six campus; educating students in the Catholic tradition for over 175 years. Nestled next to the bridge in the picturesque town of Richmond; our school fosters each child’s spiritual, cognitive, emotional and physical growth in an atmosphere of learning, community and faith.

St John's Catholic School is a school where each student is embraced for who they are and who they can be. Faith and community are part of daily life and our students are challenged to be thinkers, to transform into their best selves and also to reach out to others. St John's Catholic School is a school full of energy and warmth; a place where lives are transformed and families come together in a true sense of community. St John's is distinguished by its commitment to Gospel values of integrity, social justice, compassion, community and particularly as reflected in our motto – love. Passionate about learning, our community finds strength in its diversity, unity in its shared values and meaning in its commitment to the Catholic faith.

School Facts

School sector	Non-government
School type	Primary
Year range	K – 6
Total enrolments	337
Girls	146
Boys	142
Full-time equivalent enrolments	298
Indigenous students	4%
Language Background Other than English	20%
Student attendance rate	93%
Teaching staff	23
Full-time equivalent teaching staff	16
Non-teaching staff	17
Full-time equivalent non-teaching staff	6.5

Governance

The St John's Catholic School Board assists the Principal in the management of the school. A critical element of the stewardship that the Board exercises is the responsible supervision of school resources. Schools are becoming increasingly complex organisations and have a demanding set of accountabilities. The Board performs a valuable service to our school community by ensuring, as appropriate at Board level, that our school meets its obligations in each of these areas. In practice, this means that, in a spirit of partnership, our Board acts as adviser to the School Leadership Team. The St John's Catholic School Board Constitution, Section 3.4, states that the responsibilities of the Board are:

- To advise on and assist with the formulation of policy for the conduct of the School in line with TCEC/TCEO policies and Governing Council directives;
- To cooperate with and support the Principal in maintaining the School as an institute of Catholic Education;
- To contribute and assist, where possible, on matters regarded as major initiatives and/or changes;
- To liaise with the local Parish Priest/s and/or Parish Pastoral Council/s, in matters of mutual concern to the School and Parish/s;
- To participate in, and cooperate with, the School on the planning, research, development, implementation and evaluation of the School's Strategic Plan;
- To contribute to the planning and management of maintenance and building programs necessary for the recurrent and long-term welfare and effective development of the School; and
- To oversee the finances of the School and the prudent use of funds, according to the provisions of this Constitution and the directions of the TCEO.

The St John's Catholic School Board consists of elected members from the school community, the Parish Priest, Father Terry Rush and the school Principal, Mrs. Megan Richardson.

In the 2018 academic year the Board Executive was:

Chair	Mr. Chris Gwynne
Vice Chair	Mrs Emma Birchall
Treasurer	Mr. Dave Shering
Secretary	Mrs. Elizabeth Downward
Ordinary Members	Mrs Bernadette Bryan, Mrs Deb Donato

The St John's Catholic School Board meets monthly at 6.00pm.

Leadership

In 2018 the St John's School staff consisted of teaching and ancillary staff members. The Leadership team consisted of:

Principal:	Mrs. Megan Richardson
Assistant Principal:	Miss Chantel Mitchell / Mr. Simon Lane
Assistant Principal:	Mr. Laurie Bourke
Learning Support:	Mrs. Barbara Baker
ATSI :	Mrs. Jennie Fasnacht
Digital Technology:	Mr. Tony Deayton

Of the teaching staff there were 3 full time male teachers and 5 full time female teachers. The school also employed 2 part time male teachers and 12 part time female teachers. There were also 9 part time female and 1 part time male teacher support staff. Additionally the school employed four female Office Administration / Finance staff and one female compliance officer and one male utility officer.

Of the part time teaching staff the school employed Music and Physical Education Teachers, as well as a Library Technician and teacher of Indonesian.

All the teachers employed at St John's Catholic School are registered with the Tasmanian Teacher Registration Board and hold the appropriate teaching qualifications. Our ancillary staff have appropriate qualifications for their areas of responsibility and are registered under the Tasmanian Catholic Education Office through the Working in Catholic Schools program.

