SAINT JOHN THE APOSTLE
PARISH SCHOOL

ANNUAL REPORT
2014
ANNUAL REPORT 2014

Dear Parents/Caregivers

It is with great pride and pleasure that I present to you our school’s Annual Report for 2014. This report provides information relating to a number of key areas in the life of our school during last year.

In addition to an overview of a range of exciting activities, initiatives and events in the religious, educational and community domains of our school, this report also contains, as required under the Schools Assistance Act, performance information in relation to staff professional engagement, student learning outcomes and satisfaction.

I trust that, like me you enjoy reflecting on the event at St Johns over 2014.

Kind regards

Frank DeTullio
Principal

18 March 2015
School Board Chairman’s Report 2014

As a Board it was an unremarkable year in comparison to years gone by but one which has seen us discuss many of the issues that would affect our children.

It was a year where enrolments continued to consolidate and show what a great reputation our school is having in the community. The board had a continuing role in the construction of our new natural play environment which looks fantastic. Another way St Johns is moving forward, not only in the classroom but in our Outdoor Learning Environment.

The School Board for 2014 consisted of a Principal, Chairperson, Deputy Chairperson, Secretary, Treasurer, APRIM, Staff representative, and several Parent representatives.

On behalf of the Board I would like to thank Frank for his continued support and ensuring the Board is well informed on the running of the school.

The Board would like to thank all the parent volunteers for their commitment to our children during the school year. Parent involvement is highly valued and an important aspect of the running of the school and our school wouldn't function without this support. Events such as Sports day, fundraisers or volunteers for reading or school excursions are a big part of our volunteer network that has a great benefit for our children. Your support is greatly appreciated by students and staff and help to make our school community a special place for our children to be a part of.

Congratulations to the staff for their contributions throughout the year, for their devotion and dedication to St John’s and for their commitment to their own professional development.

I would like to thank all of my fellow board members for their support and enthusiasm in 2014. Your knowledge, guidance, thoughts and opinions have made this year as chairperson interesting. A lot of these members also participated on other groups in the school and parish. We thank you for your commitment to the school community.

I would like to thank our dedicated parish priests for their continued guidance and support to us as a school community but importantly to our children.

Another one of the Board’s roles is receiving feedback from teachers, specifically on what they are doing in their classes throughout each month. As a parent it is very satisfying to know that our teachers are so committed to getting the best out of our children. They have a genuine interest in seeing them achieve. Thank you for your ongoing commitment to the future of St John’s.

The past 5 years have been an excellent experience and one which I don’t take lightly. I thank you for the opportunity.

Mick Cahill
Chairperson
March 2015
Principal's Report

2014 saw the continuation of our journey in developing a Primary education community that is founded in our Catholic tradition, but reflective of the reality of today. It was also a year of consolidation and ongoing development of teaching practice and quality, and implementation of the Australian Curriculum and Catholic Education SA initiatives.

An additional focus of celebration was the completion of our new Nature Play area and establishment of our class Garden projects. The new equipment will provided the students with new and exciting challenges. In order for our children to grow we need to allow them to learn to take risks safely and playing is a great way to do this. Developing the students creativity and imagination through play can not be underestimated. This new play area gave the students the opportunity to get out of the protective bubble we sometimes live in and play in nature. The nature play area provided the students the chance to walk along rocks, ropes and logs and was built specifically to develop the student’s physical fitness and creativity whilst also being enjoyable. All part of the development was the establishment of garden beds and a shade hut. Each class has been responsible for growing seedlings and plants.

A key aspect of our focus on continuing to improve learning programs for students in our community is our focus on Professional Learning for staff. The focus of this learning has been supported by the Communities Making a Difference National Partnership. Our focus in 2014 was Numeracy. Staff learning involved a number of professional development opportunities during and after school. The project had an intensive focus and teachers dedicated much personal time and commitment to professional learning. The outcomes of this learning will inform the teaching practices of staff and their support of each student’s Numeracy learning.

As we conclude our involvement with this National Partnership I look back with immense pride in the way all staff and our school participated in this learning journey. Our Shared Practice Agreements for Literacy and the draft version for Numeracy is the envy many other schools. My message
to them is – it is easy to clone or cut and paste what we have developed but it was in the journey, the learning, the hard work, collaboration, which makes these documents such rich documents for our vital work with literacy and numeracy.

I would like to formally thank Dee-anne Peters and Loretta Wheatland for their leadership with this National Partnership over the last 5 years. Their leadership and support enabled us to be a lighthouse of exceptional practice in curriculum change. I also thank Athina Fotopoulos and Liz Dickinson for their encouragement, support and patience in guiding us in our CMaD projects. Through their rigorous approach, professional readings, robust dialogue, Athina & Liz supported staff to reflect on their understandings of educational theories and contemporary practices in order to improve pedagogy.

