

2016 Annual School Report to the Community

St Johns Primary School Baradine

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Principal Mrs Annette Cooney



Principal's Message

St. John's Catholic Primary School was established by the Sisters of St. Joseph in 1926. The school has a supportive community of families, staff, Parents and Friends, Parish Priest, parish and the wider Baradine community. Together we work to achieve our goal of, "all students at St. John's becoming successful learners, confident and creative individuals, and informed citizens who positively contribute to church, society and culture."

During 2016 we continued to work towards improving our student performance in literacy and numeracy with a whole school focus on mathematics. Resourcing, Professional Development, and a review of the learning and teaching of mathematics occurred throughout the year. The "Essential Learnings" in mathematics were developed for each Year group and student progress was aligned with the NSW Mathematics Learning Continuum.

STEM activities and learning projects were introduced during the year with children being involved in workshops and receiving instruction from visiting presenters. These activities culminated in a Science Workshop Day hosted by St. John's and attended by students from neighbouring schools.

Annette Cooney

Parish Priest's Message

Grow with Christ This is our school motto at St. John's. The reality of faith could be likened to a seed. Like any other seed it needs to grow and to grow the seed of faith in our hearts involves a lot of things. The Church describes the family as the domestic church and it is in the homes that this seed of faith should germinate. We give thanks to the families in Baradine for such efforts. It involves introducing a child to a loving and caring God. At St. John's this seed of faith is nourished by the sacraments of the Church. *Grow with Christ* takes another stage. At St. John's together with the staff, the family and the community children are prepared to receive the Sacraments of Penance, Confirmation and the First Holy Communion.

Grow with Christ means also that we journey together carrying our faith to love God and to love our neighbour.

Grow with Christ because Jesus is with us forever

Fr. Reynold Jaboneta, Parish Priest

Parent Body Message

The year saw several renovations and upgrading in the school, funded from our Capital Works levy. The Parents and Friends Organisation continued to donate \$100.00 annually per student to pay for stores used by our children. This ensures all exercise books, writing materials, paints, sports equipment and general supplies are available to all children equally.

The P and F also subsidised the school overnight excursion to Dubbo Zoo by paying for the bus.

Our fund raising this year was limited to running the drink stall at the annual Baradine Show and hosting a Horse Sports Carnival.

The parents catered for the meal at the end of year Concert and Prize Giving. This is an annual community event and money raised goes to the charities run by the Sisters of St. Joseph.

The P and F Executive are appreciative of the support from our parents, friends of the school, and ex-students. We are a family school with a wonderful connection with our community and a collaborative relationship with the school staff. We are sincerely grateful for the support we receive for the benefit of all the children at St. John's.

President, Cheyenne Pennell

St. John's Parents and Friends Association

Student Body Message

I have been at St. John's for seven years. I have loved it, the way all the kids play together, it doesn't matter if you are a boy or girl or in different classes. All the teachers try to help you so that you do well. We all get a turn at organising things and being the main person such as for the weekly school mass, thanking visitors, being a captain and being selected to represent the school.

The ex-students often come back to our school functions and our parents and families like to come to school concerts, assemblies, open days and sports carnivals.

I think St. John's is a great school.

SECTION TWO: SCHOOL FEATURES

St Johns Primary School is a Catholic systemic Co-Educational School located in Baradine.

The school building has a K/1/2, Yr. 3/4 and Yr. 5/6 classroom, tutor room and storage room . We have a separate Creative Arts Room with a kitchen attached, toilet block and sports shed. Library, music room, staff facilities and administration are located in “The Convent”.

We teach all Key Learning Areas from the Board of Studies documents and have computer studies classes for each year group, instrumental music lessons, specialist art classes and a choir . We participate in an inter-school public speaking competition, Catholic schools sports day, and the Small Schools Athletics Carnival. Students have opportunities for representative sport through the Bathurst Diocese selection process. Interests are fostered by introducing the students to activities and hobbies not available in the community. During 2016 the school conducted a Junior Athletics programme in conjunction with Athletics Australia, introduced and organised a variety of STEM days and workshop activities using external expertise, employed a modern dance instructor to provide lessons for students and continued our instrumental music programme.

