2015 Annual Report

A Catholic co-educational school of the Diocese of Toowoomba
“Future in Faith”

<table>
<thead>
<tr>
<th>Address</th>
<th>PO Box 41 Bowen Street Roma QLD 4455</th>
<th>Phone</th>
<th>07 4622 1842</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Levels</td>
<td>Prep–Year 12</td>
<td>Fax</td>
<td>07 46223736</td>
</tr>
<tr>
<td>Enrolment</td>
<td>694</td>
<td>Email</td>
<td><a href="mailto:roma@twb.catholic.edu.au">roma@twb.catholic.edu.au</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Nicholas Lynch</td>
<td>Boarders</td>
<td>No</td>
</tr>
<tr>
<td>Vacation Care</td>
<td>No</td>
<td>After School Care</td>
<td>No</td>
</tr>
</tbody>
</table>

Our Mission

St. John's aims to:

- Foster and encourage the education of the whole person
- Promote and live the message of the gospels
- Foster respect for one another, self-discipline, and awareness of the rights and needs of others
- Nurture, challenge and support the faith development of each student
- Encourage learning and the pursuit of excellence
- Create an environment that fosters a sense of belonging and positive self-esteem
- Empower the students with the necessary life skills to be positive contributors to society and the Church and to enkindle in them a spirit of hope for a “Future in Faith”
About the School

St John’s was established by the Sisters of Mercy in 1881. St John’s is a Catholic co-educational School with an enrolment above 700. Its overall direction aims at providing a holistic education for the children in its care: spiritually, academically, socially, physically and culturally. St John’s acknowledges the work of parents as the first and foremost educators of their children. Therefore, St John’s sees itself as working with home and community towards guiding students through many stages – towards perceptive understanding, mature judgement, responsible self-direction and religious and moral autonomy – to prepare in their becoming fully participating Christians in society.

Distinctive Curriculum Offerings

Prep: There are five contexts for learning – “Play, Real-life situations, investigations, routines and transition, focussed learning and teaching”.

Years 1-6: Religious Education, Mathematics, English, Science, History, Geography, Health and Physical Education, Technology, the Arts, Languages Other Than English (LOTE).


Many levels of student abilities are catered for at St John’s with an Inclusive Education and English as an Additional Language or Dialect Team assisting students with disabilities or special needs and EALD students. St John’s is continuing to develop its program for gifted and talented students.

Teaching programs at St John’s are devised from the Australian National Curriculum and QSA syllabus documents using Essential Learnings which are embedded into planning for student learning.

Prep to Year 6

Classes
The students of St John’s are grouped into mixed ability classes for each year level. There are currently two classes of Prep, Year 1 and Year 2, three classes of Years 3 and 4 and two classes of Years 5 and 6.

Curriculum
The teaching and learning program at St John’s provides a range of learning opportunities with classes conducted for the subjects of Religion, English, Mathematics, Science, History, Geography, Health and Physical Education, The Arts and LOTE.

Teachers in each year level use school-based programs devised from the Australian National Curriculum and the Queensland Studies Authority (QSA) syllabus documents incorporating Essential Learnings to cooperatively plan programs and learning experiences for the students. The teachers plan, assess and report using the National A-E standards.

Specialisation
Each week all students have lessons with specialist teachers in Performing Arts (Music and Drama) and Physical Education.

Students in Years 5 and 6 have a Digital Technology lesson each week with a specialist teacher.
Years 7 - 12

All students in Year 8 study the core subjects comprising of Religion, Health and Physical Education, English, Science, Mathematics, History and Geography.

The students also study for one term Design Technology, Information Technology, Home Economics, Visual Arts, Drama, Business Studies, Civics and Citizenship and German. If students are interested in studying a language, the students are able to choose German instead of one of the above electives for a term. If they wish to choose a different language, arrangements for this are made through the Brisbane School of Distance Education (BSDE).