Religious Life of the School

At St John's Catholic School we are partners with parents and carers in the faith development of our young people. We build on the foundations established at home and, with the positive assistance of family, lead each student towards the knowledge and love of God through Jesus Christ.

St John's has a strong religious dimension that is evident throughout the school. Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all Key Learning Areas and interaction with staff and parents.

Each term a liturgical overview reflects the involvement of children in whole school Masses, liturgical celebrations and special Feast Days. Children from Years 3 to 6 receive the Sacraments of Reconciliation, Confirmation and Eucharist. In 2018 we continued to support the sacramental program as part of St John's Parish. This is very well received by our own students, parents and school community and those from other schools who were invited to join us.

At St John's Catholic School the children and staff have been enriched by a wide variety of prayer experiences. As part of each staff meeting, staff meet to participate in communal prayer and celebrations of the Eucharist. Each class has prayer during the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. Weekly assemblies are held and begin with prayer. Prayer assemblies have been held for Lent, St Patrick's Day, ANZAC Day, Easter, NAIDOC Week, Advent and Mission Week. Feast Days and special seasons are celebrated through Masses and liturgies. In particular, the school celebrates St John's Week with a special Mass followed by fun activities as part of our Special Person's Day.

Prayer life of the students is nurtured through classroom prayer and community prayer, the latter providing a commencement focus at all major events such as Assemblies and parent gatherings. In 2018 we continued with our Mission Team, Gr 6 student were very proud of their position on this team, and enthusiastically embraced their role as leaders within the school. They were involved in events and fundraisers such as the Welcome BBQ, school disco and our Caritas fundraiser.

Teaching Practice for Religious Education

At St John's the teaching of Religious Education engages in learning and teaching strategies that are 'quality practice'.

We have students who are:

- actively engaged in the topics
- able to bring higher order thinking skills into play when pursuing a discussion
- able to feel that their contributions are valued
- able to engage in topics of substance or rigor when examining Tradition and Scripture
- able to bring a positive attitude to Religious Education and Faith development in their personal and school life

Sacramental Program

Our Sacramental Program is parish-based with strong support from the RE Curriculum documents - Good News for living. The Prayer life of the students is nurtured through classroom prayer and community prayer, the latter providing a commencement focus at all major events such as Assemblies and parent gatherings.

Professional Learning in Catholic Life and Mission

The Diocese of Hobart has an established policy on the Professional Requirements for the Accreditation of Teachers of Religious Education, which is implemented by all systemic schools in the Diocese. The teaching staff at St John's Catholic School are well supported in terms of professional learning in Catholic Life and Mission. Most teaching staff are accredited for the teaching of Religious Education within the Diocese of

Hobart. The staff valued the opportunity to take time out of their busy day to stop and reflect upon their own spiritual development.

Connections With Parish Community

Our School year always begins with a Commencement / Commissioning Mass where we come together and celebrate as Catholic educators and school leaders. Communication links with the Parish are also strengthened through regular representation of our Parish Priest, Fr Terry, on the St John's Catholic School Board, and his regular visits to the school.

Children are involved in parish life in a variety of ways. Liturgical involvement includes assisting with Liturgy of the Word and procession of Gifts. Students, who are candidates in our Sacramental Program, are involved in Sunday Mass celebrations with a focus on the children and their families. These are held several times throughout the year. Every week several classes attend our Parish masses at St John's. Special Feast days, such as Ash Wednesday, St Patrick Day, and Mary MacKillop are also celebrated with the Parish. The school continues to support parish activities such as the Easter Week, Caritas initiatives and raising funds for the Archbishop's Samaritan Fund. The sacramental program is parish-based and is supported by the school through the implementation of modules of work from the Religious Education Curriculum. Some staff members act as sacramental leaders in the parish. The children and staff have had opportunities throughout 2018 to be involved in Diocesan liturgies and events such as the Launch of Caritas..

