



**2024**  
**Annual Report**  
**St John the Apostle**  
**Parish School**



SAINT JOHN  
THE APOSTLE  
PARISH SCHOOL

**RAISING  
HEARTS  
AND  
MINDS**



# SCHOOL BOARD CHAIRPERSON'S REPORT

Firstly, I would like to extend my apologies for not being able to attend the AGM with you all this evening.

2024 saw the School Board come together with many new members and this being my first year as Chairperson. Together, the Board work towards supporting continual improvement and growth within the school. We provide a parent voice and have had input with strategic planning and financial management. The group showed great enthusiasm and wanted to engage with the leadership team around developing strong relationships between parents, school and the wider community. I want to thank the group for their robust conversations, commitment and ongoing support throughout the year.

The work undertaken in 2024 to approve the next stage of the Master Plan, has seen the plans finalised, the lane way purchased, and the job go to tenure. With works now underway it will be exciting to see this all finally come to life throughout the next 12 months.

As a school we worked towards transitioning from a traditional style of uniform to exclusively active wear. The Board, staff and families have worked through various designs, looked at samples and gathered feedback. I think you would all agree that the final design is an excellent choice. There are many families who have already changed over to the new style and lots of happy children who are able to move and play comfortably throughout their school day.

During Term 3, I was a part of the panel process for the appointment of the new APRIM, Natalie Krause. This was a wonderful opportunity to gain a greater understanding of the role of the APRIM and work with people from Catholic Ed. I look forward to seeing Natalie work and succeed in this role.

As always, 2024 saw countless activities and excursions enjoyed by children and families. Events like school camps, discos, lunch time clubs and groups, the many Catholic schools sporting events, Cardijn Cup and sports day, choir, Children's University, and the whole school Christmas Carols night. These special occasions provide our children with opportunities to grow, learn new skills and celebrate the St John's spirit. They develop a sense of community and are certainly something to be proud of. All of this is not possible without the tireless work of the teachers, support staff and leadership team. We greatly appreciate all that you do.

The growth in the number of enrolments resulted in a new class of Reception children starting mid-year. Our local community sees St John the Apostle as a place they want their children to be. A place where children have opportunities to develop a love of learning, experience achievements and feel they belong. As a parent of a graduating year 6 student, I believe the values of the school support students as they move into the next phase of their education.

On behalf of the school Board, I want to thank our Principal Leanne Johansen. Together with the Leadership team, Teachers and ESO's you have all achieved great success in 2024. I look forward to being a part of the 2025 year.

Warm regards,

Tania Liston

# PRINCIPAL'S REPORT

## Introduction

The 2024 school year has been a year of growth, development, and a steadfast commitment to enhancing both student learning and wellbeing. Our school community has engaged in significant initiatives to strengthen our educational offerings, facilities, and leadership. Notably, we advanced our building plans, which went to tender, and Cook Builders have been appointed to construct additional classrooms on Carmichael Street, marking a crucial step in our school's growth. After completing the laneway consultation and securing approval from the Onkaparinga Council, we are now poised to proceed with our planned infrastructure improvements, with construction scheduled to commence in 2025.

## Professional Development

The school year began with a strong focus on professional development, particularly the Visible Wellbeing initiative in collaboration with CESA schools. This 18-month professional learning journey has enabled us to integrate wellbeing science and positive psychology into our teaching practices. Over the past 12 months, we have learned about the SEARCH framework (Strengths, Emotional Management, Attention & Awareness, Relationships, Coping, and Habits & Goals), which has empowered teachers to implement practical strategies to support student engagement, resilience, and emotional regulation. Through professional development workshops, staff have explored ways to foster a thriving school culture while enhancing their own wellbeing. We are committed to continuing this professional development, wellbeing check-ins, and the integration of the SEARCH framework to support both staff and students in flourishing socially, emotionally, and academically.

As our school continues to grow, we began using High Performance Leadership Teams (HPLT) and structured leadership models to better support our meeting schedules and organisational efficiency. This approach has introduced clearer lines of responsibility, ensuring that every team member understands their role and contribution to the school's broader goals. With the implementation of designated line managers, we have streamlined decision-making, improved communication, and fostered a more collaborative leadership environment. These changes are designed to better meet the evolving demands of our growing school community while maintaining a focus on student outcomes and professional development for our staff.

## Literacy and Numeracy Focus

We continued our focus on literacy through professional development in The Writing Revolution, which has deepened our understanding of how to deliver specific, high-quality learning experiences to enhance students' writing skills. Numeracy also became a key area of focus, with staff starting to review our Numeracy Agreement and Numeracy Progressions from Reception to Year 6. Several staff meetings were held with Alison from CESA, who helped us implement OCHRE (an online mathematics program aligned to the Australian Curriculum) and Daily Review (a program designed to reinforce mathematics concepts for long-term retention). This work will continue over the coming years to ensure consistency and continuous improvement in numeracy education.

## Religious Education Leadership

In Term 2, we welcomed Natalie Krause as Acting Religious Education Coordinator. Natalie took on this role for four days a week, dedicating three days to religious education leadership and one day in the classroom. Her passion for religious leadership was evident as she guided staff in unpacking the Dominican pillars, led prayer sessions, and supported staff in their religious education programming.



## **Expansion of Classes**

In response to growing enrolments, we expanded our classes to 15 mid-year. A significant milestone was the introduction of our first mid-year Reception class, which welcomed 17 students. This expansion reflects our commitment to providing high-quality education and accommodating the needs of our community.