Various groups of staff participated in a range of learning opportunities that will support the development of learning programs for students. Key opportunities for targeted groups of staff included:

- Oral Language Program – Early Years
- Trauma Sensitive Practice in Schools
- Numeracy Project – Learning Environments – supporting better learning outcomes
- Working with Students who have a Disability.

Other key programs that I observed as supporting the holistic learning of individuals included:

- KidsMatter – supporting the development of social and emotional skills and knowledge
- Classroom Assistance Program – support in classrooms provided by additional staff, ESOs and teachers, to support the delivery of quality learning programs

2014 also saw the appointment of Dee-anne Peters to the APRIM position. I congratulate Dee-anne on this appointment following Maureen Hanrahan’s substantive appointment as principal at Penola.

In 2015 I will work to further enhance the spiritual, social and emotional, educational and physical development opportunities we are able to provide for students in our school. Our work is focusing on learning programs, governance and structures, and operation aspects. During 2015 we will begin to dialogue with the Catholic Education SA – Continuous Improvement Framework, Focussing of 3 areas

- Data
- Catholic Identity
- Parental Engagement
I give thanks to the parents of St John the Apostle School who continue to support us in so many ways. We are grateful for the partnership you offer so generously and for your commitment to building the life of our community. Many of our school and class programmes are enriched by your leadership and support. A focus into the future will be how we can expand these opportunities to further support the educational development of children at St Johns

I extend my sincere thanks to the staff of St John the Apostle School; initially for their welcome, but also for the way in which they approach their roles to support the building of community and the learning programs within our community. Of particular note is their willingness to continue to strive to further develop our school as a Catholic learning community.

Finally I thank the students of St John the Apostle School. I thank them for their welcome, enthusiasm and for being the young people they are. I am nourished by their sense of hope, wonder for learning and the fine citizens they are. They are the reason I look forward to coming to St John’s each day.

Frank DeTullio
Principal
2014 School Compliance Report

**School Context**
St John the Apostle School is a co-educational parish school catering for Reception to Year 5 students within the Southern Cluster of Catholic Schools. A welcoming environment where the staff and parents work in partnership to provide a learning environment that is both exciting and challenging.

**Our Catholic Tradition**
The school identifies with the Dominican charism and through prayer, study, action and service the Dominican spirit is evident within the school. The school is a vibrant community of families who draw on this rich foundation. Being a Catholic community, each student is supported on their faith journey through the regular participation in whole school, class and year level Masses as well as liturgies and class prayer. The school also offers a contemporary and contextualised Religious Education Program, informed by the 'Crossways' and 'Made in the Image of God' documents. Students have the opportunity to participate in the Sacramental Program through the Noarlunga / Seaford Parish.

**Our Learning Environment**
St John the Apostle students enjoy a rich history of academic and sporting success. The Literacy and Numeracy program is supported by current research of best practice and is guided by Key Literacy and Numeracy teachers. The students at St John the Apostle School are viewed as strong and powerful co-constructors of their learning, and as such, the curriculum is geared to suit the individual child, presented from an inquiry platform, whilst embracing Catholic Church teachings and meeting
Government standards. The curriculum also includes concept based inquiry learning, integrated across all learning areas and the specialist learning areas of The Arts (Music), Physical Education and Indonesian. All learning spaces are been fitted with interactive whiteboards along with laptops, iPads and a wide range of state of the art equipment that supports information and communication technologies across the curriculum.

**Extra-curricular Activities**
Additionally, a range of extra-curricular opportunities are offered including PALS, photo club, “enviro” club, and music tuition. Out of school hours sports are also offered and are

Extra-curricular Activities
Additionally, a range of extra-curricular opportunities are offered including PALS, photo club, “enviro” club, and music tuition. Out of school hours sports are also offered and are organised by a parent committee under the guidance of the school. Currently, included sports are football, netball, and soccer. Co-ordination, coaching and umpiring of sporting teams is undertaken by parents or other interested volunteers. St John the Apostle School boasts a range of facilities enjoyed by the school, parish and wider community. Extensive on-site outdoor playing field is a feature, as well as a newly built library and flexible multipurpose learning space. The school has a canteen which follows S.A. Government guidelines. The canteen is staffed by volunteers under the guidance of a canteen manager.

**Out of Hours School Care**
A registered Out of Hours School Care program is offered on site, as well as a uniform shop, also staffed by volunteers. Involvement in this dynamic and energetic learning community, nurtures and encourages lifelong learning, promotes faith formation and responsible and active global citizenship.

