

ANNUAL SCHOOL COMMUNITY REPORT

Year 2010
School Name JOHN PAUL II CATHOLIC SCHOOL
School Type K-6
Suburb CLARENDON VALE

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Principal: Mr Jim IRELAND

School Profile

John Paul II School, Clarendon Vale, TAS

John Paul II Catholic School is a vibrant school community. Our school is nestled in a semi-rural environment on Clarence Plains. The school space is generous and characterised by numerous trees, gardens and very large playgrounds. High-quality teaching is delivered by a very dedicated and committed staff. Our culture is unique and diverse. It draws from a wide community who work magnificently as one under the banner of Catholic Education. Our technology program is impressive. The school uses a combination of portable lap top computers, wirelessly connected and a full computer lab which can cater for a class of thirty students. This program is all-inclusive and gives all children a chance to develop their individual skills and reach a level of competency difficult to achieve in a primary setting. Another feature of our school is our Youth Parliament. This gives every child the opportunity to work in teams, take responsibility for delivery of activities, develop oral language skills and fosters the confidence to speak in front of people. This program also enriches understanding of democratic process and decision making. [Visit the school website.](#)

Part of our Vision & Mission Statement reminds us that we are on about preparing our students to be ethical and active members of our society. Our school aims to be a place of promise and hope. All aspects of life at John Paul II School are underpinned by our community's commitment to live out the Gospel values of Jesus Christ.

We are proud to have been named after Pope John Paul II, a man who courageously pushed out into unfamiliar territories, was not afraid to challenge convention but was at the same time a valiant defender of Gospel values, and held a special place in his heart for the fragile, the dispossessed and the orphaned. Inspired by John Paul II, we endeavour to live out our motto "To love and serve the Lord in peace". As a Catholic School, while being open to the whole community we extend the hand of welcome particularly to those who struggle.

Our school is situated between Clarendon Vale and Rokeby and backs on to a farm. While most of our students are drawn from those immediate two suburbs a good number come to us from further afield including Acton Park, Bellerive, Clifton Beach, Dodges Ferry, Howrah, Lauderdale, Mornington, Oakdowns, Sandford, Seven

Mile Beach and South Arm. While Clarendon Vale and parts of Rokeby are heavily populated with Government housing, other areas, such as Oakdale, are "developing" suburbs and further areas, such as Acton and Seven Mile Beach, could be described as semi-rural.

Our school is relatively young- we celebrated our silver anniversary in 2008. The original three classrooms were opened in 1983 while the most recent additions opened in 2001. Currently, with the BER funding our school facilities are being refurbished and increased in size. We now have eight classrooms, a spacious multi-purpose hall, a new library, wide corridors, three smaller focused learning areas, a board room, various offices, two change rooms and three blocks of toilets, a staffroom that includes a resource area, a canteen, a uniform store, a set of three games courts, a large playing field surrounded with shade-providing trees, two sets of adventure playground equipment, a large utilities shed and well kept gardens.

Adjoining the school is John Paul II Catholic Church, which is part of the Bellerive Lindisfarne Catholic Parish. Our school is an integral part of this parish.

Our Learning Community and Environment:

Catholic Life and Mission

John Paul II School promotes and fosters the values and experiences that define us as a Catholic school.

Part of the school's mission is to provide opportunities for Catholic students to learn about and to be involved in aspects of their Faith. As an inclusive school, all non-Catholic students are welcomed and encouraged to participate in the Catholic life of the school.

Such participation for students in 2010 included

- regular attendance at parish and school Masses;
- daily classroom prayer; whole school prayer and reflection at Thursday assemblies;
- classroom studies based on the Good News for Living curriculum;
- The Making Jesus Real program for Grade 4-6 students.

Our school enjoys a great rapport with our Parish Priest, Fr Peter O'Loughlin, and the community of regular parishioners who attend the weekly Thursday Mass. The school happily makes its resources available to support parish life. Through the parish some of the students prepared for their initiation into various sacraments. The school supported these students in a number of ways. Classes studied the same sacraments that these students were preparing for. We also raised the awareness of the school community via our assemblies and newsletters.

Students also participated in wider community gatherings. One such gathering was the annual Archbishop's Mass for Grade 6 Leavers. Another was the Edmund Rice Mass that is held at the Derwent Entertainment Centre each year and involves close to a thousand students as well as a good number of other people involved in Edmund Rice ministries (which are chiefly concerned with outreach to the disadvantaged).

John Paul II students supported community initiatives, including

- The Anzac Day Service (at South Arm and Rosny).
- Project Compassion (students and their teachers arranged a series of activities to help support this Catholic charity that runs each year before Easter).
- St. Vincent de Paul Society.

