

St. John's Catholic Primary School Baradine

Annual School Educational and Financial Report

2013



GROW WITH CHRIST



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ABOUT THIS REPORT

St. John's Catholic Primary School, Baradine is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 02 68431644 or by visiting the website at stjohnsbaradine@bth.catholic.edu.au.

PRINCIPAL: ANNETTE COONEY

PRINCIPAL'S MESSAGE

In partnership with parents, parish and community, St. John's provides quality education in a positive and caring learning environment. We are very much a "family school", small enough to be familiar with each child's needs and interests. We aim to promote best effort and excellence in teaching and learning.

St. John's School was established by the Sisters of St. Joseph and the school culture continues to reflect this heritage.

During 2013 additional Teachers were employed, under National Partnership funding, with the objective of improving the teaching and learning of Literacy and Numeracy. It was an excellent opportunity to target our Stage 1 students and to up-skill staff.

St. John's plays an integral role in the vitality of our parish and the community of Baradine. I commend the staff, parents and our Parish Priest, Fr. Greg Kennedy for their tireless contribution to our students and the school.

Principal: Annette Cooney

PARISH PRIEST'S MESSAGE

The school has an active P & F and make a very positive contribution to the school.

I enjoy a close working relationship with all the staff. I meet weekly with Annette to discuss pastoral, staff, financial and administrative matters.

I am always welcomed into the classrooms and have become familiar with the children's needs and abilities. Catholicity within the school is strongly promoted through the weekly mass. The classes are rostered to prepare the liturgy and in each class prayer, RE lessons and sacramental programmes are given high priority.

The classroom teachers provide good witness in the practice of their faith and encourage the children to be part of the wider church community.

Important occasions in the school term, where practical, includes the weekend parish mass which ensures a welcoming and collaborative relationship with parents, staff and parish.

Parish Priest: Fr. Greg Kennedy

Parish Office: 14 Namoi Street Coonabarabran

Phone: 68421043

PARENTS and FRIENDS ASSOCIATION

During my term 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. Meetings and fund raising activities are conducted in a friendly, light hearted manner with all involved happy to work co-operatively to provide for all children.

Activities that took place during 2013 were; providing bar staff for the Catholic Debutante Ball in Coonabarabran, catering for Catts Bull Sale, Moorambilla choir, the Baradine Show and the Ring Sports Day. We also hosted a night of poetry with Murray Hartin which was a great night for the whole community. Our main contribution to the school is paying \$100.00 per student for consumable products used by the children. This ensures student equity and enables the school to be well resourced.

The Principal and Staff are always inclusive and receptive of ideas put forward by the P&F and we support them and Fr. Greg in their commitment to providing the best education and care to each child.

President, Jason Catts

St. John's Parents and Friends Association

CATHOLIC IDENTITY

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

-  Spiritually
-  Intellectually
-  Emotionally
-  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.

Catholic Education and faith development will take place under the guidelines of the Diocesan Curriculum and Catholic Church doctrine.

NSW Board of Studies curriculum will be implemented in all Key Learning Areas.

A safe, secure and professional learning environment will be provided.

Teachers will use a variety of practices, strategies, resources and technologies to promote excellence in teaching and learning.

The diverse needs of each learner will be catered for.

All members of the St. John's School community will be treated with respect and dignity.

Learning experiences and the development of relationships will endeavour to foster in each student a desire to make a positive contribution to our world.

There will be continuous improvement, innovation and evaluation of performance in all aspects of school life.

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

Monday. The school celebrates the feast days of St. Mary McKillop, 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 - all staff who teach Religious Education have training. The Diocese of Bathurst Religious Education Curriculum is implemented in each classroom. Teachers undertake professional Development in Religious Education as offered by the diocese.

SCHOOL FEATURES

The school building has a K/1/2, Yr. 3/4 and Yr. 5/6 classroom, a tutor room, storage room and computer lab. We have a separate Creative Arts Room with a canteen attached, toilet block and sports shed. Library, music room, tutor 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 an inter-school public speaking competition.

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 2013 the focus was on;

- Improving reading fluency K to 6
- Improving comprehension skills in Stage 2 and Stage 3
- The explicit teaching of grammar
- More explicit teaching of spelling skills
- Unpacking the new English curriculum and becoming familiar with the National Curriculum

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

ENROLMENT POLICIES AND PROFILES

Parents/guardians who support the Vision and Mission statements of St John's School and after consultation with the principal may have their child enrolled at the school.