**Playgroup**
Playgroup is held on Tuesday mornings in the St Dominic Centre and is supported by Playgroup SA.
### Student Numbers 2014

<table>
<thead>
<tr>
<th>Year level</th>
<th>Rec</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>22</td>
<td>13</td>
<td>16</td>
<td>11</td>
<td>17</td>
<td>13</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>24</td>
<td>31</td>
<td>21</td>
<td>29</td>
<td>26</td>
<td>26</td>
<td>35</td>
</tr>
</tbody>
</table>

Total – 233

- School Card: 39 students
- Learning Difficulties (Funded): 27 students
- Indigenous Students: 11 students

### Student Behaviour

Student well being and responsible behaviours have continued to be a focus of our work. Having students engaged in their learning is a priority. Staff have continued with Program Achieve being the philosophical foundation of our Behaviour Education Policy. There has been a significant improvement with student behaviour as indicated with the records below.

In 2014, we continued our work with Kids Matter Framework. This is to focus on the resiliency of all students. This will involve an audit on Program Achieve which has been the foundation of our Behaviour Education program.

The School has continued with the Centacare / CESA School Counselling Program. This has once again proven to be an integral program within the school. In 2014 we were successful in gaining a Federal Government Grant for a Chaplain under the revised Chaplaincy Program.

### Student Behaviour Records

(As no records were kept prior to 2007 a comparison can not be made)

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Time Out</td>
<td>34</td>
<td>27</td>
<td>19</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Suspension (In School)</td>
<td>31</td>
<td>14</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Suspension (Home)</td>
<td>19</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Exclusion (moved)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Workforce composition**

The school’s workforce composition is summarised in the table below.

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>13.8</td>
<td>3.0</td>
<td>10.8</td>
</tr>
<tr>
<td>Education Support Officers</td>
<td>7.8</td>
<td>0</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>20.6</td>
<td>3.0</td>
<td>18.9</td>
</tr>
</tbody>
</table>

**Student Attendance**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Indigenous students</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Non-Indigenous students</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

**Process for dealing with non-attendance.**

All absentees are recorded in the class Electronic Attendance Register by Office staff via day book (each class). If a child is absent an explanation for absence is sought by calling parent or guardian. If notification has not been received a text message is sent to the parent / guardian requesting explanation.

All absences must be explained in writing or by e-mail by the child’s parent/guardian, and all notes are filed.

Where attendance is an issue, the situation is monitored and a discussion between the class teacher, Leadership Team and parent/guardian follows.

**Staff Qualifications**

In our school we are fortunate to have a number of staff with two or more qualifications in education,

- 15% have Masters Degrees
- 5% have Post Graduate Degrees
- 70% have Bachelor of Education Degrees
- 25% have Diploma of Education
- 19% hold Graduate Certificates in Religious Education
- 16% Diploma at TAFE

**Staff Attendance at St John the Apostle School**

Staff attendance for 2014 after taking into account sick days, carers leave, long service leave and bereavement leave as is their industrial entitlement. This equates to
a 93% attendance rate.

**Staff Retention at St John the Apostle School**

In 2014 there were 21 staff members, inclusive of all contract staff, and part time and full time members. We celebrate the expertise, talent and commitment that our new staff members bring to the community.

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**School NAPLAN Data**

**% Students Achieving National Benchmark 2014**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>G &amp; P</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>96</td>
<td>100</td>
<td>96</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>89</td>
<td>100</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>86</td>
<td>95</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

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**Running Record Benchmark**

Level 26 by completion of Year 2 is our aim clearly articulated in our strategic statement.

December 2014

30 Year 2’s

25 **achieved the benchmark**

5 students not achieving benchmark 4 new to St Johns in last 18 months
1 Special Ed Funded

Changes in Benchmark Results
In analysing the data produced from the NAPLAN tests it is difficult to compare the data from one year to the next because the tests are carried out by a different group of children. We do monitor each child’s results as they progress from one year to the next particularly in Years 3, 5 and 7 which are the year levels that are tested.

Our teachers have used the data from the literacy and numeracy NAPLAN testing in conjunction with other data on student performance to design learning programmes for this year.

Other Forms of Assessment
There are many ways that students at St Johns assesses student progress. Students are assessed informally every day by their teachers, and teachers are aware of student growth points and academic attainment. This directs teacher programming.

1) All students receive a literacy audit (February & November). The results of these standardized tests inform and direct teacher's programming and the delivery of support programs to individual students.

2) All students receive two written reports (Semester 1 & Semester 2) throughout the school year. The report is based on the assessment and observation of knowledge, skills, attitudes and understandings demonstrated throughout the year. The outcomes in the report are derived from the SACSA Framework (South Australian Curriculum Standard Accountability Framework). They are directly related to the specific year level the child is in. The report complies with the Australian Government requirements under the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) – Act 2004

The report incorporates the Australian Government’s A – E grading system.