During Term 3 the school participated in a Kinder to Year 6 excursion and camping experience to Western Plains Zoo in Dubbo.

Each year, in accordance with the School Improvement Plan, we focus on a specific area which then relates to our policy review, purchase of resources and Professional Development.

In 2016 the focus was on;

- developing explicit teaching practices in mathematics
- identifying student placement on the literacy and numeracy continuum
- minor capital works projects which included the purchasing of an interactive whiteboard, flat screen T.V. and video conferencing facilities, and the opening up of the primary classrooms to allow for a complete double classroom.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
22	16	0	38

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2016 was 94.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.94%
Year 1	94.77%
Year 2	95.90%
Year 3	93.08%
Year 4	93.91%
Year 5	91.71%
Year 6	93.31%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	3	9

* This number includes 3 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Review of Privacy Policy, Child Protection and Compliance
Term 2	Professional Learning Communities - focus on Essential Learning in Mathematics
Term 3	First Aid update and WHS compliance
Term 4	Personalised Learning

Staff were involved in a further 19 days of Professional Development throughout the year which included:

- ICT training
- Jolly Phonics Training
- Supporting Students with Special Needs conference
- Aboriginal Education Conference
- Best Start Training
- Literacy/ Numeracy Blocks workshop
- Essential Learnings in Mathematics and "I can " Statements for each grade in school workshop with Hawker Brownlow consultant
- Developing Professional Learning Communities conference
- Developing a Christ Centred Learning Curriculum Conference
- Formative Assessment Conference

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	6
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Vision Statement: In a Christ-centred learning environment St John's Catholic Primary School will develop each child to their full potential;

- Spiritually
- Emotionally
- Intellectually
- Physically
- Socially

Mission Statement: In partnership with parents, parish and community St John's Catholic Primary School will provide quality education in a positive and caring learning environment.

Prayer and Liturgy - the whole school pray together each morning at assembly and classroom prayers are said before lunch and afternoon dismissal. All children attend mass each Wednesday which is organised in turn by each classroom. The school celebrates the feast days of St. Mary MacKillop, St. John the Baptist and days related to the liturgical year e.g. Ash Wednesday.

Pastoral Care and Social Justice Activities - being a small school the older children become natural carers of new and younger students. The school is involved in parish functions and annual activities associated with the CWA and Seniors Week. Student fundraising supports CARITAS and Catholic Missions. Profits made at the end of year dinner/concert and prize giving are donated to the Sisters of St. Joseph to support their work with refugees. The school community also supports local fundraising activities.

Sacramental Programme - Catholic students in Year 2 receive the sacrament of Reconciliation, Catholic students in Year 3 receive First Holy Communion and Catholic students in Year 6 receive Confirmation. Non-Catholic students in these classes participate in the units of work being studied in the classroom and with their families, are invited to be involved in the celebration of the sacrament.

Religious Education - The Diocese of Bathurst Religious Education Curriculum is implemented in each classroom. Teachers undertake professional development in Religious Education as offered by the diocese.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	34.50

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St. John's School is registered as compliant with government legislation and Key Learning Areas are taught from the NSW Board of Studies Syllabus which is aligned with the National Curriculum. The school teaches from the Diocese of Bathurst Religious Education Curriculum.

A Learning Support Teacher is employed for five days a fortnight administering and supervising programs for children with learning difficulties or children who may need extension. Our Learning Support Teacher is a trained Speech Pathologist and has completed additional training in the teaching of children with dyslexia. We have access to a School Counsellor who visits the school each fortnight and an Occupational Therapist.

A State Action Plan Teacher and a Kindergarten Assistant support the Infants teacher during the Literacy and Numeracy teaching blocks.

An Assistant is employed to tutor individuals and small groups of children using the Pre-Lit and Multilit Reading Program, and Quicksmart Numeracy Programme.

Students are invited each year to audition for the Moorambilla Voices Choir which includes students from schools throughout northwest NSW.

Instrumental music lessons are offered to primary students. Interest clubs in chess, robotics and dance are conducted throughout the year.

All students compete in the Baradine Progress Association Public Speaking Competition.