A strong sense of pastoral care continued within the school during 2010. Senior students were involved in a Leadership Programme (sourced by the Catholic

Education Office, Hobart, and facilitated by Mr Peter Mitchell) which, when combined with our 'buddy' programme, allowed for older students to provide care, direction and modelling for younger students.

Pastoral care also extends to the staff, parent body and the local community. The staff prays together on a weekly basis. All staff members aim to be welcoming and pastoral and available to the parents of our students. As well as formal parent-teacher interviews, parents are encouraged to be in communication with staff as much as they deem necessary.

As the resources and units for our Religious Education Curriculum, Good News for Living, continue to build up, our staff continues to deepen its understanding and use of this curriculum. Sr. Margaret Henderson (Catholic Education Office, Hobart) facilitated this professional learning. Our Assistant Principals (Teaching and Learning - APTL and Religious Education - APRE) attended a three-day conference in Hobart as part of their Professional Learning for the year.

Elements of Catholic Life and Mission overlap into many other areas of the life of this school and therefore also into other areas of this report, especially in the Pastoral Care and Community Involvement sections.

Student Attendance:

Student attendance for 2010 was a rating 1 of 95%.

Non attendance at John Paul II is dealt with by using the following attached policy.

ATTENDANCE POLICY

Rationale:

The *Education Act* requires that children of

school age (six-fifteen years) resident are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Education Department.

Aims:

To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly and without unnecessary or frivolous absences.

Implementation:

*Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.

*Absenteeism contributes significantly to student failure at school.

*All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

*Illness is reasonable grounds for an absence, shopping excursions or birthday parties are not.

*Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.

*Parents have a further responsibility to provide either a written note or phone informing the School of the absence.

*The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.

*All student absences are recorded daily by teachers and are aggregated on our database.

*The Principal has a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained. *Phone calls are placed by the School Office daily to ascertain the status of absent children.

*The Principal will contact parents of students with high levels of unexplained or unapproved absences, using the agreed protocols issued by the Tasmanian

Catholic Education Office. (attached). Student attendance and absence figures will appear on student end of year reports.

Evaluation:

*This policy will be reviewed as part of the school's three-year review cycle.

Curriculum and Pedagogy:

Learning and Teaching

As with all registered Primary Schools in Australia our curriculum features eight Key Learning Areas: Mathematics, English, Society & History, Science, The Arts, Health & Wellbeing, Technology, and Languages Other Than English (LOTE) -Italian. Additionally, as a Catholic School we also teach the subject Religious Education.

As part of this learning community, the John Paul II Staff is continually improving its teaching skills and pedagogical (ie. the art of teaching) understandings and reinforcing its commitment to spirituality and faith development. The staff's professional development closely aligns to the needs of the students. The staff endeavours to teach in a range of styles to cater for the different learning styles encountered across the student population. Our new buildings will assist teachers to better perform new pedagogy and modern teaching styles into the future.

Data from the national benchmark testing as well as in-school assessment informed our decision that the major focus for 2010 was to continue to improve various Numeracy and Literacy outcomes. Therefore the staff's professional development was tailored to suit these needs.

The staff regularly engaged in the School Improvement Process "Learn, Live, Grow" which involves reflecting on the five domains of Catholic Culture and Ethos, Student Learning and Achievement, Learning Environment, Curriculum and

Pedagogy and Leadership. It involved collection and consideration of data and feedback from all the stakeholders of the school community. Quality indicators were determined and then evidence sought to support these indicators.

Members of the John Paul II School Staff participated in a number of professional development courses, many organised through the Catholic Education Office. These included:-

- Network Meetings
- Asthma
- First Aid Training

- Epilepsy
- ICT in the Primary School
Covey: 7 Habits of Highly Effective People
- Learning difficulties / disabilities
- Medazaline
- Magic 100 Words Literacy Workshop
- Pedagogical Leadership: Leading & Supporting Teachers to Improve Classroom Pedagogy
- Reading Links: Phonological Processing
- Planning RE units (Sr Margaret)
- You Can do it
- Courage to Be Retreats
- Action Maths Workshops
- Aboriginal Education

In 2010 various staff members were also involved with the following networks:

- ICT
- Special Learning Needs
- Assistant Principals
- Aboriginal Education and Perspectives
- Kindergarten

In 2010 Our Prep teacher completed her Grad Cert in Mathematics.

Aboriginal Perspectives: Fourteen per cent of John Paul II's enrolment is Aboriginal. Staff have one Teacher who

identifies as Aboriginal.

Some special funding was available to support seven of our Aboriginal students. Depending on the particular students our specific aims were to enhance numeracy and literacy and encourage school retention.

