SAINT JOHN THE APOSTLE
PARISH SCHOOL

ANNUAL REPORT
2015
ANNUAL REPORT 2015

Dear Parents/Caregivers

It is with great pride and pleasure that I present to you our school’s Annual Report for 2015. 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

23 March 2016
2015 School Compliance Report

School Context
St John the Apostle School is a co-educational parish school catering for Reception to Year 7 students within the Southern Cluster of Catholic Schools. We provide 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 curriculum is geared to suit the presented from an inquiry platform, Catholic Church teachings and 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 Wednesday mornings in the St Dominic Centre and is supported by Playgroup SA.
Student Numbers 2015

<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>15</td>
<td>15</td>
<td>24</td>
<td>16</td>
<td>14</td>
<td>10</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>30</td>
<td>41</td>
<td>30</td>
<td>26</td>
<td>18</td>
<td>28</td>
<td>27</td>
</tr>
</tbody>
</table>

Total – 233

School Card 41 students

Learning Difficulties (Funded) 29 students

Indigenous Students 11 students

Student Behaviour
Student wellbeing 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 2015, 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 2015 we continued with 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 cannot be made)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Time Out</td>
<td>27</td>
<td>19</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Suspension (In School)</td>
<td>14</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Suspension (Home)</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Exclusion(moved to other schools)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</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>14.8</td>
<td>3.0</td>
<td>11.8</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>21.6</td>
<td>3.0</td>
<td>19.9</td>
</tr>
</tbody>
</table>

Student Attendance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>92.3%</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>87.2%</td>
</tr>
<tr>
<td>Non-Indigenous students</td>
<td>92.8%</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 2015 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 2015 there were 23 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.

School NAPLAN Data

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score</th>
<th>Mean Score Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>400</td>
<td>423</td>
<td>472</td>
</tr>
<tr>
<td>Writing</td>
<td>399</td>
<td>407</td>
<td>448</td>
</tr>
<tr>
<td>Spelling</td>
<td>378</td>
<td>398</td>
<td>434</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>418</td>
<td>414</td>
<td>444</td>
</tr>
<tr>
<td>Numeracy</td>
<td>369</td>
<td>364</td>
<td>409</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score</th>
<th>Mean Score Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>482</td>
<td>494</td>
<td>470</td>
</tr>
<tr>
<td>Writing</td>
<td>486</td>
<td>458</td>
<td>458</td>
</tr>
<tr>
<td>Spelling</td>
<td>455</td>
<td>498</td>
<td>456</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>470</td>
<td>505</td>
<td>454</td>
</tr>
<tr>
<td>Numeracy</td>
<td>476</td>
<td>474</td>
<td>460</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score</th>
<th>Mean Score Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>482</td>
<td>494</td>
<td>470</td>
</tr>
<tr>
<td>Writing</td>
<td>486</td>
<td>458</td>
<td>458</td>
</tr>
<tr>
<td>Spelling</td>
<td>455</td>
<td>498</td>
<td>456</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>470</td>
<td>505</td>
<td>454</td>
</tr>
<tr>
<td>Numeracy</td>
<td>476</td>
<td>474</td>
<td>460</td>
</tr>
</tbody>
</table>
Running Record Benchmark
Level 26 by completion of Year 2 is our aim clearly articulated in our strategic statement.
December 2015 33 Year 2’s 25 achieved the benchmark 8 students not achieving benchmark and receiving support.

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 5th 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- literacies.

The involvement of parents to have an active voice in the school community
Recurrent Income – 2015
Australian Government Recurrent Income $1 704 385
State Government recurrent Income $ 508 384
Fees, charges and parent contribution $ 439 125
Other private sources $ 44119
Total Recurrent $2 696 013

School Board Chairperson’s Report 2015

Our school’s enviable reputation for providing high quality education and stewardship continues to be a source of pride.

In 2015, we celebrated the School’s 50 year anniversary in fine style. Our senior year 6/7 soccer team capped an outstanding year by reaching the SAPSASA small schools soccer grand final. St John’s also received the Fair Play Sports award by the Noarlunga District Junior Soccer Association in recognition of the outstanding sportsmanship shown by all school soccer teams, coaches and parents. This award is not given lightly and should be seen as vindication of St John’s high regard in the community.