Representative sport is available through the Diocesan sports program. The school competes in a small school athletics carnival, Catholic Schools Sports Day, our own athletics and swimming carnivals and Diocesan carnivals that provide opportunities for representative selection. The school hosts a Horse Sports Carnival each year. We are also part of the Sporting Schools Programme, a government initiative to providing professional coaching in various sports.

The school supports all major community events; Anzac Day, Remembrance Day, Seniors Week and the CWA Cultural Study. Music students often visit the local nursing home and school art is displayed at the hospital.

St. John's students combine with students from Baradine Central School for visiting performances, Musica Viva and sports clinics.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	43.00%	53.00%	14.00%	10.00%
	Reading	71.00%	48.00%	0.00%	11.00%
	Writing	86.00%	49.00%	0.00%	6.00%
	Spelling	29.00%	46.00%	14.00%	12.00%
	Numeracy	50.00%	36.00%	0.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25.00%	36.00%	25.00%	15.00%
	Reading	50.00%	35.00%	0.00%	16.00%
	Writing	0.00%	17.00%	0.00%	18.00%
	Spelling	50.00%	30.00%	0.00%	17.00%
	Numeracy	0.00%	28.00%	25.00%	17.00%

Student Welfare Policy

At St. John's we strive to build a school community where respect for self and others, forgiveness and affirmation prevail. Positive relationships between students, teachers, parents and other members of the school and parish community are central to our mission as a Catholic school. These positive relationships are based on trust, co-operation and respect to allow everyone to achieve maximum potential and growth. Pastoral Care is an integral aspect of our school and touches all members of the school community.

At St. John's, we believe that Pastoral Care should:

- foster the growth of the individual towards full personal, spiritual, social, academic and professional maturity.
- reflect the Catholic ethos of individuals caring for and respecting each other.
- be founded on a structure where teachers and other professionals are responsible for the well-being of the students in the school.
- enable positive relationships to be established between members of the school community.
- provide mutual support for staff, students and parents.

Our School Expectations are that all at St. John's will be - *Kind, Safe, Respectful and Responsible* members of our school community.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

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We believe all members of our school community have;

- The Right to be safe and happy
- The Right to learn
- The Right to be treated with dignity & respect

All those associated with St. John's School are expected to behave with:

- kindness
- respect
- safety for self and others
- be responsible

Minor matters are dealt with by the classroom teacher or teacher on duty. First offence is a warning, second offence the child is withdrawn, third offence the Principal is notified and the child removed to the Administration building.

Parents/guardians are contacted if an issue is ongoing or of a serious nature.

There were no changes made to the policy this year

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

At St. John's School all people are expected to be:

- kind
- safe
- respectful
- responsible

Merit Awards are given at Assembly and acknowledged in the School Newsletter and local paper.

The School Spirit Award is a prestigious award given at the major Assemblies and a trophy awarded at the end of year Prize Giving.

The awards are an opportunity to acknowledge, reward and celebrate a student's good character and citizenship.

The school supports CARITAS and Catholic Missions through a variety of class initiated fundraising activities and family Project Compassion donations. All monies raised at our end of year function is donated to the Sisters of St. Joseph in support of their charities.

At our end of year Mass children donate a Christmas gift which is distributed by the St. Vincent de Paul to needy people.

Effort, good deeds and good behaviour are regularly acknowledged on lines after each break and in the classrooms.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2016

These include;

- data used to plot student progress on the Literacy and Numeracy continuums and to identify, monitor and inform learning and teaching.
- develop the school "Essential Learnings" in mathematics for each grade.
- develop "I can" statements for each year group in mathematics.
- purchase resources to support the teaching of STEM subjects.
- host an inter-school Science day to promote interest and learning and teaching in Science.
- collaborative teaching practices with staff sharing expertise across the grades.
- introduction of personalised learning for students and encouraging opportunities for students to reflect on their learning.
- review of school enrolment and attendance policy.
- refurbishment and upgrading of classrooms and school buildings.
- purchasing of new interactive panel board in the Infants Classroom, Interactive projector in the Year 3/4 classroom and the CEO installed a flat screen television and video conferencing facilities.