Special Needs programs

Six students attracted special funding and Three students attracted funding for speech. Specific programs were tailored to meet individual children's needs. A further forty or so non-funded students were given extra tuition, involved in literacy and numeracy catch-up or reinforcement programs, or worked in small groups with the teacher assistants or volunteer parents.

Teachers with Special Expertise

All students Kindergarten-Grade 6 had the opportunity to benefit from classes featuring specialist teachers: singing with Mrs Donna Green and Physical Education with Mr Ireland. Preps-Grade 6 also learn about the Italian language and culture with Mrs Maria di Tommaso.

Civics and Citizenship

John Paul II students from Grades 4-6 are involved in the School Parliament, which is modelled on Australia's own Government. While learning about our Parliament, the roles within it and how it operates, the students are also having an experience of real student leadership. All students are involved in at least one portfolio (eg. Community, Culture, Sport & Recreation, Publicity) and have constituents to care for. All students are required to make at least two speeches throughout the life of the Parliament and have challenges to meet. Challenges include bringing in guest speakers or artists to work with our school community and to organize relevant and inclusive activities to involve the students in. The Parliament is encouraged to be outward looking - to explore ways that benefit not just our own community but those beyond our immediate community. One of the 2010 Parliament's great

achievements a multi cultural day, AFL breakfast and wheels day.

Information and Communication Technology (ICT)

Under the direction of Mr Camp and Jane Moore, 2010 saw the addition of several Mac Laptop computers. These complemented the computers in the Lab. Students have healthy access to ICT. We have been well supported by Catholic Education Office Consultant, Mrs Glynis Tully, who has in-serviced the staff and incorporating ICT within the various learning areas and has worked with classes of students.

Health & Wellbeing

As an accredited Sun Smart school the children meet the standards and teachers ensure that this happens.

John Paul II registered as a Move Well Eat Well School and purchased water bottles for every child in the school.

With a number of students diagnosed with serious allergies or conditions (asthma diabetes and epilepsy) the staff were educated in how to deal with these conditions. Communication with respective support foundations and networks was maintained.

Student Performance

Each year our Grade 3 and 5 students participate in national benchmark testing **NAPLAN (National Assessment Program: Literacy and Numeracy)**

The areas tested this year were Reading, Writing, Spelling, Grammar/Punctuation and Numeracy (Maths). The feedback tells us where the students have met the benchmarks and how well they have (or have not) exceeded the benchmarks.

School ICSEA value: 957

Number of Grade 3 students = 24

National Average Grade 3:

Reading	Writing	Spelling	Grammar	Numeracy
414	431	394	410	380

John Paul II Grade 3:

428	419	399	417	395
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Number of Grade 5 students= 20

National Average Grade 5:

487	485	487	500	489
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John Paul II Grade 5:

493	478	481	497	478
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In 2010, 17 grade 6 students went to MacKillop College (Local Catholic Secondary) and 2 Grade 6 students went to Rokeby High School (the local State High School).

Pastoral Care

“All that we do at John Paul II School has its foundation in our belief in Jesus Christ and lived commitment to Christian values.

John Paul II Mission Statement

The John Paul II School prides itself in being a caring and pastoral community, living out the excerpt from the Mission statement above.

The staff makes a point of knowing all students at the school by name and what is going on in their lives.

A number of staff have been trained in Rainbows, a program for helping children grieve if they have suffered a loss or a dramatic change due to a death, divorce or other family separation. This program was offered to the students.

Our behaviour management policies reflect a pastoral approach. From the letter of appointment issued to staff members at John Paul II School we read: “The pastoral care of our students is a core value within this school and behaviour management should be exercised in such a way that maintains the dignity of our students.”

In terms of bullying, John Paul II School believes that it is essential to create a positive environment in which students can work and learn happily and confidently. Therefore bullying is not tolerated in any form, whether it is verbal, physical or visual. Students are educated by their teachers about the options they have if they consider they are being bullied. When at play, students who don't respect the rights of other students are removed from the playground. Students are encouraged to speak with a trusted adult about any form of bullying, which is subsequently followed up. There is a whole school approach to dealing with bullying issues.

Staff members incorporate resilience skill building and social skill development activities into the students' programs as required.

Breakfast and lunch have been discretely supplied as needed, likewise have items of school uniform.

All staff members are willing to make time to talk with parents about their concerns.

Parent Satisfaction:

Parents indicated a high level of satisfaction with teachers and pastoral care. A few people indicated that communication to parents could improve. They are happy to be involved in school activities and expressed that they felt that the school was moving in a positive direction and that their children's outcomes were improving. They also said that there was an improved focus on education.