The School Board consists of the Principal Frank De Tullio, Chairperson, Deputy Chairperson, Secretary, Treasurer, APRIM, Parent, Parish and Staff representatives, all of whom have contributed much throughout the year.

With support of staff, parish and volunteers, the school has achieved so much in the past 50 years however, it is incumbent upon us to continue the legacy and look to the future. To this end, Frank DeTullio, Staff and the Board have commenced preparation of a new strategic plan to guide future success.

At each Board meeting, we looked forward to receiving reports from teachers on curriculum activities and many achievements. As a parent, I am grateful to our teachers for their commitment to the education and well-being of each and every student.

St John’s is considered among the top performers in education and responsible financial management. On behalf of the Board, I would like to thank Frank DeTullio for his tireless dedication and leadership. We should be all be proud of the reputation St John’s enjoys amongst its peers and the wider community.

The Board would also like to thank all volunteers, parents and caregivers who freely give their valuable time and commitment to the benefit of all children. We cannot overstate the value of our volunteers who give so freely of their time and strongly encourage others to consider participating. Events such as sports day, sports coaching, fundraising activities, reading and school excursions to name a few, help to make our school community a special and ultimately memorable part of our children’s lives as they grow and move on.

I would like to thank my fellow Board members for their support and enthusiasm. Your insight, guidance, and wise counsel have made my year as Chairperson a rewarding task. Many of our Board members also participated on other support groups in the school and parish.

Special thanks to our APRIM, Deanne Peters and Parish Priests for their commitment to spiritual education, guidance and support to our children and school community.

It has been an honour and rewarding experience for me to have served as Chairperson for the past year. Thank you for the opportunity.

Mark Holmes
Chairperson
March 2016
Principal’s Report

2015, was a milestone in the history of St Johns. We celebrated our 50th year operating as a school. We had the opportunity to reflect on our history, to acknowledge those who were the “pioneers” of the school, focus on the values on which the school was begun and also begin to plan for the next 50 years.

I acknowledge St John the Apostle School’s clear strengths – the wonderful school spirit and positive culture that thrives amongst the students, the role modelling and professionalism inherent in our staff, and the support and commitment of our School Board who aim to ensure our school remains relevant and successful in ever-changing educational and legislative contexts.

At St Johns, we continue to inspire and empower our students through our holistic approach to learning and teaching. Our curricular programmes, co-curricular activities, service to communities at local, state levels and leadership opportunities are vital for our students’ and our society’s future development. We cannot underestimate the importance of our daily endeavours.

Put simply, our shared Vision is: to inspire, challenge and empower each other through the promotion of learning excellence, fostering wellbeing and resilience, developing strong and authentic relationships, serving others with integrity and dignity and working collaboratively to build community.

This is a vision of, and for, a community of learners – it is not just the students who learn at St Johns, but all who are part of our School. Our staff also see themselves as learners. In 2015 we have worked diligently on our strategic plan - It identifies our key goals and informs our teaching and learning practice. The teaching staff have further added to these, with greater work to be undertaken during next year to articulate the vision more clearly and embed our core goals into daily practice. Over the next two years and beyond, all of our professional learning and focus will revolve around the ways in which we bring this plan to life.

At St Johns, so many significant individual and collective activities take place each day and these build reflect the richness of our school. It is impossible to outline them all, but there have been many noteworthy achievements for students, such as:

- Our Senior boys achieving State Runners Up in the SAPSSA Soccer Knockout.
- Being Awarded the Fair Play Award from the Noarlunga District Soccer Association
- The Senior Soccer team being runners up in the Association
- The number of students being installed as leaders at Cardijn
- Our Years 5 – 7 who ran the Play at Lunch Skills (PALS) program for the men and women represented our School with dignity and integrity.
- And who could forget once again our continued participation in the Premiers Reading Challenge.
Schools are complex entities and they cannot thrive without the support of many.

To the parents of our school, thank you for your unwavering commitment to furthering the many ways in which our community connects - through being involved in activities with your children, to fund raising, you certainly know how to ensure everyone has a fantastic time!

