

St Johns Primary School Baradine  
Annual School Report to the Community  
2015



**School Contact Details**

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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, P&F, 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 2015 we continued our focus to improve our student performance in literacy and numeracy by providing additional staff with expertise in these areas.

St. John's offers a wide selection of extra curricula activities; Instrumental Music, school choir and music students competing in the Narrabri Eisteddfod, chess club and additional workshops in the Creative Arts. We also had children representing in rugby league, at Horse Sports days and in athletics and swimming.

The school staff are dedicated and enthusiastic. Giving their best effort to ensure their students are given the best opportunity to learn in a secure and nurturing environment,

Annette Cooney

### Parish Priest's Message

"How beautiful are the footsteps of those who bring good news" (Romans 10:15). Saint Paul wrote those words to Christians in Rome, but it could also be an exhortation for people working and involved with Catholic education.

How beautiful are the footsteps of those who bring good news. It is true at St John's Baradine with its focus on proclaiming the Word to the students and the wider community and through the sacraments available to all like the celebration of the Holy Eucharist, the students receiving God's love and forgiveness in the Sacrament of Penance and understanding their roles and gifts to the Church as one empowered by the Holy Spirit in the Sacrament of Confirmation.

How beautiful are the footsteps of those who bring good news. In the words of Pope Emeritus Benedict XVI, "No child should be denied his or her right to an education in faith, which in turn nurtures the soul of a nation."

God bless us all.

Fr Reynold Jaboneta

Parish Priest

### Parent Body Message

During my year as president of St. John's P&F it has been a great opportunity to contribute positively to the school and be part of my children's education. Activities are always conducted in a friendly, light hearted manner with all involved happy to work co-operatively to provide for all children. This year a very enthusiastic group organised and hosted an 80's night which was very entertaining and social, inclusive of all Baradine community.

Activities that took place during 2015 were; providing bar staff for the Catholic Debutante Ball in Coonabarabran and the Baradine 150 years Ball, catering for Catts Bull Sale and the Baradine Show drink stall. Our main contribution is providing \$100.00 per student for consumable products used by the students. This ensures equity for all and enables the school to be well resourced.

The Principal and Staff are always appreciative of the support of the P&F and together we enjoy a collaborative relationship working to give our children the best opportunities.

President, Cheyenne Pennell

St. John's Parents and Friends Association

### Student Body Message

At St. John's we have a really nice playground and school buildings. We all play together like a family feel that we are safer. Our teachers are nice and help us as much as we need. We have a lot of extra things we can do such as different sports like horse riding, tennis, swimming, soccer and athletics. Our excursions are great and include the whole school and parents. We can learn a musical instrument and chess as well as all the normal subjects

I love coming to St. John's

St John's school student

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## SECTION TWO: SCHOOL FEATURES

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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 canteen 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, choir and a chess club. We participate in 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.

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

In 2015 the focus was on;

- Improving reading fluency
- The explicit teaching of spelling
- placing students on the Literacy and Numeracy Learning Continuums
- Learning and Teaching programmes being supported by the collection and analysis of data.

Improving teaching and learning in Literacy and Numeracy remains a whole school focus for St. John's.

**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 2015:

Girls	Boys	LBOTE*	Total Students
24	25	2	49

\* 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 2015 was 94.13%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.92%
Year 1	94.22%
Year 2	94.94%
Year 3	93.33%
Year 4	94.42%
Year 5	94.12%
Year 6	92.94%

**Managing Student Non-Attendance**

Regular attendance at school is essential if students are to maximise their potential. 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 Catholic Schools or designated Catholic Education Office Bathurst 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 2015:

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:

<b>Term 1</b>	School Administration and Planning for 2016, review policies on Privacy and child Protection. changes to school structure and organization
<b>Term 2</b>	School Data analysis and selection of one area for improvement in numeracy and literacy
<b>Term 3</b>	We did not have a Staff Development Day in Term 3
<b>Term 4</b>	Formative Assessment - Dylan William Conference

Staff undertook an additional twenty four days of Professional Learning throughout the year.

These days included:

Data analysis from PAT tests

Jolly Phonics training

Music Workshop

Professional Learning Communities conference

Teaching Grammar

Multilit Literacy training

Developing a literacy block

Teaching Science using the new Curriculum

### 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

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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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 the school prayer 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 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)	
	30.50

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.

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## SECTION SIX: CURRICULUM

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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 and working with teachers in the classroom to provide explicit teaching in numeracy and literacy. We have access to a School Counsellor who visits the school each fortnight.