Parents can ask the school to provide them with written information that clearly shows the child’s achievement in the subjects studied in comparison to that of other children in the child’s peer group at the school. This information will show the number of students in each of the achievement levels A-E.

3) In their 5\textsuperscript{th} term of school, children complete the Early Years Literacy Assessment. This information is gathered by the Catholic Education SA (No Names are supplied) for their report to the Commonwealth Government.
Community Satisfaction
1 – Students are treated with respect and in turn they show respect for their school and each other.
2 – Students are given access to the most up to date technology where possible.
3 – Staff at St John the Apostle School value the Learning Statement and this shows in the satisfaction of parents and families.
4 – Our students come to school with smiles on their faces.
5 – Students are given a strong sense of belonging and this is reflected in 90% of student completing Year 7 transition to Cardijn College.

The professional attitude toward the learning process that is employed by the teaching staff.

The extensive Arts/Music pregame children can access.

Teachers owning a common aim for their students, to strive to do their best at all times.

Your data for EYA and NAPLAN are indicators of the contemporary pedagogical practices evident in classes’ Literacy Block.

The environment for learning - Learning spaces in classrooms and surrounds engage and empower students to purposefully develop skills in inquiry-based learning through the use of technology and multi-l literacies.

The involvement of parents to have an active voice in the school community

Recurrent Income – 2014
Australian Government Recurrent Income $1,391,687
State Government recurrent Income $519,424
Fees, charges and parent contribution $203,947
Other private sources $325,226
Total Recurrent $2,444,950
Religious Identity and Mission

St John the Apostle Parish School

A place of...

Welcome, Love and Truth

Spirited by our Catholic faith and in partnership with parents, parish and the wider community, we are committed to providing a high quality, holistic and contemporary education for our students.

We respond to the message of St Luke the Evangelist, by being a welcoming and inclusive school community, as part of the Noarlunga/Seaford Parish.

We acknowledge the writing of St John the Apostle, God is Love (1 Jn 4:8), by striving to love one another as God loves us.

We continue the tradition of St Dominic, by seeking truth and justice through lifelong learning and prayerful reflection.

At St. John the Apostle school, we value our Dominican traditions of truth and justice. We consider these not only in religious education but also in the way we conduct our day to day lives. When teaching our students about personal responsibility, we focus on the Gospel values and the way Jesus treated others.

A highlight for 2014 was when the Staff of St. Johns joined with staff from the other catholic schools in our region to attend Professor Paul Clarke’s workshop on “Developing Communities of Sustainable Practice” in March. A major outcome of this workshop was to review our local practice of growing a sustainable community and how this is a measure of our relationships with others in our community. This highlighted the importance of our role in educating our students and families about being stewards of God’s creation.

From this workshop teachers identified an area to focus on with the children:

- Brenda: establish and maintain a fragrant herb garden
- Tricia: collecting 10cent containers
- Anthony: collecting 10cent containers
- Anne: establish and maintain an Asian herb/ vegetable garden
- Simone: establish and maintain an Asian herb/ vegetable garden
- Lisa: Collecting Fruit Scraps
- Loretta: Bokashi Bins/ OSHC waste reduction
- Ruth: Recycling including composting
- Justin: Recycling including composting

“Eco Monday” activities have been initiated and are held every fortnight. At this time all classes participate in their Eco Projects. The projects are frequently reviewed and adjusted where necessary. This will continue throughout 2015.

The schools in the Southern Hills region won a grant to establish a regional environmental group. Known as SHEAP, (Southern Hills Environment Action Project),
representatives from each school meet twice each term to discuss ecological initiatives that are taking place in our region. This group continues to liaise with Professor Paul Clarke. In October 2014, we were one of three schools to host Paul. Our students prepared lunch for the visitors on the day using fresh ingredients from our garden.

We are extremely fortunate to have Father Charles celebrate whole school masses, class masses and family masses regularly throughout the school year. These celebrations allow students to understand more fully what it means to be part of a wider catholic community. Students are encouraged to help teachers plan and actively participate in these celebrations.

In 2014, before he was transferred to Bridgewater, Father Fred trained ten students as altar servers. They assisted not only at school masses but also at St. Luke’s church. Many thanks to our music teacher, Sarah Moyon for coordinating a small choir group for special occasion masses at St. Luke’s church and to Brenda Byrne for organizing students to take part in “Stations of the Cross”. The extra time that both of these teachers put into preparing our students is very much appreciated.