Assessment in Religion

Assessments of Religion outcomes are related to the knowledge, understanding and skills of our Good News for Living Syllabus. Clear and direct links are made with student learning outcomes, as stated for the appropriate stages in GNFL. Assessment in Religion is ongoing and is incorporated into classroom learning activities. Provision is currently being made to assess and report by aligning Religious Education to the Australian Curriculum. Equal opportunity is provided for all students to demonstrate achievement of learning outcomes. Assessment is interactive and cooperative and individual achievement and progress is recognized, which allow students to be given appropriate and differing opportunities to demonstrate achievements. A whole school approach is adopted so that a planned and coherent approach is evident to students and parents. A Religious Literacy Assessment is also undertaken by Grade 4 students each year.

Reporting in Religion

The purpose of reporting is to provide information about student learning in Religion. Reporting of achievement has a range of purposes for a variety of audiences such as students, parents, teachers, school and the wider community. At St John's Religious Education Reporting provides a statement of the strengths and needs of students, including areas in which they might be given extra support. Reporting needs is clear and appropriate to the chosen audience. Our Reporting draws on a range of forms of evidence/assessment data which is used to provide a sound basis for professional judgments, i.e. work samples providing evidence of what students know and can do in relation to outcomes. Parents are encouraged to be actively involved in the development of these reporting practices.

Evaluation in Religion

Evaluation of our Religious Education Program involves gathering relevant information and making appropriate judgments about the Program, its policies and procedures. At St John's Catholic School this includes student's assessment data including work samples, teacher's reflections on their teaching; written records, discussion with teachers, parents, students, clergy, diocesan authorities and parish, the planning of

specific units and lessons; appropriateness and range of resources; integration across the curriculum and staff professional development in religious education.

Pastoral Care continues to be an expression of the philosophy and vision of St John's Catholic School. We endeavor to demonstrate pastoral care in every dimension of School life. The Catholic ethos of the School is reflected in Gospel values and these values provide the foundation of the school community's pastoral care for one another. The school exhibits an environment of genuine concern, compassion and love. Each person is respected and acknowledged as a valuable member of the School community. We seek to establish a relationship and partnership, which promotes mutual understanding, respect, tolerance and acceptance with staff, parents and students.

Student Learning and Achievement

School ICSEA value: 1039

Bottom quarter	Middle quarters	Top quarter
15%	32% 30%	24%

(As taken from My School Website. Percentages are rounded and may not add up to 100)

The students in Years 3 and 5 at St John's Catholic School all participated in national literacy and numeracy benchmark testing. The students were well prepared and all students were encouraged to have a go.

The 2018 NAPLAN results are as follows –

Year 3	Reading	96% at or above NMS
Year 3	Writing	96% at or above NMS
Year 3	Spelling	96% at or above NMS
Year 3	Grammar/Punctuation	96% at or above NMS
Year 3	Numeracy	93% at or above NMS

Year 5	Reading	98% at or above NMS
Year 5	Writing	95% at or above NMS
Year 5	Spelling	96% at or above NMS
Year 5	Grammar/Punctuation	96% at or above NMS
Year 5	Numeracy	93% at or above NMS

Learning and Teaching

St John's Catholic School offers a comprehensive education to all students based on 21st century pedagogy. It is a learning and inclusive community of staff, parents and students. The community works together in a climate of respect, support and understanding to provide an environment of security and growth in which every student progresses. At St John's Catholic School there is an expectation that Catholic values are part of all curriculum areas. Every experience has a religious dimension and provides the opportunity for reflection as members of a Catholic community.

The students at St John's Catholic School have access to personalised learning experiences which emphasis deep thinking, discovery and enjoyment of learning. That have access to all areas of the Australian Curriculum with particular emphasis placed on the general capabilities and cross curricular aspects of learning.

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the council of state and territory education ministers in December 2008. This Declaration emphasises the importance of knowledge, understanding and skills of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

"The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students."