In Year 9, students study core subjects comprising Religion, Health and Physical Education, English, History, Science and Mathematics. Students are then asked to choose three subjects from the subjects they studied during Year 8.

As a prelude to the selection of subjects for the senior years of schooling, Year 10 has been developed as a preparatory year for senior schooling. The characteristics of this preparatory year include the following:

- An allowance for students to trial subjects in Year 10 with relative freedom to change from one subject to another at the end of each term. Therefore the students are provided with an opportunity to ascertain their level of interest in each of the subject areas.
- Assessment and reporting is conducted in the same manner as is followed in Years 11 and 12 to provide experience with the stringent requirements required at the Senior phase of schooling. This system also provides students with an understanding of their ability to cope with certain senior subjects.
- Provision of alternative pathways for students in Year 10 who do not wish to undertake a traditional senior schooling course. This allows for students to undertake subjects in Year 10 that may be more relevant and rewarding.

For students to gain the benefits of this preparation year, they are asked to make a number of decisions regarding the subjects they may wish to study for Years 11 and 12, in Year 10. This initially gives the Year Ten students an opportunity to try these subjects. The organization of the timetable allows for students to choose between a wider range of subjects specifically linked to the senior subjects. The three lines which include the variations of English, Mathematics and Health and Physical Education, are studied for all four terms while the other four lines are undertaken for three of the four terms.

In Years 11 and 12, the students choose to progress through the compulsory senior phase of learning via a variety of pathways. Outlined below is an overview of the senior options offered at St John's.

**Authority Subjects:**
These subjects are ones which have an accredited work program written according to the Queensland Studies Authority Syllabus for that subject. Results in Authority subjects are used for calculation of the student’s Overall Position (OP).

Authority Subjects are offered in two ways: on campus at St John’s School and through the School of Distance Education. The following Authority Subjects are taught on campus and contribute to the Overall Position of each student:

<table>
<thead>
<tr>
<th>Study of Religion</th>
<th>Chemistry</th>
<th>Drama</th>
<th>Visual Art</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>English</td>
<td>Geography</td>
<td>Home Economics</td>
<td>Science 21</td>
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<tr>
<td>Mathematics A</td>
<td>Mathematics B</td>
<td>Mathematics C</td>
<td>Modern History</td>
<td>Accounting</td>
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<tr>
<td>Physics</td>
<td>Business Communication and Technologies</td>
<td>Information Technology Systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Authority Subjects, available through the School of Distance Education, supervised by teachers and contributing to an OP, are as follows:

Ancient History  Economics  French  German  Japanese  Graphics  Music

Authority Registered Subjects
These subjects are ones which are developed from Study Area Specifications published by the Queensland Studies Authority. A “Study Area Specification Subject” has vocational competencies embedded in it. Results in Study Area Specification Subjects cannot be used towards calculation of the OP. An “Authority Register Subject” has an accredited work program written by school staff. The Queensland Studies Authority accredits such work programs.

Authority Registered Subjects appear on the Senior Certificate but do not contribute to an OP. (Note that Authority Registered Subjects may contribute to the calculation of a Student Ranking.)
The Authority Registered Subjects offered on campus by St John’s are:

Religion & Ethics  Physical Recreation  English Communication
Visual Art Studies,  Furnishing Studies  Pre-Vocational Mathematics

Traineeships/School Based Apprenticeships
Eligible students undertake a SBT whilst completing their senior schooling at St John’s School. Students attend both work placement and school to complete subjects (usually between 4 and 6 subjects).

Vocational Education Courses
Eligible students undertake a range of Vocational Education Courses whilst at St John’s School. Vocational Education Courses are undertaken both at St John’s and at SQIT Roma Campus. The courses include: Engineering, Agriculture, Children’s Services, Information Technology and Certificate II in Business.

General
Across the school, every opportunity is made available to the students to develop themselves in the broadest sense through the structure of the pastoral and a broad range of co-curricular activities. Students are offered and encouraged to participate in public speaking and drama activities; eisteddfods; a music program through RREAP; chess competitions; a Gifted and Talented education program and a broad range of sporting activities.