The Sacramental Program, consisting of Reconciliation, Confirmation and First Eucharist was run jointly with All Saints School and the Noarlunga/ Seaford Parish. In 2014, fifteen students from St. Johns completed the Sacrament program. Each year, students from Year 3 and above are invited to be part of the program. Students and their families learn more about what it means to be a fully initiated member of the Catholic community. Teachers also support the Sacramental program by acknowledging students participating in the program and the teaching of the Sacraments across the school.

In Terms 2 and 4, the Year 6 and 7 students joined with the senior students from All Saints Catholic School to plan and run a youth mass at St. Luke’s church. In term 2, we hosted the Year 6/7 students from All Saints in a fun day of sport, art and drama activities. Then on the following Sunday, the students and teachers organized youth mass. In Term 4, the students and teachers from All Saints reciprocated. This initiative helped to build community within our parish. It was also a great opportunity for the students to network amongst people their own age. This is an important strategy for assisting students with the transition between primary school and secondary schooling.

During 2014 Lisa Martin was appointed as the School Chaplain. Her role included assisting children with social and emotional needs. Lisa met with students and supported parents at school.

Some of Lisa’s work involved:

- Meeting with new students and families
- Supporting students who were experiencing difficulties
- Supporting parents with parenting issues
- Assisting families to access support services in times of crisis

In 2014, three staff members from St. Johns completed their Graduate Certificate in Catholic Education and one completed their Masters in Education. All teachers were offered professional learning opportunities through Catholic Education South Australia (CESA).
Social justice is an integral part of Catholic education, and students have generously responded to the call to be a Christian community and to consider the needs of others. Our work for the Catholic Missions, St. Vincent de Paul and Caritas (by supporting Project Compassion) have assisted our communities, both local and global. Fundraising in 2014 began with Pancakes on Shrove Tuesday which raised in excess of $250 for Project Compassion. Many Project Compassion boxes were also returned to school filled to the brim. The money raised is forwarded to Caritas. Cakes stalls throughout the year also contributed to fundraising for charity. Throughout the year there has been a continuous donation of food which is passed on to the Parish for distribution to those in need. Children bring the food when they have a class Mass and this highlights for them the fact that they are part of a community which cares for others in the community.

Whilst we are located in a low socio-economic area, it is a credit to the school community that we are able to support others in need to this extent.

This Report has highlighted the ways in which students at St John’s School are supported and encouraged to by teachers and other staff members to:

- explore the beliefs and heritage of the Catholic Tradition and the significance for their own lives
- examine the qualities of discipleship and the invitation to promote the Reign of God, and
- participate in the liturgical and sacramental life of the Church and explore its relationship with other traditions.

_De-anne Peters_
Assistant Principal Religious Identity and Mission (APRIM)
During Term One all teachers were asked to write a specific literacy, numeracy and wellbeing goal for each student based on the data collected from a range of sources such as Westwood Spelling, Running Records, TORCH, PAT- Reading, PAT- Maths and NAPLAN. This data analysis informs each teacher’s planning for individualised student learning needs. Teachers then met with Frank De Tullio, Simone Mashford (Special Education Coordinator) and me to discuss the goals and planned learning for each student.

One of our priorities at St John’s is to build a strong partnership with parents to develop reading skills. Regular information about reading was provided in the school and class newsletters as well as reading meetings to support parents to help their children learn to read. All new Reception students were given an information pack about reading as part of their transition to St Johns from Kindergarten. Practical strategies to support the early stages of reading were incorporated into the Information meeting for new parents. In 2014 the transition pack included some playdough to support our tactile learners, along with a picture book.

Early Years Assessment (EYA) was administered to students in their fifth term at school. The purpose of gathering this information is to assist class teachers to identify the specific learning needs of our young students by assessing their reading and writing skills. This in turn allowed teachers to plan activities to enable students to achieve their literacy outcomes and work at their optimum level of learning. The results of these tests are entered into a database for the CEO and compared to other Catholic schools.

The Premier’s Reading Challenge was successfully completed by all St. John’s students for the seventh year in a row. The positive attitude to participating in the Premier’s Reading in our school can be attributed to the wonderful support from staff and parents. Many thanks to Anthea Ramsay, for continuing to coordinate this fantastic State Government funded reading initiative.

The book week parade and performance was another highlight in 2014. Almost the entire community of St. Johns staff and students came dressed as one of their favourite book characters. The crowd is growing each year! Following the parade, children participated in two book week activities across the school.

Throughout the year I attended four Key Literacy Teacher days, organised by the literacy Team at Catholic Education South Australia (CESA). These days provide the opportunity to meet with hub group members to share information and gain from the wide range of expertise and strengths of colleagues within our local region.

Literacy continues to be a key focus area at St John the Apostle School. We aim to provide all students with lifelong skills to communicate in a variety of ways.