## **Building Project Developments**

Our school has finalised building plans in collaboration with Grieve Gillet Anderson to create a modern learning environment for our Reception to Year 2 students. The project will include eight general learning classrooms that support both indoor and outdoor learning opportunities, fostering creativity, engagement, and hands-on experiences. The new development will also feature dedicated spaces for small group learning, intervention programs, and allied health professionals, ensuring that students receive targeted support in a flexible and inclusive setting. This innovative design reflects our commitment to providing high-quality education in a purpose-built environment that meets the evolving needs of our youngest learners.

## **Purchase of the Laneway**

A significant achievement this year was the successful purchase of the laneway, a process that involved extensive community consultation and engagement with the Onkaparinga Council. This acquisition was key to ensuring that our building plans could proceed and will contribute to the future development of our school.

## **Conclusion**

The 2024 school year has been marked by significant growth, learning, and forward planning. The initiatives undertaken this year have laid a strong foundation for continued improvement in teaching, learning, and infrastructure. As we look ahead, we are excited to build upon these successes and ensure that our school remains a vibrant, innovative, and inclusive learning environment for all students.

Leanne Johansen  
Principal

# RELIGIOUS IDENTITY AND MISSION REPORT

St John's is a place of Welcome, Love, and Truth.

In Term 2 of 2024, I joined the St John's community as the Acting Religious Education Coordinator. My focus was on fostering meaningful relationships with staff, students, and families while ensuring continuity in religious celebrations.

## Highlights of Welcome, Love, and Truth @ St John's in 2024:

- **St. Dominic's Week:** We kicked off the week with student-led initiatives, including a bake sale and a lunchtime games event, both of which were enjoyed by the student community. The week culminated with the St. Dominic's Day Mass, celebrated by Father Josy. We also launched our inaugural "Walk a Mile St John's Style," a walk to school in support of homelessness and our call to serve.
- **RELAT Testing for Year 4 Students:** Focused on supporting spiritual growth and understanding.
- **Class Masses:** Each Wednesday, we celebrated Mass with Father Josy, Father Dominick, and Father Julius. We thank them for their leadership and support throughout 2024.
- **Class Liturgies:** Liturgies were held to mark significant events such as Pentecost, NAIDOC Week, Remembrance Day, and Advent.
- **Family Masses:** These were supported by a small but dedicated group of families and staff, with assistance from Gabriele Byrne and the music team at the Parish.
- **Catholic Charities Mass:** Our student leaders, along with Tanya Di Lerna and myself, attended the Catholic Charities Mass and participated in activities that highlighted the partnership between the charities and the community.
- **Sacramental Program:** Supported by Leanne Johansen and Tanya Di Lerna, this program saw several families take the opportunity for their children to deepen their faith through Confirmation and First Communion.
- **Staff Meetings for Religious Education:** These sessions focused on Prayer and the "Made in the Image of God" respectful relationship curriculum, keeping staff up to date and engaged with key religious topics.
- **Michael Mangan Concert:** The whole school participated in an interactive concert celebrating Liturgical music.
- **End-of-Year Mass:** A special Mass celebrated the year and acknowledged the Year 6 Graduates.
- **Year 6 Reflection Day:** Held at Christies Sailing Club, this day offered opportunities for self-reflection, Liturgy, and teamwork. The beautiful weather allowed us to fully embrace the beach setting.
- **End-of-Year Staff Liturgy:** A meaningful occasion for staff to reflect on the year with gratitude and connect with one another.



## Looking Ahead to 2025:

As we look forward to 2025, we have already begun planning exciting initiatives and events to further strengthen our faith community and continue building on the foundations of Welcome, Love, and Truth at St John's.

Natalie Krause  
Assistant Principal in Religious Identity and Mission

# INCLUSION AND WELLBEING

In 2024, our school data revealed that 102 students with a disability (29.1%) were included in the Nationally Consistent Collection of Data (NCCD) in Australia, compared to 85 students (28.2%) in 2023.

As part of our ongoing reporting process to CESA regarding students with a disability, we continued to collect and report data for the NCCD under four key categories:

- Consultation and Collaboration
- Assessed Individual Need
- Adjustments Provided
- Monitoring and Review of Adjustments

From August 2023 to August 2024, teachers gathered evidence, resulting in the following data for 2024:

- 2 students classified as extensive
- 12 students classified as substantial
- 74 students classified as supplementary
- 14 students supported through Quality Differentiated Teaching Practice

Throughout this period, teachers worked closely with myself, Education Support Officers (ESOs), parents/carers, students, allied health professionals, and CESA consultants to inform planning and implement necessary adjustments for students with a disability. In collaboration, Personalised Learning Plans were developed for each student, taking into account the functional impact of their disability and the adjustments needed to ensure their access, participation, and success at St John the Apostle School. The level of support provided by ESOs was determined by each student's needs.

Our school's partnership with allied health professionals grew stronger, with over 40 families requesting in-school sessions. These sessions involved Speech Therapists, Occupational Therapists, Psychologists, Play Therapists, and Developmental Educators. This collaboration offered valuable opportunities for teachers and ESOs to consult with professionals, ensuring strategies were consistent both at school and home.

Additionally, in 2024, we embarked on an 18-month partnership with Visible Wellbeing. Underpinned by positive psychology, Visible Wellbeing is a whole-school approach that is embedded in our language and practices through the See, Hear, Feel framework. We began with modules on Strengths, Emotional Management, and Attention and Awareness. In 2025, we will focus on Relationships, Coping, and Habits and Goals.



Our Wellbeing Committee collaborated with staff and students to create the first draft of The St John's Way. We focused on fostering the positive behaviours aligned with our core values of Welcome, Love, and Truth. By incorporating the dispositions of being respectful, being safe, and being a learner, we clearly communicated our expectations at St Johns. This framework was then explicitly taught in every classroom and adopted as a consistent approach and shared language throughout the school.