I am also grateful to our School Board, led by Chair, Mr Mark Holmes. It is timely to acknowledge that all members of our Board volunteer their time and considerable expertise for the betterment of our School. I thank them for their leadership, support and encouragement. In 2016, we will continue to focus on the School’s Strategic Plan and Master Plan. Our Board are determined, as are we all, that it will have learning at its core. It will focus on the needs of our students of today and tomorrow, within a framework that respects the School’s past, its traditions and its values.

To our students, you inherit, by virtue of belonging to our school, the culture and traditions of all who have gone before you in the preceding 50 years. Their challenge is now to turn and take further steps in your own directions, secure in the knowledge that you have given of your best and developed the essential life skills to thrive in this amazing world.

Our School’s exceptional teachers do not merely teach, they educate – helping students think, challenge, reflect and, hopefully in the process, to find and tap into their own beliefs and their own uniqueness. Education is about relationships.

To all parents and caregivers, I thank you for entrusting us with the extraordinary responsibility of supporting your child through their growth and development. We cannot achieve all we do, without your commitment as partners in your child’s education – a fundamental contributor to student success.

Frank DeTullio
Principal
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 tradition. We consider this 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. Our school Vision Statement reflects the traditions of our school and parish in the footsteps of St Luke, St John, St Dominic and Catherine of Siena. It calls us to be a community which is welcoming, loving and intent on seeking truth through dialogue and reflection.

50th Anniversary

2015 marked the 50th Anniversary of St. John the Apostle School. We started the year with a special mass concelebrated by Monsignor Tiggeman, Father Charles and Father McGearty. It was lovely to see many old scholars, including Jacqui Jose (nee Morrison) who was one of the foundation students in 1965, and community members attend this mass.

A staff reflection day was held at Willunga on 5th June 2015. It was a beautiful day based on the theme of “God is Love”; the inscription on the schools foundation stone. The day included a Q&A session with Sr. Enid Wood (past Principal), Sr. Bernadette Kiley and Jacqui Jose. Sr. Enid and Sr. Bernadette spoke about the Dominican sisters who travelled from Dublin, Ireland to settle in Adelaide. They spoke of their courage and determination to start a new chapter of the Dominican story here in South Australia. The Dominican sisters pursued truth by providing access to education for all. Sr. Bernadette’s final word of advice to the current staff of St. John’s was: Just be excellent!

In August, we had a whole school mass and morning tea to celebrate the 50th Anniversary. Vicar General Philip Marshall led the whole school and wider St. Johns community in a lovely mass to mark this special occasion.

At the end of year Thanksgiving mass, all classes brought forward an item to store in the 2015 time capsule. These items will serve as a living memory of St. Johns school in years to come.

Professional Development
Anne Marcelline, Simone Mashford and Lisa Martin took part in the Rich Assessment and Moderation in RE (RAM) project under the guidance of our Re Consultant, Liz Dickinson. We were one of five schools across the state taking part in this learning. The opportunity to moderate work in RE across a team was a great learning experience for all.

In February, Loretta Wheatland and I participated in a three day workshop called “Nurturing the Mustard Seed: Religious and spiritual formation of staff” facilitated by the CESA RE team. From our learning over the live in program we were able to collaborate and plan the staff reflection day with Liz Dickinson.

In April, Frank and I attended the two day Timothy Radcliffe “Living Baptism” conference in Adelaide. The theme of the conference was Leading with Grace and how critical it is to think about how we accept each other with positivity and joy.

**Indonesian Study Tour**
In the September school holidays, I was fortunate enough to join a study tour to Indonesia. The purpose of the tour was to gain an insight into the rich cultural and religious traditions of Indonesia. I travelled to Jakarta and Yogyakarta for ten days. Our tour included visits to:

- Australian Embassy
  - Briefing about Australian-Indonesian government partnerships in education and the wider bilateral relationship.
- Sunda Kelapa Harbour/ Kota/ Batavia/ Fatahillah Square
  - Colonial Dutch architecture
- Ministry of Religious Affairs
  - Learnt about Indonesian education and the Islamic schooling system
- Istiqal Mosque
  - Largest Mosque in South-East Asia
- Jakarta Cathedral
  - Seat of the Roman Catholic Archbishop of Jakarta
  - These two centres of faith were built across from one another to symbolize religious harmony and tolerance as promoted in ‘Pancasila’, the national Indonesian philosophy.
- Jakarta Museum
  - Traditional and contemporary art
- Kraton (Sultan’s palace) & Taman Sari water palace
- Batik factory
- Olifant School
  - An independent school. Privately owned by a local businesswoman.
- Prambanan temple
  - 10th century Hindu kingdom’s heritage building
  - Largest Hindu temple complex in Indonesia is recognized as a UNESCO World Heritage Site
  - The three main temples represent the trinity (Shiva the Destroyer, Brahma the Creator and Vishnu the preserver) of the Hindu faith
- Borobudur temple (at dawn)
  - 9th century Buddhist monument
  - The world’s biggest Buddhist monuments in the world which has survived 1,200 years of natural and man-made disasters
- Kinahrejo Village (Mount Merapi & Muslim mystic keeper)
  - Viewed the aftermath of the 2010 volcanic eruption and learn about its spiritual significance for the locals.
  - The Muslim mystic keeper of the mountain is appointed by the Sultanate of Yogyakarta as the conduit between the kingdom and the mountain spirit.
- Jamu Factory garden (traditional medicines)

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

Last year, Father Tony trained ten students as altar servers. They assist 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 Frank De Tullio for organizing students to take part in “Stations of the Cross”. The extra time that is put into preparing our students for these special occasions is very much appreciated.

**Sacrament Program**

The Sacramental Program, consisting of Reconciliation, Confirmation and First Eucharist was run jointly with All Saints School and the Noarlunga/Seaford Parish. 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 Term 4, the year 6 and 7 students joined with the senior students from All Saints to plan and participate in a youth mass at St. Luke’s church. This initiative helps to build community within our parish. It was also a great opportunity for the students to network amongst people their own age.

**On Holy Ground: Ecological Conversion**

In 2015 the staff of St. John’s continued educating our students and families about being stewards of God’s creation. Teachers and children identified an area to focus on with the children:

- collecting 10cent containers
- vegetable garden
- Collecting Fruit Scraps
- OSHC waste reduction
- Recycling including composting

“Eco Monday” activities continued 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 2016. Many thanks go to Justin and Kristy McGregor for their valuable input to the composting system here at St. John’s. Family and community support are a very important aspect for the success of these projects.

The SHEAP, (Southern Hills Environment Action Project), initiative concluded at the end of 2015. This group continues to liaise with Professor Paul Clarke. Professor Clarke visited again in 2015 to

In 2015 we received a $1000 Environmental grant from the City of Onkaparinga council to design, establish and maintain a 50th anniversary memorial garden which incorporates a butterfly garden. This will be completed by June 30 2016. Jeremy Gramp from Natural Resources Management (NRM) has worked with me, Anthony and Ruth in the selection of Indigenous plants suitable for the butterfly habitat. As part of their Religious Education in 2015, Anne Marcelline and the children in Year Three worked hard to design some initial designs for the garden.
**Social Justice**

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 2015 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.

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 generous act teaches them about being part of a community which cares for others locally. 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.

**RELaT (Religious Literacy Assessment Tool)**

In September, the children in Year 4 sat the RELaT. Our student’s results were amongst the highest in the state again this year. RELaT is an assessment tool written by members of the CESA RE team. It assesses the children’s knowledge to Standard 2 in the Crossways curriculum. It is an online multiple choice assessment. Results are then distributed amongst schools in the Adelaide and Port Pire Archdioceses.

**Summary**

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

**Dee-anne Peters**

*Assistant Principal Religious Identity and Mission (APRIM)*

Literacy 2015
Data Collection and Analysis
In 2015 we continued to collect and analyse data in literacy in accordance with the St. Johns Literacy Assessment Shared Agreement. Westwood Spelling, Running Records, TORCH, PAT-Reading, PAT-Maths and NAPLAN continued to be the main assessments used throughout the year. We also introduced the Phonological Awareness Screening Tool (PAST) to assess phonological knowledge. This was used to assess all children in Reception and was also valuable in assessing older children who were struggling with phonics knowledge and associated literacy skills. This allowed teachers to analyse which skills needed explicit teaching to individual children.