Dee-anne Peters
Key Literacy Teacher (KLT)
In 2014, all teachers at St. Johns continued action research in mathematics. The focus was on writing learning intentions and reviewing lesson structures. Putting faces on the data continued and each teacher selected students from their class and built profiles on these students over the whole year. Teachers created evidence based Individual Learning Goals to improve literacy, numeracy and wellbeing outcomes for these students. The goals were monitored, and measured over the year. Teachers shared with their colleagues, wider school community and our CEO mentor Athina Fotopoulos, how “knowing our students” supported the data collection and analysis and ultimately led to better informed teaching practice and engaged learners.

Tricia Clark, Simone Mashford and Ruth Sampson joined Athina and I to form a *Shared Agreement in Teaching Mathematics* writing team. A first draft was written and shared with all teachers in Term 4 2014. We are in the process of editing the document ready for final consultation and implementation in Term 2 2015.

On the 3rd December 2014, all teachers presented their learning from our 5 year CMaD journey with senior members of the Catholic Education Office (CEO), including the Director of Catholic Education South Australia (CESA) Dr Paul Sharkey. It was evident that we have made excellent progress in professional development and pedagogy at St. Johns. Our consistent approach to data collection especially in the areas of literacy and numeracy is to be commended and is now being modelled to other schools in the catholic education sector.

Literacy Coaching continued at St. Johns in 2014. The coaching network with other CMaD schools continued to share knowledge with the support of the National Partnerships team

On behalf of the staff and students of St. John the Apsotle School I would like to thank Athina Fotopoulos and Liz Dickinson for their encouragement, support and patience in guiding us in our CMaD projects. Through professional readings, immersion in other schools and robust dialogue, Athina & Liz have supported staff to reflect on their understandings of educational theories and contemporary practices in order to improve pratice.

In 2014, four Educational Support Officers graduated from TAFE with a Certificate 3 in Educational Support. This professional training has enhanced their role in instructional support by developing their skills, knowledge and dispositions.

We look forward to continuing our work with Athina throughout 2015 as she is now an integral member of the CESA numeracy team. Liz has moved to the Religious education team at CESA and will continue to support staff at St. Johns in her new role.

Dee-anne Peters
National Partnership Co-Ordinator
Special Needs – 2014

We started the year with the whole school spelling (Westwood’s) test and the year 4-7 had a TORCH reading analysis test, Years 1-3 had a PM reading running record and the reception had a sound knowledge test. The teachers all completed these with their children and put the information into tables that Frank and I went through and analyzed. Then we meet with the teachers and went through this and the goals the teachers had set for each child from this information we decided which children needed support and which areas of their learning we needed to focus on in the classrooms.

This along with speaking to the teachers and looking at the teacher’s referral forms from the previous year determined which children I put into the specialized groups that our ESO’s carry out.

We once again had many groups running and lots of children accessing these. Below is an outlined list of programs and the number of children that participated:

Children I work with = 34 children

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet / sounds group</td>
<td>16 children</td>
</tr>
<tr>
<td>EAL group (not scaled)</td>
<td>4 children</td>
</tr>
<tr>
<td>Fine Motor Group</td>
<td>36 children</td>
</tr>
<tr>
<td>Dyslexic group</td>
<td>13 children</td>
</tr>
<tr>
<td>Toxic reading</td>
<td>12 children</td>
</tr>
<tr>
<td>Speech Group</td>
<td>31 children + 16</td>
</tr>
<tr>
<td>Work with a Speech Pathalogist</td>
<td></td>
</tr>
<tr>
<td>Funded children</td>
<td>28 children</td>
</tr>
<tr>
<td>Totally Toxic reading</td>
<td>10 children</td>
</tr>
</tbody>
</table>

These programs were monitored regularly and children went on an off them as required.

We were lucky enough to have enough funding to continue with the Speech Pathologist to work on site fortnightly on a Tuesday with 16 of our students and 1 ESO, this enabled us to use her expertise on other groups when she wasn’t available to be here. Becky I want to thank you for all your wonderful work with these groups and Anne.

Review meetings were also held for the children that have an IEP (Individual Education Plan) for their learning. Parents, outside agencies, classroom teachers, me and Frank were involved in these meetings. Then the appropriate changes were made with the students IEP and Accommodations in the educational setting. Along with this during the year I made sure that the children that needed updated speech and language assessments had them.
At the end of the year we do part two of the spelling test and the teachers once again tabled this information. I spent time analyzing this information and all classes had made an improvement.

Once again this year I did ask the teachers to fill in referral letters for children that they believed needed to receive support or be part of the specialized programs for 2015. We got a very long list and I will be looking into the best way to accommodate for all these children in 2015.