Distance Education
St John’s School offers subjects by distance education. This is available to those students who are new to the school and have undertaken the subject at a previous school or who will be especially advantaged through the subject which is not offered at St John’s School.

The school has a written standard of service appropriate to the school’s distance education with students achieving learning standards under the school’s education program. The students undertake their work by the receipt and return of material by post and through interactive telephone and web based sessions with the staff of the School of Distance Education. Where appropriate, students keep in contact with School of Distance Education staff by the use of the internet.

The Careers and Pathways Coordinator at St John’s School is engaged to ensure the students are properly enrolled and that communication between the students and the School of Distance Education is facilitated. Material is received and this work completed by the students and returned on time. This teacher facilitates phone and web based communication between the students and their teachers at the School of Distance Education and monitors this and other forms of interactive communication. This teacher also acts as a liaison for the parents of the enrolled students.
Learning Support
St John’s has a strong learning support team. There are three Learning Support teachers who work with class teachers to develop programs for individual and groups of students in Years P-4, Years 5-6, Years 7-12 and English as a Second Language (EALD) students.

The Use of Computers to Assist Learning
A variety of mobile devices are used throughout the Prep to Twelve curriculum with St John’s having adopted an ‘anywhere anytime’ focus for ICT. The use of computer labs and desktop devices has been wound back in support of ‘anywhere anytime’ curriculum delivery. Learning Support, Prep, Year One and Year Two classrooms have access to approximately seventy Apple devices including IPad Mini’s and IPad Airs. Year Three, Four, Five and Six have a class set per year level of devices which include HP laptops, Toshiba PC Tablets and Microsoft PC tablets (approximately 120 devices in total).

Our secondary students from Years Seven to Twelve have one to one access to a take home device. Year Seven and Year Ten students were introduced to a hire purchase scheme in 2015, whereby all Year Seven and Year Ten students receive a new PC tablet which has a three year product life. The scheme will be executed across the entire secondary school by the beginning of the 2017 year. Other year levels have access to Toshiba PC tablets and HP laptops that are a mixture of school owned and government funded devices.

All teaching spaces are equipped with a variety of audio visual equipment to assist teaching and learning including touch screen interactive televisions, data projectors, interactive whiteboards and teacher microphones with soundfield systems.

Enhanced Learning
Throughout the year students are exposed to enhanced learning experiences through participation in school excursions and overnight or extended camps.

Day excursions for all students include visiting areas of interest within and/or surrounding the local community e.g. science classes work with local gas companies looking at testing water quality.

Each year the Year 5 students travel to Charleville for an overnight visit to the Cosmos Centre and other places of interest as part of a Science Space unit.

Year 6 students have an annual seven day trip to Canberra and the Snowy Mountains. This trip is closely linked to a unit of study about the processes involved in Australian Government.

Year 11 and 12 students participate in a range of camps and excursions including an annual 3 day leadership camp at Camp Coolibah in Chinchilla and various other subject specialised excursions to Brisbane, the Carnarvon Gorge, Toowoomba and other venues.

QMEA conducts regular exams for Year 11 and 12 science students, with a focus on engineering and related gas industry.

School Officers and parent volunteers are an invaluable contribution to the enhancing of student learning in our school. Along with classroom help, they also provide added support for the students with Support-a-Reader and Support-a-Talker programs, assistance with Reading, Mathematics and Physical Education classes as well as contributing their specialised talents to and assisted supervision of class activities.

Assessment and Reporting
Students are monitored and assessed throughout the year using a variety of assessment devises including NAPLAN Tests for Years 3, 5, 7 & 9, standardised Spelling, Reading Comprehension and Number testing from Year 2 to Year 9, PM Benchmarking in Prep to Year 3 and Phonological Awareness testing in Prep.
Class teachers conduct assessments during and at the completion of units of work. They use this accumulated information to monitor student learning and to complete semester reports.