**THE ST JOHN'S WAY**

**SCHOOL WIDE**

- Follow directions
- Use respectful language
- Take care of materials and school property

**MOVING AROUND THE SCHOOL**

- Use a quiet voice
- Keep our school clean and tidy
- Look after the environment
- Respect all classroom displays
- Walk in the learning spaces
- Keep to the left on stairs and walkways
- Look where you are going
- Follow teacher instructions
- Be on time

**PLAYGROUND**

- Put rubbish in the bin
- Share equipment
- Include others
- Wear a hat
- Line up when the play bell goes
- Use equipment safely when supervised
- Have a plan for your play breaks

**CYBER SPACE**

- Only write things that are considerate of others feelings
- Seek permission before posting information about others
- Keep passwords and personal information private
- Only access sites you are old enough to use
- Only communicate online with people you already know in person
- Immediately report anything inappropriate to a trusted adult
- Use internet to research and learn new skills

**IF YOU SEE DISRESPECT**

- STOP:** interrupt and model respect, rather than watch or join in
- Say 'that's not OK'
- WALK:** walk away
- Don't be an audience
- Invite people who are being disrespected to join you and move away
- TALK:** Report to an adult and keep reporting

**BE RESPECTFUL**

**BE SAFE**

**BE A LEARNER**

St John's is a place of welcome, love and truth

We are looking forward to continuing our wellbeing focus in 2025 with further professional development for staff and students.

Tanya Di Lerna  
 Assistant Principal-Inclusion and Wellbeing

# LEARNING AREAS



## PHYSICAL EDUCATION / SPORT

### 2024: A Fantastic Year for Physical Education at St John's

2024 was another outstanding year for Physical Education at St John's. Justin Marsh led specialist Physical Education lessons, with each class participating in two 45-minute sessions per week. Our Year R-2 students focused on fundamental movement skills, while our Year 3-6 students developed their game sense and skills.

### SACPSSA Carnivals & Competitions

Throughout the year, we proudly participated in the South Australian Catholic Primary Schools' Sporting Association (SACPSSA) carnivals. Our school was represented in Swimming, Basketball, Athletics, and Cross Country. All Year 3-6 students took part in the Netball and Touch Football carnivals, while Year 5/6 students also competed in the Lacrosse carnival.

- **Swimming Carnival (April 2, Marion Aquatics Pool)**

After 29 students trialed, 16 were selected and trained for three weeks. Congratulations to Chloe S, who was named Year 6 Age Champion in our division!

- **Lacrosse Carnival (May 21, West Beach Lacrosse Grounds)**

We entered 12 Year 5/6 teams, showcasing our students' incredible Lacrosse skills, teamwork, and sportsmanship.

- **Basketball Carnival (June 13, Wayville Basketball Stadium)**

For the first time, SACPSSA held a Year 5/6 Basketball carnival. Our boys' team finished 6th, and the girls' team placed 8th out of 14 teams. A big thank you to Lucie Gurr and Adam Vella for their coaching support.

- **Netball Carnival (July 3, Priceline Stadium)**

With 18 teams and 185 students participating, our players demonstrated great teamwork and spirit on a beautiful day of competition.

- **Cross Country (August 7, Prince Alfred College Oval)**

A total of 59 students trained diligently during recess and lunch to prepare for this event. Thank you to Lisa, Ruth, Tricia, and Jett for their support.

- **Athletics Carnival (November 4, SA Athletics Stadium, Mile End)**

Our squad trained tirelessly and performed exceptionally, with our boys finishing 6th and our girls 2nd in Section 4. Special congratulations to Graziella T (winning her third consecutive Age Champion award), Alex C-F, and Lenny F for their individual achievements.



### Other Key Sporting Events

- **Water Safety & Aquatics Programs (Term 1)**

Year 5 students completed a successful Water Safety program at Port Noarlunga Beach, while Year 6 students enjoyed a full-day Aquatics program, including surfing, bodyboarding, snorkeling, canoeing, and stand-up paddleboarding.

- **Swimming Lessons (Term 2, Week 5, Noarlunga Swimming Centre)**

Reception-Year 2 students attended five 45-minute lessons, while Year 3-4 students completed five 90-minute sessions.



- **Catholic School Regional Carnival (October 29, Cardijn College)**

Students competed in Soccer, Football, Basketball, and Netball. Congratulations to our AFL team for their victory and to Hudson W, who was named MVP in Basketball.

- **Sports Day (November 8, South Adelaide Panthers Soccer Club)**

A fantastic day of competition included sprint races, team events, mixed-year relays, and our Health Hustle. Congratulations to:

- **St. John (Red Team)** – Overall Sports Day Champions
- **St. Catherine (Yellow Team)** – Tiggeman Cup Winners



A huge thank you to Nicole Edmonds for coordinating lunches, Raf Trillo-Varea for the Coffee Combi, the Villis family for their food truck, and South Adelaide Soccer Club for hosting us. Plans are already in motion for 2025!

## **Sporting Grants & Community Involvement**

We were awarded an Australian School Sporting Grant in Term 4, securing \$3,740 to fund four weeks of golf sessions and purchase new equipment. Each class had four golf lessons with PGA professional Josh Groom from Thaxted Golf Park—an amazing opportunity we hope to continue.

School soccer thrived despite venue challenges, with 83 students across eight teams competing successfully. A special thank you to Raf Trillo-Varea for his support as school soccer delegate. Congratulations to our U11 (Year 5) team, coached by Rick Mayger and Raf, for winning both the League and Cup—an outstanding achievement!