During Term One all teachers wrote a specific literacy, numeracy and wellbeing goal for each child based on the data collected. Teachers then planned learning for each individual child according to their needs.

Regular information about research in how to improve literacy outcomes was shared amongst staff. Hattie’s research around “Visible Learning” continued to be a focus of staff professional development sessions. Support was provided to parents who requested it to enable them to enjoy sharing in their child’s learning.

Early Years Assessment (EYA)
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.

Premier’s Reading Challenge
The Premier’s Reading Challenge was successfully completed by the majority of St. John’s students. Unfortunately, we missed out on making it 100% for the eighth year in a row as we had some new children start at St. Johns just prior to the cut-off date. 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.

Bookweek Parade
The book week parade and rotation activities continue to be a highlight on the school calendar. Almost the entire community of St. Johns staff and children came dressed as one of their favourite book characters. The crowd is growing each year! Following the parade, children participated in book week activities across the school.

Meet the Writers Festival
In July, Anthea Ramsay and Carolyn Chizmesya took a group of ten years six and seven students to the Adelaide Convention centre to attend the writer’s festival. They heard authors such as Phil Cummings speak about what inspires them to write and where they get their ideas from. After the lecture the children have to opportunity to meet the writers and get autographs and photos. 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)

National Partnerships- Communities Making a Difference (CMaD)
In 2015, we received the final federal Government National Partnerships- CMaD funding. This provided opportunities for all teachers to continue their action research in mathematics with the
support of Athina Fotopolous from the Catholic Education numeracy team. The SMART goals varied between each professional learning community but clear learning intentions and reviewing lesson structures continued to be a focus across all year levels. For the third consecutive year teachers created evidence based Individual Learning Goals to improve literacy, numeracy and wellbeing outcomes for all children in their class. The goals were monitored, and measured over the year. Knowing the unique learning needs of each child assists in targeting specific learning needs.

Tricia Clark, Simone Mashford and Ruth Sampson finalised the *Shared Agreement in Teaching Mathematics*. This will be ready to be fully implemented in Term 2 2016.

It is evident that being involved in the National Partnerships program has afforded us many opportunities to make excellent progress in professional development and improve pedagogy at St. Johns. Our consistent approach to data collection and analysis, 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.

Through professional readings, immersion in other schools and robust dialogue, Athina & Liz continued to support staff to reflect on their understandings of educational theories and contemporary practices in order to deepen their own content knowledge.

We look forward to continuing our work with Athina and Liz throughout 2016 in their roles as numeracy and Religious Education consultants respectively at CESA.

Dee-anne Peters  
National Partnership Co-Ordinator
Special Needs – 2015

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
Alphabet / sounds group = 16 children
Fine Motor Group = 36 children
Toxic reading = 12 children
Pathologist
Totally Toxic reading = 10 children

EAL group (all scaled) = 4 children
Dyslexic group = 13 children
Speech Group = 31 children + 16 Speech Pathologist
Gross Motor = 6 children
Funded children = 23 children

These programs were monitored regularly and children went on and 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 Monday 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, Frank and I were involved in these meetings. Then the appropriate changes were made with the students IEP goals and adjustments. Along with this during the year I made sure that the children that needed updated speech and language assessments had them.

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 2016. We got a very long list and I will be looking into the best way to accommodate for all these children in 2016.

As we had a little more National Partnerships project money we were able to have 2 of our at risk students assessed for speech and language. 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 2016 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 to their learning needed to be recorded, 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 2016, but it will be a lot easier as all the forms and paperwork have been prepared and is ready for 2016 and the online data collection has been made easier.

In 2016 our aims are to:

- Have our very flexible ESO’s attend our schools whole focus trauma training with the rest of the staff.
- To inform and support parents with any NDIS funding.
- To make all students learning programs support their specific needs.
• Have someone from Autism SA come into our school and work on some school inclusion projects with specific ASD children.
• To support all our children who have outside agencies come and visit within school hours.
• New process and recording for children that are on the specialized programs

I look forward to a challenging and successful 2016 in the area of Special Needs.

Simone Mashford
Learning Support Coordinator
PHYSICAL EDUCATION REPORT
What an awesome year of Sport we had at Saint John the Apostle in 2015. Justin Marsh again took specialist Physical Education lessons. Our Years R-3 focus was on fundamental movement skills, while our Year 4-7 students focused on game sense and skill development.