As part of the National Partnerships project we were able to have 5 of our at risk students assessed for speech and language, psychological or Occupational Therapy. This enabled us to receive their reports and follow up on the recommendation, which then enables us to cater for each individual needs. Unfortunately due to the National Partnerships finishing parents will need to once again pay for any assessments that we see are necessary for their children from 2015 on.

Once again we took part in the National Consistent Collection of Data for Students with a Disability. This is now mandated across all schools in Australia. This involved a lot of work and the data we sent in to the Catholic Education Office was very comprehensive and informative. This meant all the children’s adjustments needed to be recorded, both learning and medical, parents needed to sign these. All teachers needed to keep 10 weeks of evidence of these adjustments being made as part of the data collection, and I thank the teacher for this. We will again be part of this data collection in 2015, but it will be a lot easier as all the forms and paperwork has been prepared and is ready for 2015 and the online data collection has been made easier.

In 2015 our aims are to:
- Have our very flexible ESO’s attend training and development in the areas of need for St Johns children.
- Continue with the speech pathologist for our students.
- To inform and support parents with any NDIS funding.
- Individualise learning programs to support the needs of all our special needs children.
- I look forward to a challenging and successful 2015 in the area of Special Needs.

Simone Mashford
Student Learning Coordinator
PHYSICAL EDUCATION / SPORT REPORT

What an awesome year of Sport we had at Saint John the Apostle in 2014. This year Justin Marsh again took specialist Physical Education lessons. Justin worked with students in Years R-3 where the focus was on fundamental movement skills and focused on game sense and skill development with the Year 4-7 students.

Term 1 was a very busy term for Sport. In Week 4, students from Reception to Year 5 participated in Swimming Lessons at the Noarlunga Swimming Centre. The Reception to Year 2 students had five, 45 minute lessons and the Year 3-5 students had five, one and a half hour sessions. In Week 6, our Year 6&7 students participated in five one and a half hour Aquatics lessons at Port Noarlunga where activities such as surfing, body boarding, sailboarding, snorkelling, canoeing and wave ski were offered.

Sports Day in 2014 was moved to Term 4 and was held on Friday 14th November and was a traditional twilight event. Sports Day included long distance and sprint races, a variety of tabloid events showing the wonderful skills of our students, mixed year level relays and our body moving Health Hustle.

St Catherine’s were crowned Sports Day winners and St Dominic’s took out the Tiggerman Cup trophy. A big congratulations to our Sports Captains who showed great leadership and sportsmanship throughout the event. The P&F once again organised the food and drinks. Their support is amazing and without it, our Sports Day would not be as successful as it was. A special mention needs to go to Aris Argyroilus (one of our Yr 2 students parents) who brought his Gloria Jean’s shop to our school providing coffee and drinks. He also donated a percentage of his takings back to the school.

In 2014 we again joined with Christies Beach Primary School for our Saturday morning Out of Hours School Soccer where we entered 10 Soccer teams. From our school alone we had 62 Soccer players from Years 1-7.

School Netball for 2014 was played at SUNA. We had 18 Female players from Years 3 - 7 participate in weekly games held on Tuesday nights (B grade and D grade competitions). It is wonderful to see so many of our students participating in Out of Hours School Sport.

A big thank you needs to go to all the parents who assisted us as coaches, team managers, umpires and supporters this year with Out of School Hours Sport. Parent support is essential for these competitions to run and without this we would not be a part of this fantastic experience for our students. School sport is a key area in the development of skills, understanding of the games and teamwork.

In 2014 we participated in the South Australian Catholic Primary School’s Sporting Association (SACPSSA) carnivals throughout the year. Squads represented our school in Swimming, Athletics and Cross Country. All students from Years 4-7 participated in the Netball Carnival and all students in Years 5-7 participated in Touch. We also had all students in Years 6&7 participate in the Handball carnival.

29 students tried out for the SACPSSA Swimming carnival in Term 1. The 18 selected students trained for 2 weeks on a Monday and Tuesday night. On Wednesday 19th March we went to the carnival and achieved some fantastic results. We were very competitive on the day and won a number of races and received lots of ribbons.

On Wednesday 4th June Brenda and Justin took 40 Students to the SACPSSA Carnival at Santos Stadium. Our squad showed great dedication, training during their recess and lunch play and on Monday nights after school in preparation for the carnival. Many children won ribbons and all the students should be very proud of the sporting skills and team spirit
shown throughout the day. Congratulations to Hannah Samupu who was presented with the Champion medal for the Under 12 female division.

On Tuesday 1st July we took 12 teams from Years 4-7 to ETSA Park for the SACPSSA Netball Carnival. We had magnificent weather for the carnival this year. The students played very well and once again showed great team spirit.