School Netball at SUNA saw 56 students participate, with our Year 4 and Year 6 teams becoming minor premiers and overall competition winners—congratulations to all players and coaches!

A heartfelt thank you to all parents who volunteered as coaches, team managers, umpires, and supporters. Your involvement makes these programs possible and enhances our students' sporting experiences.

## **SAPSASA Representation & Knockout Competitions**

St. John's continued its involvement in the South Australian Primary Schools' Amateur Sports Association (SAPSASA), providing talented students the opportunity to represent the Onkaparinga District.

- **Knockout Competitions**

Our Year 5/6 Boys' Soccer team and Girls' Netball team competed with determination. The boys bowed out in Round 1, while the girls secured a Round 1 win but narrowly missed advancing past Round 2.

- **District Team Selections**

2024 saw our largest-ever group of students represent Onkaparinga District across multiple sports. Congratulations to:

- **Soccer** – Oliver W, Graziella, Lara C
- **Softball** – Mitchell H, Oliver W
- **Netball & Football** – Emilee L, Kendall T
- **Netball** – Maddison T, Ammaline B
- **Tennis** – Chelsea B
- **Football** – Zach S, Lenny F, Callam M, Lucian N
- **Swimming** – Chloe S, Oliver J
- **Cricket** – Callam M
- **Golf** – Alana S, Olivia M

A sincere thank you to everyone who supported Physical Education at St John's in 2024.

Yours in Sport  
Justin Marsh  
POR Sport

# PERFORMING ARTS

2024 was an exciting and dynamic year for Performing Arts at St John's. We welcomed Kate Mainprize as our new Performing Arts teacher, and every student participated in a 45-minute lesson each week.

The first half of the year focused on Dance, where students across all year levels developed their movement skills, coordination, and expression. Each class worked diligently on dance routines, culminating in a special Dance Assembly, where they showcased their performances to the school community.

Across our Dance lessons:

- **Reception** students engaged in creative movement activities that encouraged imagination and fundamental movement skills.
- **Year 1 and 2** students focused on moving safely and expressively, incorporating fundamental movement skills and the elements of dance.
- **Year 3-6** students participated in structured lessons that included warm-ups, stretching routines, and expressive activities. The Year 5 and 6 classes, in particular, worked on technical and expressive skills such as control, rhythm, and focus.

The Dance Assembly was a highlight of the term, with each class performing routines that conveyed meaningful messages.

All students showed perseverance, motivation, and dedication, and their performances were filled with energy, technique, and expression.

In Term 2, students transitioned from Dance to Drama. Each class engaged in experiences tailored to their year level, fostering creativity, storytelling, and performance skills.

- **Reception and Year 1** students explored imaginative movement and voice work while developing self-confidence through interactive activities.
- **Year 2-6** students focused on improvisation, acting techniques, and character development.

Our upper primary classes learned essential acting skills, including:

- Overcoming nervous laughter when performing.
- Stage presence – understanding how to enter and position themselves on stage.
- Using voice, facial expressions, and body movement to create realistic characters and scenarios.
- Connecting real-life experiences to improvisation to enhance authenticity.

Students embraced the challenge of live improvisation and were receptive to coaching and feedback. These foundational skills will prepare them for scripted performances in Term 3, where they will work in small groups and present short plays to their peers.

In Term 4, students participated in a combination of Dance, Drama, and Music, preparing for Carols Night—a major highlight of the Performing Arts calendar. Each class learned two songs:

- One emphasizing singing and musical elements.
- Another focusing on dance and overall stage presence.

The School Christmas Concert was the grand finale of the Performing Arts program, with students delivering a well-rehearsed and engaging performance under Kate's direction. The evening showcased their hard work, enthusiasm, and growth in performing arts throughout the year.



## A Year of Creativity & Growth

From perfecting dance routines to exploring the art of acting and culminating in a spectacular Christmas concert, 2024 was a year filled with energy, creativity, and confidence-building in Performing Arts.

A huge congratulations to all students for their commitment and effort, and a big thank you to Kate Mainprize for her passion and dedication in leading an incredible year of Performing Arts at St John's.

## INDONESIAN HIGHLIGHTS

Our Annual Indonesian Day was held on Friday, August 30th, featuring a variety of engaging workshops led by both Indonesian community members and Saint John's teachers. Once again, the event was well received by students, providing them with a fun and immersive experience of Indonesian culture. This year's activities included traditional Indonesian dance, sports, Angklung (a musical instrument), Pencak Silat (Indonesian martial arts), Indonesian games, as well as storytelling and art.

We continued our participation in the Asia Education Foundation (AEF) BRIDGE Program and successfully secured funding for collaborative projects with our Indonesian partner school. These projects will focus on climate change and its impact on our respective countries, with activities set to take place in early 2025.

Throughout the year, our students engaged in multiple online sessions with their peers from our Indonesian partner school, discussing various topics in the target language. These interactions provided valuable cultural insights and strengthened connections between students in both countries.



On June 13th, 2024, we participated in the "Indonesia Goes to School" initiative alongside Cardijn College – Galilee Campus and Emmaus Catholic School. As part of this program, Indonesian Consulate officials visited each school. At Saint John's, we held a special assembly where our guests spoke about Indonesia's significance to Australia and the benefits of studying the Indonesian language. Additionally, several cultural workshops were organized for our Year Six students, further enriching their understanding of Indonesian traditions.