<http://www.australiancurriculum.edu.au/>

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. <http://www.australiancurriculum.edu.au/>

Entitlement has become a key word in all of our curricular planning, evaluation and goal setting. We endeavour to ensure it is evident in each planning document as we consider individual needs and interests throughout the school.

At St John's Catholic School we have participated in a range of professional development and planning sessions enabling us to interpret and use the Australian curriculum in English, Mathematics, Science and History. Working in grade based planning teams we have developed scope and sequences for English, Mathematics and Science, whilst working towards History. In the upcoming years we look forward to implementing a seamless curriculum developed from the Australian Curriculum with the same scope and sequence, unit design plan and assessment principles used throughout the school. Until the Australian Curriculum is completed we continue to use the variety of planning and curricular tools available.

Due to the mix of composite and straight classes at St John's staff access the Australian curriculum in two different ways. Prep utilise the Australian Curriculum as prescribed by ACARA, using appropriate grade levels, general capabilities and achievement standards. However those in composite classes from Grade 1 – 6 work on a two year cycle using deep thinking concepts which encompass appropriate grade level concepts, whilst still using Grade appropriate achievement standards and outcomes.

From these curricular documents staff develop and use resources to create outcome led unit plans. Emphasis is placed on differentiating the curriculum, using a variety of resources, analysing and using data to inform planning as well as importantly creating learning tasks which promote understanding and enjoyment of learning.

Our teaching staff are organised into grade based teaching teams with a team leader to facilitate. These teams meet each week to plan, work on strategic goals or participate in professional development. Teams have been given primary responsibility over developing and implementing the curriculum with both the

Assistant Principals and Principal as resources and support for the whole school development of the curriculum.

It is a priority at St John's Catholic School to ensure that all students have equitable access to the curriculum. This was outlined as a significant goal in our recent School Improvement Process as we highlighted the need to ensure we were meeting and extending the learning of all our students.

Learning Support is an essential area in our school as we cater for students of all capabilities including those with significant learning needs as well as those who require extension and enrichment. Our Learning Support program is varied incorporating a variety of daily or weekly programs such as Multilit, Reading Links, SOFOS, SWS program, OT exercises, Kids Matter, PAT Maths and Bounce back. One essential element is our Life skills program, which is dedicated to teaching life skills to some of our students each afternoon. Learning Support is a hub of community support as many families are directly involved in supporting learning.

Catering for the needs of our Indigenous and Humanitarian entrant students is also a high priority. We have as a leadership position, a staff member who ensures that Aboriginal Perspectives permeate through the curriculum. This ensures our heritage is integrated throughout planning wherever possible as well as part of celebrations, assemblies and special events such as the planning and creation of a reflection garden. This position also ensures there is a scope and sequence across the school for Aboriginal perspectives as well as a wide range of resource kits available.

Curriculum access is also a priority for our Indigenous and Humanitarian Entrant students. Our Learning support coordinator ensures they have access to EAL programs, teacher assistant support and Individual Education Plans.

Aside from our Learning Support programs there has been great emphasis placed on differentiated planning, the use of Individual Education Plans as well as planning with data from assessments such as NAPLAN, Go Maths and SWSL in mind. We have also made a concerted effort to move away from paper based learning towards teaching that utilises effective group work, a wide range of resources, caters to a variety of learning styles and promotes discovery as a way of learning.

As indicated throughout our Strategic Plan our key goals in curriculum development and student achievement are:

1. To provide a comprehensive curriculum that emphasises educational excellence for every student.
2. To develop effective assessment procedures, which validate, inform and promote student learning.
3. To ensure that inclusive and effective approaches are evident in planning and classroom practice.
4. To create effective pathways for communication regarding student achievement.

We believe the curriculum at St John's Catholic School is evolving and improving each year. We continue to set high standards for our students and ourselves and look forward to continuing to promote a love of learning in our school.

Staff are actively involved in professional development programs both in school and outside, which is directly linked with educational needs of the children. We have regular staff meetings where individuals have the opportunity to voice concerns and share achievements.