We had 43 students from Years 4-7 participate in the Cross Country Carnival which was held at Prince Alfred College Oval on Thursday 7th August. The commitment from all squad members was excellent. Students happily trained during their recess and lunch play in order to prepare. Congratulations to Wesley Weetra who finished 5th, Austin Hogg who finished 9th and to James Holmes who finished 10th in their respective age groups.

We took all Years 5-7 students on Tuesday 2nd September to participate in the SACPSSA Touch Football Carnival held in the city at the SA Hockey Grounds. The participation and behaviour from all the students was outstanding. We were very competitive on the day and achieved some excellent results, as well as showing great teamwork and sportsmanship towards all other teams. Thank you to all those parents who assisted us on the day.

On Monday 20th September the Year 6/7 students attended the SACPSSA Handball Carnival held at Cabra College. The students showed exemplary behaviour and participated with enthusiasm, sportsmanship and teamwork.

In Term 4 we had a Cricket Clinic for the R-3 students. This was run by Milo Cricket. They have been coming to our school for a number of years and will do so for many more to come.

In 2014 we become involved in the South Australian Primary School - SAPSASA program. This program gave our students with sporting talents the opportunity to represent the Onkaparinga District. This was a magnificent success in 2014. We had 6 students represent the District in a number of different sports. Jamie Wise, Ashlee Fry and Coco Horseman were chosen for Netball. Wesley Weetra for the Boys Soccer and Ellie Zeugofsge, Jordyn Ellis and Bella Ivison for the Girls Soccer. This is an outstanding achievement considering we only had 220 students in the school. As a part of our affiliation with SAPSASA we also entered a Knock-Out Boys and Girls Soccer teams and a Knock-Out Girls Netball team. Our Girls Soccer team were amazing in 2014 making the small school SAPSASA Grand Final. Unfortunately the girls were beaten in the final, however, they showed persistence, teamwork and determination right up until the final whistle. This is an amazing achievement that we as a school should celebrate and be very proud of. Our Girls Netball team and the Boys Soccer team made the quarter-finals. The 28 Soccer players and 10 Netballers should be extremely proud of their achievements. We are sure to continue our affiliation with SAPSASA in 2015.

Overall 2014 has been a fantastic year for sports at St. John the Apostle. We hope to continue not only the excellent achievements but also the wonderful participation and great sportsmanship shown this year.

Thank you for all your support towards Physical Education.
Yours in Sport

Justin Marsh
POR Sport
Catholic School’s Music Festival Choir

This is the 26th year that Catholic Education SA has presented the Festival to the people of South Australia. This Festival celebrates the versatility and talents of the young people in our Catholic Schools across the state and is held across four evenings in week 10 of term 3; we performed on Tuesday 22nd September.

The children rehearse for three terms mastering their repertoire and are assisted and assessed regularly by Ms Denise Rothall the Festival Choir Coordinator. Our school has such an excellent reputation that we were asked to have two full rows of 2nds.

We impressed Denise so much at both our combined rehearsal and individual rehearsals in our behaviour and ability that we were asked to sing in the front row!

Our Festival Choir sang beautifully and all 38 children were true ambassadors for St John the Apostle Parish School. It was wonderful to see such happy and excited children embrace the opportunity to sing at such a memorable event and to participate so enthusiastically. What amazingly talented students we have at St John the Apostle School.

Brenda Byrne
Choir Trainer
OSHC Annual Report

We had an interesting year in 2014 with the new child care regulations coming into fruition, developing improvement plans and programming in a more pedogological way. Eg: children choosing and being involved in intentional and spontaneous play. Staff training in 2013 anaphylaxis/asthma training all staff. Staff have been involved in natural play training, health and safety the new National Quality Framework.

OSHC had the licensing increased to 35 for BSC/ASC this has been successful and is being utilised mainly on Monday/Tuesday keeping in line with staffing ratios 15:1. The changing of policies and procedures to keep in line with National Quality Framework and working in a challenging time frame.

Earn and Learn has come to Woolworths and enables OSHC to be involved with the community by parents/caregivers donating points. OSHC received craft and sporting Goods which was received with much appreciation.

AASC program continues in 2014 this is a government run program making certain children become involved in all sorts of activities from circus skills to martial arts. Hopefully children will go on and continue with a sport of interest outside of school. OSHC had staffing changes with James McEvoy, Carina Dallwitz and Sarah Baugh moving on to new adventures. Also new staff members Judy Jackson, Debbie McGlennon brought new faces to oshc.

At the end of 2013 the natural play area had started to begin development, this means the children will have area dedicated for adventure and fun. OSHC has special needs children and we are working with Inclusive Direction to ensure the children feel included, safe and secure.

A big thankyou to all parents/caregivers who give their time to volunteer to help in OSHC and also donations which make a big difference for childrens play experiences.

Janine Jak
OSHC coordinator