Priority Key Improvements for 2017

These include;

- School focus on Spelling and Writing resulting in an improvement in student results.
- establishing a school Scope and Sequence for Spelling and the teaching of Phonics.
- establish "Essential Learnings" in each year group for Spelling.
- up skilling of staff by peers in the teaching of phonemic awareness and spelling rules.
- Continue the development of personalised learning practices for students.
- promote a culture that supports a learning community that develops expertise and collaboration.
- review school assessment procedures and use of data.
- review of school budgeting requirements.
- purchasing of Chrome Books and charging stations which allows for a one device per student ratio in the school.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

An anonymous survey was conducted asking parents for their opinion on;

- facilities
- student attitude to school
- teacher relationships with students and parents
- discipline
- learning and teaching being provided by the school.

On a tick box scale ranging from 1, as achieving poorly in an area, to 5, doing extremely well - we had 98% of all surveys returned tick in boxes 4 or 5. Several parents chose to write positive comments. Suggestions for improvement were structural ie. improved fencing

Student Satisfaction

An anonymous student survey was conducted asking students from Year 3 to Year 6 to rate the school on;

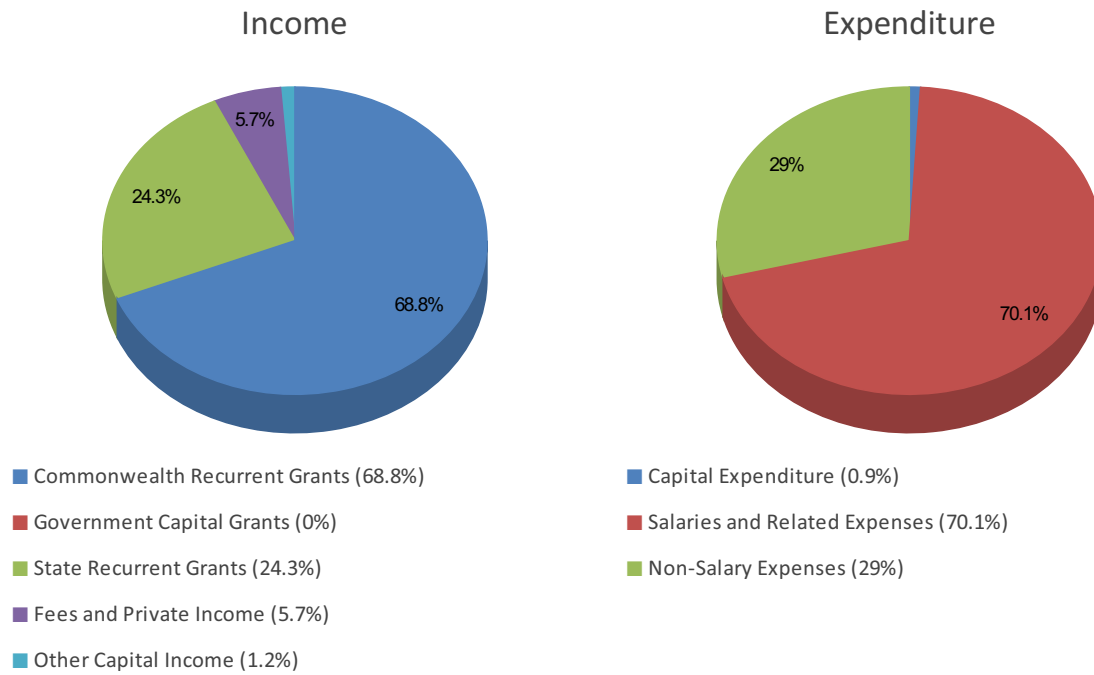
- student relationships
- discipline
- relationship with staff
- teaching and learning
- their attitude to school

The students rated the school high in all areas and made very constructive comments.

Teacher Satisfaction

St. John's is a small school and the culture of collaboration is a major factor in the excellent working relationship between all the staff. There is an atmosphere of shared ownership, inclusion and support for each member of staff.

The school staff are engaged in working through the process of developing a Professional Learning Community targeting Key Learning Areas. Teacher expertise and peer coaching has been well received by all staff.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.