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.

In 2015 we decided to run school soccer independently. This was an excellent success for our school. We purchased new strips and were able to make links with Seaford Soccer Club and use their facilities as our home ground. We had 77 students participate in the Saturday morning competition. Our Senior Team were runners-up in their division and were also runner-up in the Cup. Another highlight was that we were awarded the ‘2015 Fair Play’ award which is presented to the team that demonstrated the best sportsmanship, teamwork and respect towards officials. This is a very prestigious award that we are very proud to receive.

School Netball for 2015 was played at SUNA. We had 10 female players from Years 3 - 5 participate in weekly games held on Tuesday nights (D grade competition). 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 2015 we participated in the South Australian Catholic Primary School’s Sporting Association (SACPSSA) carnivals throughout the year. Squads represented our school in Swimming and Athletics. 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 18th 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 3rd June, Justin, Lisa and Bronni took 39 Students to the SACPSSA Carnival at Santos Stadium. Our squad showed great dedication and trained 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 Wesely Weetra for winning the under 12 Age Champion Medal and to our U12 Boys team who were presented with the Under 12 Boys division pennant.
On Tuesday 1st July we took 10 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 took all Years 5-7 students on Tuesday 1st 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 fantastic 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 Tuesday 20th October 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, despite the drizzly conditions.

Sports Day in 2015 was held in Term 4 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. Congratulations St Dominic's team who took out the Sports Day and Tiggerman Cup trophies. Well done to all 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.

In 2015 we continued our involvement in the South Australian Primary School - SAPSASA program. This program gave our students with sporting talents the opportunity to represent the Onkaparinga District. We had several students represent the District in a number of different sports. James Holmes, Wesley Weetra and Austin Hogg were chosen for Cricket. Izaac Logan and Austin Hogg were selected for Football. Wesley Weetra, Ethan Nassau, Arivian Thompson, Bailey Thomson, Mason Cahill and Austin Hogg for Boys Soccer and Kristen Fry and Sarah Nahlous for Girls Soccer. This is an outstanding achievement considering we only had 240 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 Boys Soccer team were amazing in 2015 making the small school SAPSASA Grand Final. Unfortunately the boys were beaten in the final, however, they showed persistence, teamwork and determination right up until the final whistle. Our Girls Soccer team made it to the semi-finals and our girls Netball team also made the quarter finals of the small school competition. Both Girls teams should also be very proud of themselves.

This is an amazing achievement that we as a school should celebrate and be very proud of. The 28 Soccer players and 10 Netballers should be extremely proud of their achievements. We are sure to continue our affiliation with SAPSASA in 2016.

2015 has been a wonderful year for sports at St. John the Apostle. We hope to continue not only the amazing achievements but also the wonderful participation and great sportsmanship shown throughout the year.

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

Justin Marsh
POR Sport 2015
Catholic School's Music Festival Choir 2015

Our choir members for 2015 were:

<table>
<thead>
<tr>
<th>Chantal</th>
<th>Isabelle</th>
<th>Emily</th>
<th>James</th>
<th>Michaela</th>
<th>Hannah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olivia</td>
<td>Harry</td>
<td>Ciara</td>
<td>Alyssa</td>
<td>Sarah</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Jackson</td>
<td>Joe</td>
<td>Evie</td>
<td>Ebonie</td>
<td>Harrison</td>
<td>Bailey</td>
</tr>
<tr>
<td>Mason</td>
<td>Tim</td>
<td>Austin</td>
<td>Ari</td>
<td>Thomas</td>
<td>Jye</td>
</tr>
<tr>
<td>Leah</td>
<td>Angela</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students rehearsed an hour each week to learn their extensive repertoire. Each song was connected to the memory of many men and women who landing at Gallipoli 100 years. The songs were chosen due to their significance in remembering or uplifting the spirits in both World Wars.

Our choir sang at the Festival Theatre on Thursday 24th September and as always our children were wonderful 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.

This is the 27th year that Catholic Education SA has presented the Festival to the people of South Australia. This Festival celebrates the versatility and talents of our young people; they are an inspiration to us all as we see their capacity to excel.