Bu Donna  
Indonesian Teacher

# EXTRA-CURRICULARS



## CATHOLIC SCHOOL'S MUSIC FESTIVAL CHOIR

This year marked the 35th anniversary of the Catholic Education Choir Festival, a celebration of the versatility and talents of young people in Catholic schools across the state.

2024 was my ninth year as Choir Trainer, and it was a privilege to guide the students through their journey. The choir rehearsed diligently for three terms, mastering their repertoire with dedication. Throughout this process, they received regular support and assessments from Ms. Denise Rothall, the Festival Choir Coordinator.



This year, 22 students from Years 5 and 6 proudly represented our school. They performed on Monday, 23 September 2024, taking their places in rows 6 and 7 at the Festival Theatre. For many, it was their first time performing on such a grand stage, making the experience even more special.

The performances spanned four nights, and our students delivered a truly successful and memorable performance. It was heartwarming to see their excitement and joy as they embraced the opportunity to be part of such a prestigious event.

I feel truly blessed to have witnessed their enthusiasm and passion for music. Their hard work and commitment shone through as they sang alongside students from Catholic schools across South Australia.

I am incredibly proud of each and every one of them.

Lisa Martin  
Choir Trainer 2024

# CHILDREN'S UNIVERSITY

2024 was our 6<sup>th</sup> year and we were excited that 28 students signed up to take part. By the end of the year, 17 children were eligible for graduating and 12 proud children attended the ceremony at the beautiful Bonython Hall.

CUA encourages children to be successful, independent learners and gives children an extra opportunity out of school hours to continue their learning journeys. Learning destinations and activities approved by CUA allow children to make new friends that have similar interests, develop leadership skills, explore and develop new talents and celebrate and be rewarded for their achievements. For any extra learning they complete they are awarded 'hours' in their passports. Activities can include sport, museum visits, art activities, library activities, online learning and much, much more. We were able to offer this to the children at a fee of \$16.50 (paid straight to the CUA).

The children earn their certificates for completing set amounts of hours.

- 30 hours – Bronze award
- 65 hours – Silver award
- 100 hours – Gold award
- 

The awards go up to 1000 hours as they continue.

Some of longer members have been awarded their Gold Certificate for 200 hours, their Bronze Diploma for 230 hours and our top award this year went to a long-term student with 410 hours - being awarded his Gold Degree Certificate.

Myself and Mrs Johansen are very proud of each and everyone and look forward to seeing what the children achieve in 2025!

Vikki Maillard  
Year 2 Teacher







Camp Australia

2024 - AGM Report

St John's the Apostle



[campaustralia.com.au](http://campaustralia.com.au)

In the spirit of reconciliation, Camp Australia acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples

## 1. Introduction

We have seen a successful year in 2024 at St John's the Apostle School. There has been an increase in attendance in our Rocketeers program and consistent numbers in Before School and After School Care.

Our Permanent Educators are

Before School Care: Natasha – Service Leader

Before School Care: Jessica– Coordinator

Before School Care: Johnathan- Educator

Before School Care: Carol- Inclusion Support

After School Care: Natasha – Service Leader

After School Care: Jessica– Coordinator

After School Care: Johnathan- Educator:

After School Care: Carol - Inclusion Support

## 2. Service Overview

St John's the Apostle School

- Before School Care: 6:30am – 8:45am
- After School Care: 3:10pm – 6:00pm
- Pupil Free Day: 6:30am – 6:00pm
- Rocketeers (Holiday): 6:30am – 6:00pm
- License Space of 60.

## 3. Highlights of the Year

We have been working on having regular staff, which has been showing a difference in the way children's behaviour has changed also to being a bit more settled.

During our session we are serving healthy Fruit and Veg for the children to snack on and then provide them with a second snack later during the afternoon either crackers, sandwiches or even some cake and scrolls that the children sometimes help make in the morning sessions. We have also introduced a chart for a child to help with snack.

We are currently piloting a +9 area/zones where the senior children can relax, play and be with their own age groups with separate games and craft items then having little ones around. This has been a positive with the older children as it has given them their space.

We are continuing to work on the Mat time in the afternoons to get the children to sit and listen to what is coming up and important information.