Written reports are issued at the end of each semester. Formal Parent /Teacher interviews are conducted in the second week of Terms 2, 3 & 4 to provide feedback about student progress. Parents may contact the school and arrange a parent-teacher meeting at any time throughout the year.

In 2015, teachers in Years 1 to 6 continued to plan, assess and report via the Diocesan Learning Profile.

Social Climate

At St John’s, we have a strong pastoral care program implemented to ensure our students are cared for both in and out of classes. Each student is enrolled in a Home/Form class. Within Form time, students participate in guided study lessons, QCS preparation (senior students only) and Life Skills.

To assist with student behaviour and to keep a track of their progress, teachers at St John’s communicate with each other through a Welfare Book. This system of recording both positive and negative aspects of student behaviour ensures that Form teachers and class teachers can keep up to date with the students’ progress and can cater for the needs of individuals. When a number of entries of concern are made, the Form teachers contact parents to keep the lines of communication open. St John’s School implements a comprehensive Student Welfare Plan which includes a Behaviour Management Plan and Bullying Policy.

Bullying is dealt with in a sensitive manner. While the school community has a no tolerance response to bullying, the policy endeavours to empower the victim. The school has also updated staff training in dealing with bullying and has a full-time counsellor.

Student Body

Our students are from a range of family situations. Many are transient depending on Gas and Oil works in the district. St John’s has a large population of students from the Philippines and India. As such, St John’s has an emphasis on ESL for these students. St John’s students pride themselves on their appearance and continue to maintain a high standard of education.

Extra-Curricular Activities

St John’s provides a variety of cultural activities for students from Prep to Year 12. Students are encouraged to reflect on the world they live in and express themselves creatively through art, music, drama, dance and public speaking. In P-6, students are exposed to a variety of cultural opportunities including a comprehensive Performing Arts program, Music, Art and Drama (MAD) Week, RREAP Instrumental Program opportunities and visiting Arts Councils. In Years 6-12, students have the opportunity to continue the development of their skills through junior and senior subjects such as Visual Art, Creative Art, Drama & English and involvement in the School musical and Years 6-12 Choirs and bands.

St John’s School also provides opportunities for students to participate and excel in a wide range of sport and recreational activities. Students are encouraged to participate in the local school sport competitions and to attempt to gain selection in Roma and District, South West Regional and Queensland sporting teams.

Dedicated staff members continue to provide a range of extra-curricular activities for students to participate in outside of the classroom including:
## Extra Curricular Activities:

<table>
<thead>
<tr>
<th>Category</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debating</td>
<td>Gifted and Talented Club</td>
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<tr>
<td>Academic Competitions</td>
<td>Music, Art, Drama (MAD) Week</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Rugby League</td>
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<tr>
<td>Social Justice Activities</td>
<td>Netball</td>
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<tr>
<td>Opti-Minds</td>
<td>Soccer</td>
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<tr>
<td>School Carnivals:</td>
<td>Choir</td>
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<tr>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>Badminton</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Table Tennis</td>
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<tr>
<td>Apprenticeships</td>
<td>Swimming</td>
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<td>Traineeships</td>
<td>Instrumental Music Program</td>
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<tr>
<td>TAFE Courses</td>
<td>Get Active After School Program</td>
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<tr>
<td>Equestrian</td>
<td>Safe Driving Course</td>
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<tr>
<td>Leadership Conferences</td>
<td>New Zealand Ski Trip</td>
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<tr>
<td>Indigenous Games</td>
<td>Canberra Trip</td>
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<td>Motivational Media</td>
<td>Bush Dance</td>
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<td>Eisteddfods</td>
<td>Footsal</td>
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<td></td>
<td>Dalby</td>
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<td></td>
<td>Roma and District</td>
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<td>Charleville</td>
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<td>Lions youth of the year</td>
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<td>Masses/Liturgies</td>
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<td>Art Workshops</td>
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<td>Art shows and competitions</td>
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<tr>
<td></td>
<td>Musical</td>
</tr>
<tr>
<td></td>
<td>Chess</td>
</tr>
<tr>
<td></td>
<td>Marches-Anzac Day</td>
</tr>
<tr>
<td></td>
<td>Dances</td>
</tr>
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<td></td>
<td>Excursions</td>
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<tr>
<td></td>
<td>Camps</td>
</tr>
<tr>
<td></td>
<td>Retreats</td>
</tr>
<tr>
<td></td>
<td>Assemblies</td>
</tr>
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<td></td>
<td>Arts Councils</td>
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<tr>
<td></td>
<td>Immersion to Bathurst Island</td>
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<tr>
<td></td>
<td>East Timor</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
</tr>
</tbody>
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## School Financial Information