I would like to thank all the parents for their support and encouragement and Bronnie Moore for all her excellent administration skills. I would also like to thank Frank De Tullio and the School Board for continuing to giving our students the opportunity to participate in this wonderful festival of music.

For the past 9 years I have had the honour and privilege of being the choir trainer and I have cherished the opportunity of journeying with our amazingly talented and enthusiastic students.

I am an extremely proud choir trainer. I know that you will continue to sing with passion and pizzazz!

Brenda Byrne
2015 Choir Coordinator
Southern Hills Environment Action Project (SHEAP) at St Johns

Pope John Paul II called for an “ecological conversion”. One of the most important things we can do collectively, is a mind shift, from industrial towards ecological. Our planet is under enormous stress – a tremendous opportunity exists for us to make a difference. Acknowledging this statement from Pope John Paul; links with Catholic Earthcare have been secured. For this mind shift to be affective and effective we need to start at schools level and our students need to be experiencing meaningful changes in our society as they are the ecological leaders of our future.

Using this premise and in collaboration with the On Holy Ground Document, the CEO and various Catholic Primary Schools in the Southern suburbs the Southern Hills Ecological Action Project (SHEAP) was founded. The project was funded for two years (2013 – 2015). The aim of the project was to nurture a program that aligned and connected local-primary schools in sustainable education with regional and global processes. The project was based on self-sustaining networks of learning, practice and transformation. Furthermore the project was aimed at re-integrating primary children into local, regional and global communities of sustainable practice by engaging, inspiring and aligning meaningful sustainability practices.

On a practical level, 2 staff members were selected from each of the participating schools and would come together twice a term to discuss ways that they could implement sustainable practices within their schools.

The first year of the project focused on the sorts of sustainable practices that each of the schools were involved with. It is important to note that the progress and development of these practices greatly varied from school to school. Some of these schools had been involved in these ecological practices for many years while others including St Johns were certainly in their infancy stages. Throughout the year staff members visited these schools, were given a tour, shown firsthand the progress and then collaboratively shared ideas as to how these various projects could become or continue to be sustainable.

Professor Paul Clarke from the UK –Co Director and Founder of the Pop Up Foundation, on the topic of building sustainable communities was a significant figure throughout the two year project. He visited each of the schools on a number of occasions and often prompted those involved with ideas that could be taken back to our schools.

The second year of the project saw the schools attempt to work more collaboratively rather than view our schools as separate sites. As a result it sparked conversation about investigating the various butterflies that are native to our areas and create a garden that would encourage the return of some of these butterflies. As a result St Johns will begin implementing this initiative in 2016. Students will be researching these native butterflies, identifying adequate plants that can sustain life; effective water supply and overall creating a sustainable environment that will encourage the continuous evolution of butterflies within the Christies Beach region.

From a financial point of view the SHEAP project has officially come to an end, however those that were a part of the project expressed their desire for it to continue in the future. Those involved in the project acknowledged that without funding the project would need to look different and so remains the impending question; ‘What will SHEAP look like beyond 2015?’
Ruth Sampson
2015 SHEAP Coordinator

OSHC Report

2015 was a productive year with staff covering many professional developments courses through the year. This included many hub meetings at schools in the southern suburbs with a wide range of courses:

- budgeting and financial management
- Environmental and sustainability
- cultural awareness
- program planning

Staffing

Our staff are very reliable and the only change is Deb McGlenon who left to take over a coordinators position. Our staff go through reflective practices and we communicate with staff meetings and chats.

OSHC numbers last year were consistent, 12 children in BSC and 20 children in ASC this was generalised. Inclusive directions also funded OSHC for one extra staff member for children are ASD.

Activities last year included a wonderful natural play area, the children were able to climb trees, make cubbies out of sticks, potions from mud reflected from nature. Also as part of their wellbeing a lot of sport activities organised from children’s ideas and interests. The computer room is also a favourite as children play games, looking up interesting facts, as part of our program evidence for cultural, environmental, cooking ideas etc. The council were involved as part of our community with worm farms, recycling. The children also were involved with music held by one of our mums, including dance.

Policy Development is discussed in our staff meetings and parent management meetings held once a month.

Janine Jak
OSHC Coordinator