Student Satisfaction: Students expressed a deep connection for their school and particularly liked the School Parliament. They said that they liked their teachers, felt safe and enjoyed their friends and activities.

Teacher Satisfaction: Teachers

expressed a positive response to their workplace. They liked the children, the diversity of people in our school and the fact that the school appeared to be going forward with a focus to improve outcomes.

Strategic Planning

Last year saw a focus on continuing to work towards stronger outcomes in both Literacy and Numeracy. Our strategy to bring this about includes reviewing and renewing our resources in this area in conjunction with further expert advice being made available to the teaching staff to assist in their planning, teaching and evaluating of these areas. Professional Development to support this focus was planned. A particular target for our school in 2010 was to continue developing writing skills across the school. The Reading Links program has been successfully continued. A good number of younger students have been channelled into the program where they enjoy the challenge of competing against themselves to move up through the various levels.

One of our major goals for 2009-2010 was a sustained lift in student outcomes as indicated in the NAPLAN (2009) Reading score (We are aiming at 3% over 2 years). These goals have been exceeded in 2010 Supporting this goal was:

- the continued implementation and review of the Rigby Literacy Collections in conjunction with the NSW English Syllabus
- the measurement of improvement or otherwise evident in tracked Guided Reading records.
- the measurement of an increase or otherwise using the TORCH TEST/PAT STANDARDISED TESTS
- Introduction of "Words Their Way" spelling program
- Literacy and Numeracy Group Work

As mentioned earlier in this report the school's strategic planning involves using the Catholic Education Office's School Improvement Framework entitled: "Live Learn Grow". Data has been gathered from staff, Parents & Friends and Board members and the general Parent-Guardian population. Led by the school leadership team (the Principal, the two Assistant Principals and the Curriculum Officer) the staff has researched and investigated a number of *elements* which has led to determining quality indicators which inform and steer our strategic planning.

Elements reviewed during 2010 include:

- Student Achievement
- Assessment
- Community
- Parent-School Partnerships
- Equity
- Tradition
- Classroom Behaviour Management
- Curriculum
- Quality Teaching
- Learning and Teaching Programs
- School Improvement
- Uniform
- Early Education

The school's maintenance plan continued to be followed and the P&F's efforts that all go towards enhancing the education of the John Paul II students and the building-up of the school community are gratefully acknowledged.

The successful Completion of the BER Project for the value of \$925,000t. This was a wonderful team effort by everyone and

will be officially opened in 2011. Our wind Turbine was installed. This will ensure that our community treads lightly on our planet Earth.

Enrolment and Staffing

In 2010 the school consisted of 6 classes ranging from Kindergarten to Grade 6. The configuration of classes was: Kindergarten Saplings, Grade Prep Bluegum, Grade 1/2 Wattle, Grade 2/3 Blackwood, Grade 4/5 Huon and Grade 5/6 Sassafras. During the year there were approximately 167 students at John Paul II Catholic School, including the Kindergarten students. The average class size was 27.8. 14 % of students identified as Aboriginal. As of December 2010 we had 87 boys and 82 girls. Approximately 9% of students were funded for various needs over and above ordinary funding.

The staff consisted of 12 teachers (7 full-time and 5 part-time, 7 female and 4 male), 4 teacher assistants (all female and part-time), 2 office staff (both female and part-time), a utilities officer (male and part-time) and a cleaner (female and part-time). All staff members were appropriately qualified for the positions they held and all teachers were registered as required by law.

Community Involvement

John Paul II Catholic School endeavoured to build its links with the community in a number of ways. Our Parents and Friends is very vibrant with a number of younger mothers becoming involved.

Summary Financial Information

This systemic financial summary has been prepared by the Finance and Administrative Services at the Catholic Education Office.

(Pie-chart to be inserted here once the CEO has issued it...)

Members of the school community were actively involved in the South Arm and Bellerive ANZAC Day ceremonies; the local outreach branch of St Vincent de Paul Society; entertaining senior parishioners at the pre-Christmas party; supporting the charities Project Compassion and the Samaritan Fund with an array of fundraising activities; supporting the homeless through Hobart City Mission; and visiting the local cemetery. We invited all our grandparents along for a special morning of activities, entertainment and morning tea. We invited all the extended school community (family and friends) along to our annual concert and our AFL Breakfast.

About this Report

In preparing this report, information has been gathered from evaluations conducted during the year. Information about the school's practices and student learning outcomes have also been analysed and from this analysis goals for the school's future development have been determined.

This report was prepared by the Principal, Mr Jim Ireland, with the assistance of the staff of John Paul II Catholic School.

Signed:

Jim Ireland.

Mr Jim Ireland
Principal

Friday June 30, 2011.