Digital Technology

At St John's Catholic School we understand that the emergence of advanced Internet technology, portable access devices and the resulting changes in the ways that students construct knowledge and interact with others, has greatly affected the ICT capabilities our students and teachers will require for the future. We also understand that the nature and extent of ICT capabilities, to not be fixed experiences and should be responsive to ongoing technological developments.

St John's Catholic School embraces the challenges and opportunities for managing the changing models of learning and thriving in the digital age as part of our own and international school communities. We are aware of widely accepted research and new knowledge about how students learn, how students are engaged, the effective implementation of mobile technologies and learning 21st century skills for the future. The accelerating rate of change due to the learning technologies, availabilities of one-to-one devices and social media in the School's community has conveyed new challenges with distinctive changes in what students must learn but also how and when they learn.

It is our vision that the learning platform for St John's Catholic School be a purposeful designed, blended physical and online teaching and learning environment. In this blended model traditional face-to-face teaching remains paramount and the relationship between teacher and learner is central to a student's ICT capability. The teacher will still provide learning priorities that encompass The Australian Curriculum achievement standards as well as The Good News For Living framework by involving students in opportunities to:

- Access, create and communicate information and ideas.
- Solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.
- Learning to make the most of the digital technologies available to them.
- Adapting to new ways of doing things as technologies evolve.
- Act ethically and morally at all times when communicating, producing and consuming online content.
- Limiting the risks to themselves and others in a digital environment.

At St John's Catholic School the application of ICT tools for teaching and as a vehicle for personal and professional learning are aligned to the National Professional Standards for Teachers ICT Statements, overarching curriculum priorities and the Australian Curriculum course content requirements.

From the beginning of the 2018 academic year an iPad was mandatory for every child from Years 3, 4 and 5 as part of our communities tools for learning. Students in Years 2 and 6 were provided with a managed school iPad for the 2018 school year. Kindergarten, Prep and Grade 1 students have access to shared banks of school iPads.

Assessment and Reporting

At St John's Catholic School, assessment and reporting has been an area of focus and change over the past few years. With the changes in the curriculum, professional development as well as Tasmanian Catholic Education Office initiatives and policies, we have evaluated, updated and enhanced our processes and cycles of assessment and reporting.

For educators, the primary purpose of assessment is to promote learning. Assessment informs teaching and guides the processes of learning. It provides evidence of how learners are progressing according to defined standards throughout a period of learning, as well as achievement at the end of that period. Assessment is a key feature in our planning. At St John's we begin with the end in mind, using a backwards-planning model. This is simply a term that means deciding upon a learning objective before writing any classroom lesson plans. Once the objectives are clear, planning teams can create a lesson or unit that will guide the students to the learning goal.

HOW we assess...

In planning teams, our staff from Prep to Grade Six utilise achievement standards from the Australian curriculum and select desired outcomes for their students. Our Kindergarten teachers utilise the Early Years Learning Framework to guide their planning and assessment. They then begin to design units, keeping in mind that quality assessment includes both the cognitive and affective domains. Staff take the time to evaluate their assessment experiences, ensuring they are based on the prescribed principles from the Tasmanian Catholic Education Office. These describe how:

- Assessment is Informed
- Assessment is Purposeful
- Assessment is Authentic
- Assessment is Valid and Reliable

The assessment protocols published by the TCEO are the foundation of St John's Catholic School's planning for assessment and reporting. We have participated in professional development and continue to develop our skills in this area as we utilise the new curriculum. Particular emphasis and professional development has been placed on using assessment in all classes that encompasses a wide range of learning styles, is intentional and integral to the planning process and that students are assessed according to defined and documented standards of achievement. We are working towards common assessment formats that use system based vocabulary and processes; ensuring assessment is consistent and cohesive from Kindergarten to Grade Six.