Kindergarten children are admitted at the beginning of the school year.

- a) If they have already turned 5 years of age, or
- b) If they will turn 5 no later than 30th June in the year they commence school.

Children in other classes are admitted after consultation with the Principal.

Enrolment packs and a School Handbook are available from the School Office

School Profile: St John's is a Catholic School situated in Baradine. We are in the Parish of St Lawrence, Coonabarabran and administered by the Diocese of Bathurst. All schools are directly responsible to the Bishop. Our School Manager is the Parish Priest, Fr. Greg Kennedy, based in Coonabarabran.

The Diocesan Catholic Education Office is situated in Bathurst with a subsidiary office in Dubbo.

Baradine is geographically located in North Western NSW with a population of 800. The town relies on the rural, timber and the service industries to sustain its economy.

St. John's School was established by the Sisters of St. Joseph in 1926.

The school receives additional funding through the National Partnerships Low SES Program and The Country Areas Programme (CAP) which assists schools to overcome isolation.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>
<i>1</i>	<i>91.78%</i>
<i>2</i>	<i>93.63%</i>
<i>3</i>	<i>92.3%</i>
<i>4</i>	<i>94.83%</i>
<i>5</i>	<i>95.53%</i>
<i>6</i>	<i>95.78%</i>
<i>Whole School</i>	<i>93.85%</i>

Absentee Follow-up: Parents/Guardians are asked to send a note when children are absent. These notes are kept with each class roll. If a note is not received the school issues an "Absentee Form" to be completed by the parents/guardians. The form has the dates the child was absent and notification that no note has been received by the school.

Where a parent contacts the school by telephone or in person to inform the teacher the child will be away it is noted on a form kept in the class rolls

If a child is absent from school for more than five days, without the parents contacting the school, the Principal will make contact with the parents.

SCHOOL 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. The school teaches from the Diocese of Bathurst Religious Education Curriculum.

A Learning Support Teacher is employed for one day a fortnight administering and supervising programs for children with learning difficulties or children who may need extension.

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 Multilit Reading Program and Quicksmart Numeracy Programme.

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

We have a school choir and a chess club.

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 are subsidised from the schools CAP allocation.

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

Representative sport is available through the Diocesan sports program.

Children participate in CAP workshops and programmes combining with other schools in the region.

The school supports all major community events; Anzac Day, Remembrance Day, Seniors Week and the CWA Cultural Study.

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

STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 3 and 5.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”.

Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	29	0	43	14	0	14	70
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	0	29	14	42	14	0	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	0	0	29	14	43	14	100
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar & Punctuation	School	0	14	29	43	0	14	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	0	29	42	14	14	0	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

Band Distribution (%) - YEAR 5

The Y5 Band Distribution is not recorded due to the small number in the cohort

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	29	29	29	14	0	0	71
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	29	14	50	0	7	0	71
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	14	29	36	21	0	0	86
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar & Punctuation	School	36	50	7	7	0	0	64
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	7	43	29	21	0	0	93
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

From analysis of data the school has continued to make improved teaching and learning in numeracy and literacy a whole school focus. Timetables reflect a common literacy block and numeracy block that are uninterrupted and allow for the explicit teaching of skills.

A Literacy/Numeracy teacher has been employed in a 0.5 position endeavouring to improve the standards within the school.

Resources to support explicit teaching practices have been purchased for each classroom.

Whole school Literacy and Numeracy Professional Development has been planned and undertaken by all teaching staff. The literacy/Numeracy teacher is also engaged as a mentor for classroom teachers.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

27 days were spent in professional learning activities in 2013

Professional Development days included:

- Pre-Literacy Training for Support Staff
- National Curriculum Introduction

- Data Analysis
- First Aide update
- Spelling
- Professional Learning Communities
- Contemporary Learning
- PDHPE – Live Life Well

Teacher Standards

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

Teacher Qualifications	Number of Teachers
1. Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	0
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	5
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity. 	0

Teacher Attendance and Retention Rates

Teacher Attendance	98%
Teacher Retention	100%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal/REC/Teacher		1		
Teachers		4		
Assistants		2		
Ancillary Staff		2		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Student Welfare and Discipline: St John's School has a Pastoral Care and Discipline Policy centred on a "climate of care" which originates in the attitude of respect, acceptance, understanding, real interest and love that the teachers show each individual child in the various dimensions of school life.