A Kindergarten Assistant supports the Infants teacher for 2.5 hours each day.

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

A Literacy/Numeracy Teacher is employed five days a fortnight to support school improvement.

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 and we have a Chess Club

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

The school supports all major community events; Anzac Day, Remembrance Day, Seniors Week and the CWA Cultural Study. A group of students visits the hospital/nursing home each term 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40.00%	52.00%	0.00%	11.00%
	Reading	30.00%	48.00%	0.00%	11.00%
	Writing	40.00%	47.00%	0.00%	7.00%
	Spelling	40.00%	41.00%	0.00%	15.00%
	Numeracy	10.00%	34.00%	20.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	20.00%	36.00%	30.00%	17.00%
	Reading	30.00%	34.00%	40.00%	18.00%
	Writing	20.00%	19.00%	30.00%	18.00%
	Spelling	50.00%	33.00%	10.00%	15.00%
	Numeracy	20.00%	28.00%	20.00%	16.00%

### 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.

There were no changes made to the policy this year

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

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

There were no changes made to the policy this year

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

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### 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

School Rules and Behaviour Management were reviewed. A Code of Conduct was developed and School Expectations articulated in a concise manner that

enables display, the ability to be memorised and articulated by students and to be taught explicitly in the classroom.

*At St. John's School we 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 two major Assemblies each term 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 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.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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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 2015

- whole school ability to use data to identify, monitor and inform learning and teaching
- develop the culture of a Professional Learning Community
- appoint a staff member to coordinate and facilitate the use of IT across the curriculum
- continue developing quality teaching practices in our numeracy and literacy blocks
- change in teaching allocations to promote good practice with the focus on student learning.

### Priority Key Improvements for 2016

- continued focus on improving results in Literacy. Use of Support Teacher and Literacy Numeracy teacher to support students and up skill teachers. Development of Essential Learning in Phonics from K to Y6.
- continued focus on improving results in Numeracy. Development of Essential Learnings for each grade in Mathematics. Development of Pre and Post test assessment tasks for each Aspect on the Continuum. Working Mathematically explicit lessons and group activities Y3 to Y6. Developing "I can Statements" for each aspect in mathematics to promote student self assessment practices.
- targeting weaknesses in writing based on data analysis from the previous three years.
- encouraging varied learning opportunities for students using grouping across grades, Gardners/Blooms learning grids, Project Based Learning, coding, robotics.
- establishing networks amongst schools as part of our Diocesan focus on establishing Professional Learning Communities

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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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**

St. John's is a very open and welcoming school where parents are consulted and included in decision making. These opportunities take place through our Parents and Friends Association, feedback from Newsletters and in conversation. All parents are regularly speaking to staff and visit the school frequently to attend Assemblies, Dad's Days, sporting events and Religious celebrations. Issues and problems are addressed quickly and harmoniously.

We have had no formal complaints and regularly receive compliments and praise from parents.

### **Student Satisfaction**

The students at St. John's have an excellent relationship with staff. They are well represented by their School Captain and the Y6 students who are all Prefects. Issues raised are addressed and monitored.

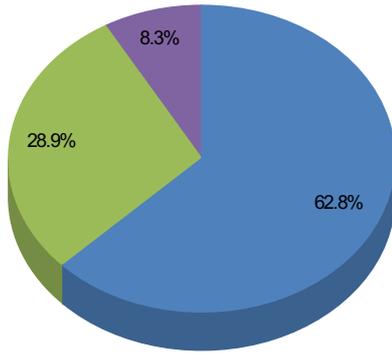
*The School Expectations - that all students at St. John's will be Safe, Respected, Responsible and Kind* are embedded in the school culture.

### **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.

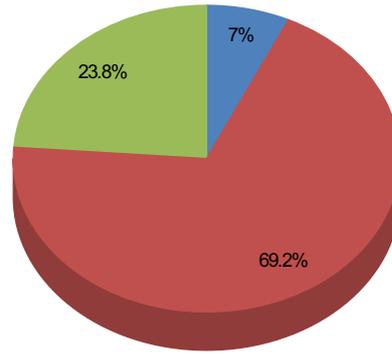
Teachers have embraced the change in classes and the adoption of new syllabuses.

Income



- Commonwealth Recurrent Grants (62.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (28.9%)
- Fees and Private Income (8.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (7%)
- Salaries and Related Expenses (69.2%)
- Non-Salary Expenses (23.8%)

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.