After the planning process, assessment becomes an integral part of the classroom curriculum. Staff plan formative assessment tasks that inform planning, involve students in their own learning as well as providing timely and descriptive feedback that enables students to reflect and understand their learning. Examples used for this include photo diaries, KWL charts, journal entries, observation, questioning strategies, anecdotal records as well as self and peer assessment. RUBRICS are also a vital part of formative assessment as we focus on giving descriptive feedback which directly relates to achievement standards and outcomes, includes opportunities for parent and student feedback and ensures students have a clear understanding of expectations, achievements and how they can advance their own learning. At St John's Catholic School we have worked hard to use the same key words and format from Kindergarten to Grade Six as well as using descriptors that ensure students can use the Rubrics as a reflective tool.

At St John's summative assessment is used to gauge student learning relative to achievement standards. It is used to evaluate a body of work as well as evaluate the effectiveness of the pedagogy to the alignment of curriculum. Summative assessment occurs generally in biannual reports, annual key testing, NAPLAN, and Rubrics focused on assessing a body of work. The Tasmanian Catholic Education Office in conjunction with teachers have developed a RUBRIC to assess a body of work that complements our formative assessment processes and informs reporting processes for teachers. These are used at the end of a unit for reporting purposes. An example is included in this assessment document.

In our school we have placed specific importance on using our assessment data to inform planning as well as look at school-wide areas of achievement and development. We plan regular professional development to explore findings, pass on effective tools and discuss results; ensuring staff have a whole school perspective of curriculum and assessment in our school. This data is also used in our transition phase where we pass on results, observations, reports as well as any IEPs ready to inform staff for the upcoming year.

WHEN we assess...

Formal reporting to parents occurs three times a year as mandated by government regulations. This includes a parent / teacher goal setting meeting halfway through first term as well as after mid and end of year reports. Staff also meet with parents and guardians at the beginning of the year to share learning, discuss pedagogy and routines as well as answer questions.

Our reporting process system wide is in a system-wide format based on the Australian Curriculum. Staff at St John's currently use outcomes and achievement standards to set performance indicators in our reports. St John's also provide parents and guardians with three formal opportunities to meet with teachers in regards to achievement and learning, as a goal setting meeting halfway through first term as well as after mid and end of year reports. Staff also provide an information and question time at the beginning of the year as well as an open door policy throughout the year.

The development of assessment and reporting has been a focus in our school improvement process and annual goals as we continue to enhance our skills and processes in assessment and reporting. This process is evolving as we work together to interpret, implement and reflect on our processes which best suit system expectations as well as our students learning needs.

Learning Environment

In 2018 St John's Catholic School consisted of 13 classes with two Kindergartens, two Prep classes, three Grade 1/2 classes, three Grade 3/4 and Grade 5/6 classes. The student population consisted of 48 Kindergarten students and 298 students in Prep to Grade 6.

Overall student attendance was excellent with an average attendance rate of 93%.

Student attendance is monitored closely with the attendance roll taken each day. Classroom teachers keep data associated with attendance in a folder in the classroom. Any absences are reported to the school office each morning. Office staff then contacts the families of any student where the school has not been informed of an absence. As with all schools in Tasmania, St John's has a legal requirement to maintain an accurate record of all student attendance. St John's follows the sequence of steps outlined by the Department of Education. This process relates to all unexplained/unauthorised absences for a student.