Self-discipline is our most desirable form of discipline and is encouraged through the development of self-esteem, respect for others and clearly defined expectations in the school and classroom environment.

There are individual and class merit systems in place in each classroom. Praise and acknowledgement of good deeds and school spirit are mentioned daily, at assemblies, in the school newsletter and in the school column in the local newspaper. A perpetual award for school spirit is presented at the end of year prize giving.

Full details of the school Pastoral Care and Behaviour Management Policies can be found in the Parents' Handbook or can be accessed from the School Secretary.

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.

There were no changes made to the Student Welfare Policy during 2013.

Complaints and Grievances: St John's School uses the Diocesan policy, which can be accessed through the school office. Parents are encouraged to contact the school if they have any concerns.

Children with grievances are asked to discuss the matter with a teacher.

Any complaints or grievances may be directed to:

School Principal or a Teacher

The Parish Priest

The Catholic Education Office in either Dubbo or Bathurst.

The full text of the school Student Welfare Policy may be accessed via the School Office

There were no changes made to the Student Welfare Policy during 2013.

Anti-Bullying Policy

St. John's School does not tolerate bullying, or harassment.

The role of the school in the prevention of bullying includes:

- sending very clear messages to students as to what is acceptable behaviour.
- consistently applying sanctions against bullying behaviour.
- creating an environment where students care for and are interested in each other.

- providing the students with skills to solve problems and avoid conflict.

The implications for teachers are that we:

- become role models in word and action at all times
- be observant of signs of distress or suspected incidents of bullying
- make efforts to remove occasions for bullying by active patrolling during supervision times.
- take steps to help victims and remove source of distress without placing the victim at further risk
- report suspected incidents to the appropriate staff member who will follow the procedures set out in this policy.

This requires that students:

- refuse to be involved in any bullying situation.
- take some form of appropriate preventative action when bullying occurs.
- report the incident or suspected incident and help break down the code of secrecy.

The full text of the school Anti-bullying Policy may be accessed from the School Office

There were no changes to the policy in 2013

COUNTRY AREAS PROGRAM

The Country Areas Program (CAP) was established by the Commonwealth Government in 1984 and has been operating in the region since its inception.

The programme aims to:

- Improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated students.
- To engage the knowledge and expertise of the total community in the planning and production of curriculum materials that are relevant, motivational and experiences based.
- To complement and supplement Board of Studies curriculum and policy statements.
- To enable schools to identify their special needs and develop projects funded by CAP to meet these needs.

During 2013 St. John's used their CAP allocation to fund/subsidise

- Instrumental Music Teacher
- Teacher Assistant to tutor Computer Studies groups
- Tutor Assistant to develop a perceptual motor programme for targeted and K/1/2 students.
- Staff and Stage 2 Students participated in a Technology workshop

- Students to attend school performances and Life Education Van

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Whole School Focus on improving teaching and learning in Grammar and Spelling

- Catholic Life and RE - Focus on the teaching of the new RE units and developing a sequential school Scope and Sequence. A review of RE Assessment in light of the Y6 CEO Diocesan testing data. A stock take of RE resources and the purchasing of new resources related to the new units
- Learning and teaching targets - Development of a whole school approach to the planning process with uniformity across the classes. Beginning implementation of the National Curriculum. Using assessment data to plan and programme.
- Leadership for School Improvement – develop a plan for the review of school policies
- Strategic Resourcing - A review of classroom resources and relevance to the National Curriculum Planning of classroom spaces to promote contemporary learning
- State Action Plan for Literacy and Numeracy - Focus Teacher used to promote teacher collaboration in planning, assessment and teaching.

The 2013 targets were met and have formed the foundation of an ongoing emphasis on explicit teaching practices in Numeracy and Literacy.

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:

- ✚ Respectful
- ✚ Kind
- ✚ Responsible
- ✚ Safe

PARENT, TEACHER AND STUDENT SATISFACTION

During 2013 the diocese conducted a Principal's Appraisal at St. John's. CEO consultants interviewed and surveyed staff, parents and students. The feedback was very positive and encouraging. It reflected the great support and approval we have from our school community.

The following comments are taken from the Staff/Parent/Students survey.

Strengths: positive relationships between staff, students and parents. Collaborative and common sense approach. Commitment to ensuring every child succeeds. A dedicated staff and happy students.

Areas to Develop: ensuring more gifted students are extended, opportunities for children to participate in a wider range of sports. Greater emphasis on the teaching of English and promoting reading

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