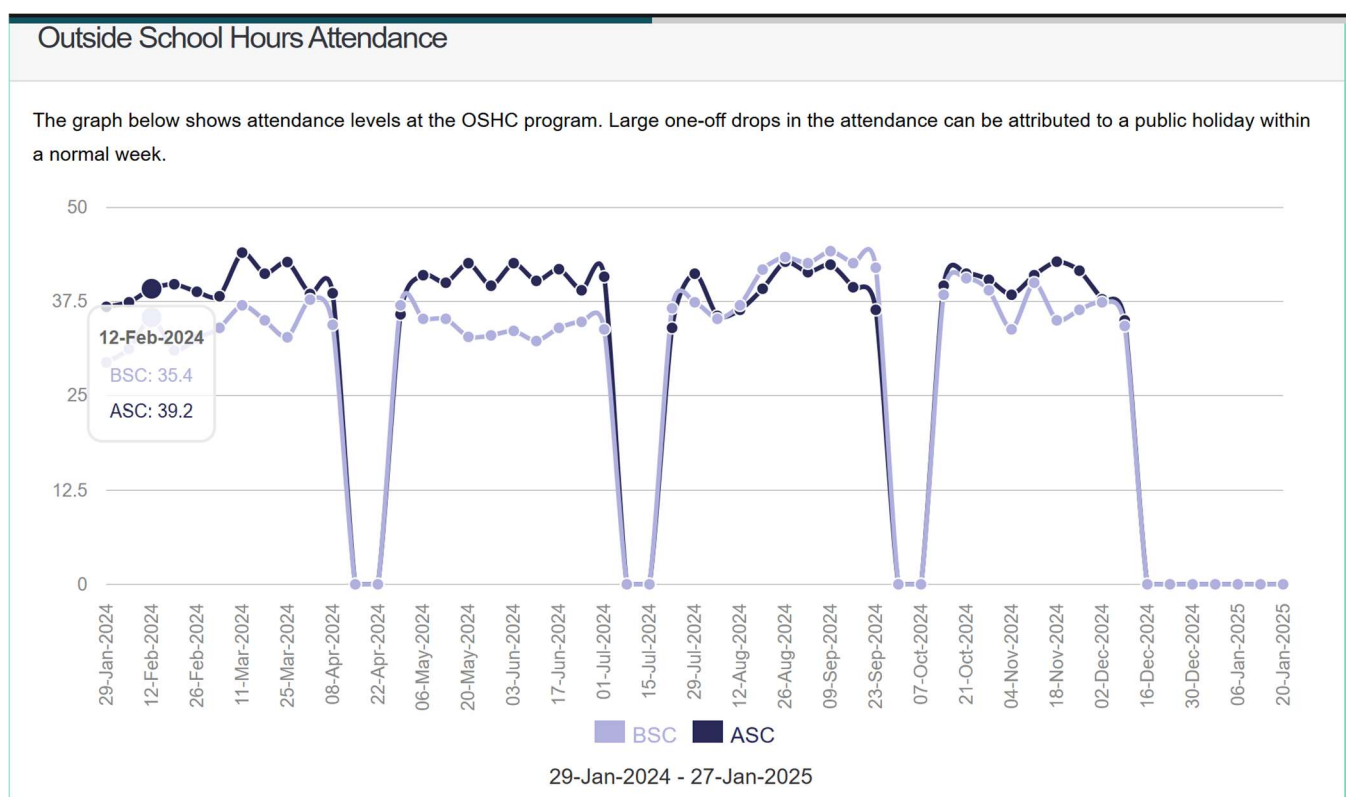
We have been currently working on the All about me, slowly doing the observation and reflections. Children have asked about these, and we have explained that it is to help and assist us with programming and getting Ideas on what the children would like to do at their time at OSHC.

#### 4. Attendance

**Before School Care Average: 36**

**After School Care Average: 40**

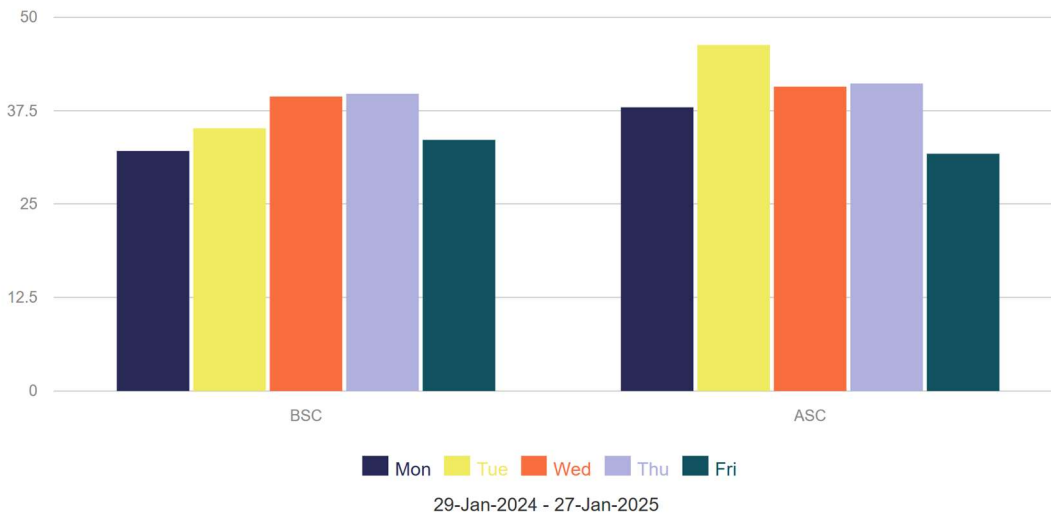
**Rocketeers Average: 43**





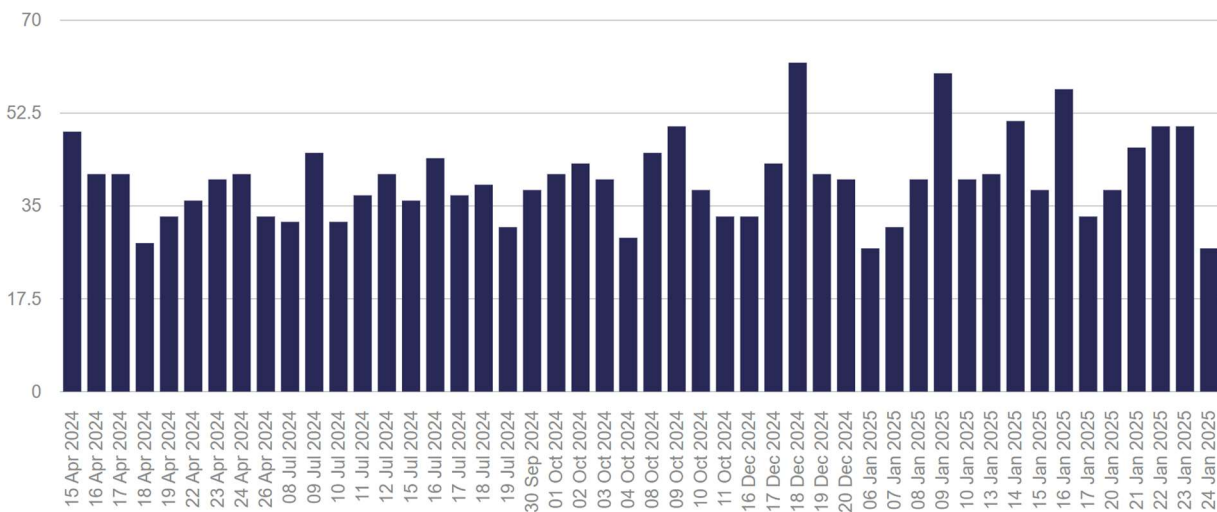
## Daily Attendance Numbers

The graph below shows daily attendance figures and the day-by-day popularity of the program.