Level 1	Unexplained/unauthorised absence (day one or day two)
Nominated staff member to make contact with parent by phone; SMS message; email; or other school based process.	
Level 2	Three (3) days unexplained/unauthorised absence
Nominated staff member (preferably class teacher) makes contact with parent.	
Level 3	Five (5) days unexplained/unauthorised absence (alert generated from Data Warehouse and emailed to Principal)
<p>Letter to parent on school letterhead from Principal. This letter must:</p> <p>Refer to previous phone contact (including unsuccessful attempts).</p> <p>Refer to parent responsibility under the <i>Education Act</i> and ask the parent to contact the school.</p> <p>Request a medical certificate if absence is longer than 5 days duration due to illness</p>	
Level 4	Ten (10) days unexplained/unauthorised absence (alert generated from Data Warehouse and emailed to Principal)
<p>Letter to parent from school, including:</p> <p>Printout of absences (Attendance Record Report 096)</p> <p>Request for parent to make contact and schedule a meeting with nominated staff member (class teacher, grade coordinator, class teacher, senior staff member).</p> <p>Meeting held and action plan developed. Agreements reached are clearly documented.</p>	
Level 5	Fifteen (15) days unexplained/unauthorised absence
<p>Letter to parent restating supports available and agreements reached in previous meeting.</p> <p>Request that parent attend a further meeting to discuss ongoing attendance concerns.</p> <p>Meeting outcomes and content must be clearly documented.</p>	
Level 6	Twenty (20) days unexplained/unauthorised absence (alert generated from Data Warehouse and emailed to Principal)
<p>Letter to parent from Principal advising a referral to the school social worker has been made.</p> <p>The referral to the school social worker must include a summary of school interventions and parent responses.</p> <p>School social worker makes contact with parent and sends letter to coordinate case conference involving the family and relevant staff members.</p> <p>Meeting outcomes and content must be clearly documented.</p>	
Level 7	Ongoing failure on part of parent to ensure attendance after 20 days
<p>Letter to parent summarising all intervention and support offered.</p> <p>Advise the parent the matter will be referred to the Senior Social Worker who will review the case and possibly contact Learning Services where prosecution will be considered under the <i>Education Act (1994)</i>.</p> <p>Letter to be sent registered post and copy to be placed on student file.</p>	
Level 8	Prosecution
Letter is sent from the Senior Social Worker and the Principal to the Learning Service General Manager recommending that consideration be given to prosecuting the parent/s for the student's non-attendance.	

Capital Projects

St John's Catholic School has excellent facilities for the provision of a Twenty First Century education.

The school has separate facilities for Kinder / Prep, Grades 1-4, and the Grade 5/6 class groupings. These facilities are organised in a manner that facilitates flexible learning groupings and teaching arrangements. The school also has a canteen area, Library, Learning Support, and a multipurpose hall, which also houses after school care.



The school has 11 classroom groupings and utilises one demountable semi – permanent buildings for Seedlings (Birth – 5) and Music..

St John's Catholic School grounds offer the students a variety of activity spaces that encourage them to be physically active as well as the opportunity to be creative and use their imaginations. These include a vegetable garden, construction area and nature play options in Kindergarten.

Strategic Plan

St John's Catholic School is wholeheartedly committed to the work of sustainable school improvement. The following goals were identified late in 2018 as a result of the School Improvement and Validation process and staff goal setting and were the focus of the 2018 academic year:

STRATEGIC INTENT 2018

 <p>ST JOHN'S CATHOLIC SCHOOL <i>We at St John's Catholic School seek to create an environment that enhances learning, nurtures young people and empowers them to live the Catholic faith in the spirit of Jesus Christ.</i></p>		
 <p>CATHOLIC EDUCATION TASMANIA <i>Christ-Centered and Student-Focused Learning for Life</i> <i>WE ARE: A community of faith. WE ARE: Collaborative and connected. WE ARE: Courageous and Creative.</i></p>		
<p>CATHOLIC IDENTITY <i>"Make Disciples of All"</i> SYSTEM IMPERATIVES <ul style="list-style-type: none"> Enhance Catholic Identity Formation for Mission Religious Education SCHOOL IMPERATIVES <ul style="list-style-type: none"> Vision & Mission Statement </p>	<p>ONGOING</p> <ul style="list-style-type: none"> Provide opportunities for staff to nurture their spirituality Ensure quality teaching and assessment aligned with GNFL Continue MJR and SOJ programs Finalise Vision and Mission Use response to the Archbishops Charter 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> Celebrate our 175th anniversary and ensure our charism and history is at the forefront Ensure staff are in aware of the new Accreditation policy
<p>LEADERSHIP <i>"Nurture Leadership for All"</i> SYSTEM IMPERATIVES <ul style="list-style-type: none"> Develop skills in coaching, observing and mentoring SCHOOL IMPERATIVES <ul style="list-style-type: none"> Staff succession and leadership development Student leadership </p>	<p>ONGOING</p> <ul style="list-style-type: none"> Facilitate PLC Professional Learning – coaching, observing and mentoring skills Develop action plans for Educator Impact goals Continue student leadership initiatives 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> Develop Professional Learning Plans for aspiring leaders
<p>CURRICULUM & PEDAGOGY <i>"Excel in Learning for All"</i> SYSTEM IMPERATIVES <ul style="list-style-type: none"> Strengthen quality learning & teaching Continued implementation of the Australian Curriculum – Digital technologies Continue to promote & enrich learning in the Early Years SCHOOL IMPERATIVES <ul style="list-style-type: none"> Implement our Literacy Priority </p>	<p>ONGOING</p> <ul style="list-style-type: none"> Continue to use evidence-based practices in the area of 'Reading' Continue our targeted approach to achieving literacy goals (RTI) Ensure Early Years initiatives are continued and adequately funded Continue to provide support in the area of Digital Technologies (MOOC, Google Classroom, Google Drive + sharing good practice) 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> Facilitate Writing PL as part of the Year 4 'Literacy Strategy' Ensure PLCs meet regularly to plan for and facilitate action cycles based on numeracy outcomes Familiarise staff with the Literacy and Numeracy Progressions Support the Champion Teacher initiative Introduce staff to the Design and Technologies curriculum
<p>STUDENT SUPPORT SYSTEM IMPERATIVES <ul style="list-style-type: none"> Team approach to Student Support SCHOOL IMPERATIVES <ul style="list-style-type: none"> Learning Plans for students Maintain consistent collection of data </p>	<p>ONGOING</p> <ul style="list-style-type: none"> Continue to create & implement Individual Learning Plans (ILPs) Continue to provide Enrichment programs Ensure teachers provide evidence of adjustments in their planning Facilitate ATSI programs 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> Create Student Success Teams & allocate Team Leaders to collaboratively create and review ILPs Use Quality Indicator Tool Conduct moderation sessions (SIT team meetings)
<p>PASTORAL CARE & WELLBEING SYSTEM IMPERATIVES <ul style="list-style-type: none"> Nurture social-emotional development Support positive behavior </p>	<p>ONGOING</p> <ul style="list-style-type: none"> Continue Response to Intervention Continue the implementation of SWPBS 	<p>ONGOING</p> <ul style="list-style-type: none"> Introduce staff to the RULER approach and facilitate learning in the classrooms

Community Involvement

St John's Catholic School works hard at building a community of welcome, tolerance and inclusion. We work regularly with a range of local groups including the Parish, the Richmond Gardening Club, Richmond Primary School and many local businesses.

St John's Catholic School supports the mission of the Church by fundraising throughout the year in support of Caritas, the Archbishop's Samaritan Projects Tasmania, St. Vincent De Paul and families within our local school community.

Our parents are encouraged to become fully involved in the school. Our school newsletter and parents information boards and Facebook and Twitter provide vehicles for disseminating information to our

families. Parents and local community and Parish members are invited to all Eucharistic celebrations, liturgies, assemblies and other gatherings as appropriate.

Our families are committed to being involved in St John's Circle, which replaced our P&F last year. Centred upon a mission of welcoming and inclusion, this parent group looks to support school functions, welcome families and raise funds for school priorities. This group is growing fast and well supported by the school community.

Post School Destinations

There are a number of Catholic Colleges and Department of Education Secondary Schools that students from St John's move onto. At the end of 2017 students moved onto the following colleges and schools:

- St Virgil's College
- MacKillop College
- Mt Carmel College
- St. Mary's College
- Rose Bay High

This Report was prepared by: Megan Richardson



SIGNED

By Megan Richardson- Principal 2018
(Principal)