The information on net recurrent income including:
- Federal Government recurrent funding
- Queensland Government recurrent funding
- Fee, charges and parent contributions
- Other private resources

is available from: [www.myschool.edu.au](http://www.myschool.edu.au)
Staff Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Total Teaching Staff</th>
<th>Total Non-teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>57</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>52.0</td>
<td>18.5</td>
<td>3</td>
</tr>
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</table>

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post Doctoral</td>
<td>2%</td>
</tr>
<tr>
<td>Masters</td>
<td>4%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>53%</td>
</tr>
<tr>
<td>Diploma</td>
<td>5%</td>
</tr>
<tr>
<td>Certificate</td>
<td>2%</td>
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</table>

Professional Development

Staff members complete a yearly goal sheet and participate in personal interviews. From the information gathered, the school has identified areas of need for individual staff development and sourced such opportunities both internally and externally.

Numbers of Teachers participating in Professional Development Activities: All staff

Description of Activities in 2015:

- Literacy - how do we teach?
- Pedagogy - engaging lessons e.g. ‘Instructional Model’
- Subject related in-servicing
- Senior assessment/ planning/ resourcing. Individual workshops
- National Curriculum ACARA, Maths, English, Science, History
- Child Protection - the law
- Making RE and Social Justice meaningful for students
- Modification of teaching plans
- Maths Pilot - Shape and Space
- Smart Boards
- Indigenous Education
- Teaching ESL Students
- Teaching ESL
- Working with teacher aides
- Maths Mags
- Science
- EICE Five Year Component Review Plan
Vision and Mission
Partnership with Parish
ICT Resourcing

- STEM
- Project-based learning

2015 School PD budget expended: $25,112

Further professional development was provided and funded by Toowoomba Catholic Education.

Average Staff Attendance

St John’s Catholic School staff attendance rate for 2015 was 95.29%.

Staff Retention

St John’s Catholic School staff retention rate for 2015 was 97.7%.

Average Student Attendance Rate

St John’s Catholic School student attendance rate for 2015 was 92.4%.

Student Attendance for Each Year Level (expressed as %)

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Prep</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>
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</thead>
<tbody>
<tr>
<td></td>
<td>91.5</td>
<td>91.7</td>
<td>94.7</td>
<td>92.9</td>
<td>92.6</td>
<td>92.5</td>
<td>94.1</td>
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</table>

<table>
<thead>
<tr>
<th>Senior School</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>92.7</td>
<td>93.3</td>
<td>93.4</td>
<td>92.0</td>
<td>91.3</td>
<td>86.6</td>
</tr>
</tbody>
</table>

Description of How Non-Attendance is managed by the School

At St John’s School, Home/Form group teachers mark rolls at the beginning of the school day (8.20am) and again at the end of the school day (2.50pm). Students who are identified as being away are marked absent and, if no explanation of the student’s absence has been received, an administration staff member contacts each family by SMS to notify them that their child is not at school. During the school day, individual teachers mark rolls lesson by lesson.

Home/Form teachers also follow up with students for notes explaining absences. Students at risk are identified by Home/Form teachers and the Student Welfare Officers are notified. The Student Welfare Officers, Deputy Principal and School Counsellor work with students and families.