## Holiday Care Attendance

The graph below shows attendance levels at the Rocketeers program.



29-Jan-2024 - 27-Jan-2025

## 8. 2025 Program -

The Staff have some planned goals for 2025 in the OSHC programming as well as some other great initiatives in our Rocketeers programs. In the April school holidays, students will be attending a program day with the Adelaide Crows.

Camp Australia's focus in Term 1 is safety. We are working and implementing changes that focus on the safety of children in a service. This include Professional Development Days for

Service Leaders, Educators and Regional Managers. V Shape training, Compliance awareness and management response.

## **9. Acknowledgements**

Camp Australia would like to thank the Staff, School Board and Community for the support in partnering with Camp Australia for your OSHC needs. We are always looking to improve our service and work with the community to support their needs. We have a number of new initiatives that will be rolled out in 2025 to support the programming and engagement of children.









# 2024 Performance Report St John the Apostle Parish School

## 2024 SCHOOL BOARD

<b>President</b>	Parish Priest	Fr Josy Sebastian
<b>Exec Officer</b>	Principal	Leanne Johansen
<b>Parent Representatives consist of:</b>		
<b>Chair</b>	1	
<b>Secretary</b>	1	
<b>Finance</b>	1	
<b>Deputy Chair</b>	1	
<b>Parent members</b>	6	
<b>Gender balance</b>	Female 100%	Male 0%
<b>Retired in 2024</b>	1	

## SCHOOL CONTEXT

St John the Apostle School is a co-educational Catholic parish primary school in the Dominican Tradition catering for students in Reception to Year 6 within the Southern Region Alliance of Catholic Schools (SRACS). We are located 30 km south of Adelaide in the coastal suburb of Christies Beach. We provide a welcoming environment where the staff, parents and parish work in partnership to provide a learning environment that is both exciting and fulfilling.

At St John's we aim to offer a broad curriculum that assists our students to grow and reach their full potential. The Key Learning Areas at St John's includes; Religious Education, English, Mathematics, Physical Education, Indonesian, Science, The Arts, Humanities and Social Sciences. We employ a specialist Indonesian, Physical Education and Performing Arts Educators. The school also employs a School Counsellor two days a week to support students social and emotional wellbeing. A pastoral care worker is employed one day a week to support student wellbeing and parent engagement.

At St John the Apostle Parish School, Camp Australia offers both before and after school care and vacation care.

# ENROLMENT DATA

Student Enrolments: 349 students

Student Numbers by Year level (August 2024)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Student Numbers	65	50	46	53	47	42	46

# STUDENT COMMUNITY PROFILE

Indigenous Enrolments	3.7%
School Card	23.5%
Language background other than English	2.5%
Catholic Students	21.7%
Non-Catholic Students	78.3%
Students with Disabilities	29%

# STUDENT ATTENDANCE

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	90.0%	87.3%	88.6%	85.7%	88.0%	86.9%	83.9%	88.4%	86.2%	87.5%	90.6%	89.1%	87.7%
Year 1	90.9%	88.4%	89.6%	91.4%	88.2%	89.8%	88.6%	88.2%	88.4%	91.7%	87.7%	89.7%	89.4%
Year 2	91.4%	85.9%	88.6%	87.2%	85.2%	86.2%	86.3%	85.3%	85.8%	90.9%	87.5%	89.2%	87.5%
Year 3	89.9%	93.4%	91.6%	92.4%	87.6%	90.0%	88.5%	91.2%	89.9%	92.0%	93.4%	92.7%	91.1%
Year 4	90.0%	86.3%	88.1%	89.1%	83.4%	86.3%	87.5%	84.7%	86.1%	88.2%	85.3%	86.8%	86.8%
Year 5	90.8%	91.6%	91.2%	88.2%	86.4%	87.3%	87.0%	88.1%	87.6%	86.8%	91.5%	89.1%	88.8%
Year 6	90.8%	89.8%	90.3%	91.6%	85.4%	88.5%	84.8%	81.7%	83.3%	88.2%	79.0%	83.6%	86.4%
<b>Total</b>	<b>90.5%</b>	<b>89.0%</b>	<b>89.8%</b>	<b>89.4%</b>	<b>86.3%</b>	<b>87.8%</b>	<b>86.7%</b>	<b>86.8%</b>	<b>86.7%</b>	<b>89.3%</b>	<b>87.9%</b>	<b>88.6%</b>	<b>88.2%</b>

The average student attendance of our school in 2024 was 88.2%

## A description of how non-attendance is managed by the school

Student attendance is taken in the morning and all absences are recorded on SEQTA – our student management system, along with other information such as whether it is a known or unexplained absence. Attendance is managed through building relationships with families and maintaining regular contact with parents. An SMS messaging service ensures all parents/carers are contacted if no reason for absence is provided. In the case of prolonged or continued non-attendance, teachers and/or administration staff bring this to the attention of the principal.

Action includes:

- Regular communication from classroom teacher to families to continue the learning program and to support student and family wellbeing.
- Contact with the parent/s from the principal to ascertain the reasons and to set goals to support regular attendance.
- Support for child and family with counselling service.
- Ongoing absence is reported to the appropriate agencies to be followed up.

# NAPLAN

In March, students in Year 3 & 5 participated in the National Assessment Program Literacy and Numeracy Tests ONLINE (NAPLAN). The aim of these tests is to provide information that adds to the comprehensive picture of student achievement that is developed by teachers using a broad range of assessment tools throughout the year. It also assists to track trends in learning so that we can identify areas where children are being successful and where teachers need to focus on more closely in the future.

Student NAPLAN results are reported against 4 levels of proficiency; needs additional support, developing, strong and exceeding which replaces previous numerical NAPLAN bands and national minimum standards. The following benchmarks were achieved:

## STUDENT OUTCOMES IN NAPLAN

Year 3	Student Participation Rate	Mean Score	Proficiency Level
Reading	90%	345.1	Developing
Writing	92%	395.9	Strong
Spelling	94%	355.1	Developing
Grammar & Punctuation	94%	352.5	Developing
Numeracy	100%	365.3	Developing

Year 5	Student Participation Rate	Mean Score	Proficiency Level
Reading	95%	470.9	Strong
Writing	95%	483.1	Strong
Spelling	93%	477.1	Strong
Grammar & Punctuation	93%	477.0	Strong
Numeracy	95%	469.8	Strong

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 individual progress as they progress each year.

Our teachers use the data from the literacy and numeracy NAPLAN testing in conjunction with other data on student performance to design their learning programmes.

Aside from NAPLAN we also use a variety of data sources to inform our teaching and learning programs.

First Years of School Literacy Assessment Tool (FYOSLAT) – for students in Year 1. Phonics screening check.

DIBELS – is an evidence-based assessment that allows us to accurately assess the skills needed for literacy acquisition.

Progress Achievement Tests (PAT) Mathematics and Reading – identifies children who need enrichment in these areas, as well as those who need intervention.

Religious Literacy Assessment Tool (ReLAT) – undertaken in Term 3 by Year 4s.

This data is used for additional programs as well as guiding teachers in their individual classroom programs, including where differentiation is required.

## POST SCHOOL DESTINATIONS

The 2024 graduating students from St John the Apostle continued their secondary education at the following schools/colleges:

Cardijn College	43
Woodcroft College	2
Adelaide High School	1
Trinity College	1

## WORK FORCE COMPOSITION

St John the Apostle Parish school has 23 teaching staff, including 9% Male and 91% Female, 36% of these are part time. In addition, there are 29 Educational, Administration and Maintenance staff.

The school Leadership team comprises of the Principal, Assistant Principal, Acting REC (0.6), Inclusive Education/Literacy Coach (0.8) and 2 teachers.

There were no self-identified indigenous staff members in 2024.

## TEACHER QUALIFICATIONS

In our school we are fortunate to have several teachers with two or more qualifications in education.

Master's Degrees	4
Bachelor's Degrees	15
Graduate Diploma in Catholic Education	9



# STUDENT, PARENT & STAFF SATISFACTION

CESA schools complete a Live, Learn, Lead survey with students, staff and families in our schools as a constant cycle of effective school improvement. The surveys are undertaken by NSI partnerships and are completed annually. Results from the surveys provide us with data on Catholic Identity, Learning and Wellbeing, Resourcing and Community. The following table identifies our strengths and areas for improvement at St John's from the 2023 survey.

Strand	Strengths	Areas for Development
<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>• Significant liturgical events are prioritised</li> <li>• Staff model Gospel values in words and actions</li> <li>• The teachings at the school encourages students to develop faith and spirituality</li> <li>• Students learn it is important to welcome all people in my school and help others</li> </ul>	<ul style="list-style-type: none"> <li>• Make masses and liturgies interesting to students</li> <li>• Increase opportunities for social justice activities</li> </ul>
<b>Curriculum and co-constructed learning Design</b>	<ul style="list-style-type: none"> <li>• Teachers feel confident in their pedagogical skills and knowledge</li> <li>• Teachers communicate respectfully</li> <li>• Teachers help students to learn and provide help and choice in the way they learn</li> <li>• Students develop insights in their ability to succeed</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment of learning</li> <li>• Whole school approaches to curriculum delivery and principles of assessment</li> <li>• Time for teachers to reflect on their practice</li> </ul>
<b>Resourcing</b>	<ul style="list-style-type: none"> <li>• Welcoming classrooms</li> <li>• Support with technology</li> <li>• School is clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of infrastructure is a priority</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Students are proud to be a part of our school</li> <li>• Feel welcome</li> <li>• Staff encourage parents and caregivers to approach them</li> <li>• Students feel safe a recess and lunch times</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of shared responsibilities within the school community for student development</li> <li>• Increasing family involvement</li> </ul>

# FINANCE

## INCOME

Federal Government Grants	\$4,021,068
State Government Grants	\$1,215,674
Fee Income	\$ 532,645
Other Income	\$ 269,381

Includes School Card, resource charges, interest income, donations for recurrent purposes, long service leave, paid parental leave, staff allowances and rebates and reimbursements for costs paid by the school

**TOTAL** **\$6,038,768**

## EXPENSES

Employee	\$4,324,295
Classroom	\$ 245,422
Admin/Maintenance	\$ 439,248
Levies	\$ 326,062
Other	\$ 254,704

**NET PROFIT (before tax)** **\$ 411,147**