Continual absenteeism is addressed by the Principal of the School. A personal visit to the home of the student is conducted by the Principal with another staff member and the student and family are requested to come to school for an interview to discuss the best method for improving the student’s attendance.
### National Assessment Program Literacy and Numeracy (NAPLAN) Results

#### Year 3 Test Results (2015)

<table>
<thead>
<tr>
<th></th>
<th>OUR SCHOOL AVERAGE</th>
<th>NATIONAL AVERAGE</th>
<th>STATE AVERAGE</th>
<th>Percentage of Students at or above the National Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>413</td>
<td>425.5</td>
<td>418.4</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>395</td>
<td>416.3</td>
<td>405.8</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>389</td>
<td>408.8</td>
<td>395.7</td>
<td>100</td>
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<tr>
<td>Grammar and Punctuation</td>
<td>422</td>
<td>430.5</td>
<td>433.2</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>370</td>
<td>397.8</td>
<td>392.2</td>
<td>97</td>
</tr>
</tbody>
</table>

#### Year 5 Test Results (2015)

<table>
<thead>
<tr>
<th></th>
<th>OUR SCHOOL AVERAGE</th>
<th>NATIONAL AVERAGE</th>
<th>STATE AVERAGE</th>
<th>Percentage of Students at or above the National Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>489</td>
<td>498.5</td>
<td>494.5</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>464</td>
<td>478.1</td>
<td>470.2</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>483</td>
<td>498.1</td>
<td>489.2</td>
<td>96</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>482</td>
<td>503.1</td>
<td>499.8</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>470</td>
<td>492.5</td>
<td>486.0</td>
<td>98</td>
</tr>
</tbody>
</table>

#### Year 7 Test Results (2015)

<table>
<thead>
<tr>
<th></th>
<th>OUR SCHOOL AVERAGE</th>
<th>NATIONAL AVERAGE</th>
<th>STATE AVERAGE</th>
<th>Percentage of Students at or above the National Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>550</td>
<td>546.0</td>
<td>543.0</td>
<td>98</td>
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<tr>
<td>Writing</td>
<td>523</td>
<td>510.6</td>
<td>504.6</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>539</td>
<td>546.7</td>
<td>544.3</td>
<td>87</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>549</td>
<td>541.3</td>
<td>539.1</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>521</td>
<td>542.5</td>
<td>538.9</td>
<td>98</td>
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Apparent Retention Rates

St John’s Catholic School Retention rates for 2015 were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 10 Enrolment</th>
<th>Year 12 Enrolment</th>
<th>Apparent Retention Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>47</td>
<td>40</td>
<td>85%</td>
</tr>
<tr>
<td>2010</td>
<td>57</td>
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<td>85.1%</td>
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<tr>
<td>2011</td>
<td>69</td>
<td>59</td>
<td>85.5%</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
<td>31</td>
<td>62%</td>
</tr>
<tr>
<td>2013</td>
<td>55</td>
<td>49</td>
<td>89%</td>
</tr>
</tbody>
</table>

Year 12 Outcomes for 2015

- Number of students awarded a Senior Education Profile [SEP]: 49
- Number of students awarded a Queensland Certificate of Education [QCE]: 47
- Number of students awarded a Queensland Certificate of Individual Achievement [QCIA]: -
- Number of students awarded one or more vocational education and training [VET] qualifications: 18
- Number of students who are completing or have completed a school-based apprenticeship or traineeship [SAT]: 15
- Number of students who received an Overall Position [OP]: 30
- Number of students awarded an International Baccalaureate Diploma [IBD]: -
- Number of students who completed Year 12 and received a statement of results [Senior Statement] only: 0
- Percentage of students who were awarded at least one of the following: QCE, VET [including students who participated in a SAT], IBD: 100%
- Percentage of students who applied for and received an offer of a tertiary place through the Queensland Tertiary Admissions Centre [QTAC]: 88%
Value Added

St John’s Catholic School offers or participates in the following activities to enhance the everyday running of the school:

- Grandparents Day
- Leadership Program
- Sporting Program
- School Carnivals – Swimming, Cross Country, Athletics
- Academic Awards
- Camps and Retreats
- Parent Information Nights
- Easter in Country & Roma Show
- Enrichment Night
- RREAP Music
- Eisteddfod
- Optiminds
- ANZAC Day Liturgy
- ICAS Exams
- NAIDOC / Reconciliation Week and Sorry Day
- TSEXPO / University Showcase
- School Formal Rite of Passage and Graduation Dinner
- Catholic Education Week
- Fundraisers
- You Can Do It Program
- Mental Health Program
- Sexuality Program
- Social Justice Program
- School Dances
- SET Plans
- Year 6 Canberra Trip / Ski Trip
- Confraternity Shield
- The Real Game
- Motivational Media
- Careers Expo
- Moonlight Fair
- Pastoral Care Programs
- Cyber bullying/Bullying Programs
- Music, Art, Drama (MAD) Week
- Year 12 Art Show
- Tiwi Island Immersion Trip
- Titans
- Interschool Sports Competition
- Immersion Programs

Parental Involvement

Strategies to involve parents:

- Tuckshop
- Parent/Teacher Interviews
- Volunteer in Reading/Parent Help
- Supervision of Excursions
- Form/Class Parent
- Grandparents Day
- Attending: Church, Assemblies, Concerts
- P&F, Moonlight Fair, Parish, Future Planning and Finance Committees
Excellence in Catholic Education-School Renewal and Improvement Process

School Renewal and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. This process provides an opportunity for each school to reflect on 4 Domain areas: Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing. Each of these Domains has elements (24 in total) which are reviewed on a cyclical basis and plans for improvement developed if necessary.

In 2015, the element of Student Achievement was reflected on, reviewed and strategically planned for.

Parent/Teacher/Student Satisfaction

Description of Parent Satisfaction:

Parents have reported much favour with the school in general. Parents appear to be particularly pleased with the Christian spirit of the school, discipline and academic results achieved. This has been relayed clearly in letters, statements and parent representative groups including the P & F Association and School Board. This has been vindicated through the strong growth in enrolments in recent years.

- Growth in school enrolments reflect parent satisfaction
- Positive letters and meetings with parents providing positive feedback
- Large involvement in school activities and information evenings and in-services.
- Substantial involvement of parents in education of students, for example, Reading Programs, Sporting teams and Meeting Groups.
- Positive feedback from P&F/Board/Student Presentations/School Events/Moonlight Fair

Description of Teacher Satisfaction:

Teacher feedback includes pride in the school, as excellence is strived for in all areas including: academic, social, spiritual, cultural and social aspects of the school. Teachers show satisfaction through support of their peers and accepting leadership responsibilities in respective areas within the school. Feedback is provided verbally and in discussion. Evidence can be seen through the willingness of staff to be involved in many extra-curricular activities and the overall attendance rate.

- 96.9% staff attendance
- Large involvement of staff in extracurricular activities (including Saturday morning sport)
- Positive letters to Principal
- Number of staff looking for a continuing position at St John’s.

Description of Student Satisfaction:

Student satisfaction can be clearly seen through diligent work habits, the large involvement in extra-curricular activities and solid rates of student attendance. Students often describe their great pride in the school and always wear their uniform well and represent the school accordingly.
Post-School Destinations

Response rate of Year 12 completers:

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>49</td>
<td>71.4</td>
</tr>
</tbody>
</table>

Main Destinations of 2015 Year 12:

Bachelor Degree 28.6% (10)
VET Certificate I to II 2.9% (1)
VET Certificate IV or over 2.9% (1)
Full-time employment 28.6% (10)
Apprenticeship 17.1% (17.1%) (6)
Part-time employment 14.3% (5)
Seeking work 5.7% (2)

A hardcopy of this report is available by request from the Principal.