

2016 Annual School Report to the Community

St Johns Primary School Dubbo

138 Sheraton Road, Dubbo 2830
stjohnsprimarydubbo@bth.catholic.edu.au
www.stjohnsprimarydubbo.catholic.edu.au
(02) 68 82 2677

Principal Mr Anthony O'Leary



Principal's Message

St John's Primary School is a K- 6 Catholic school in the Bathurst Diocese and is situated in the rural city of Dubbo. Enrolment for 2016 exceeded 420 students with over 30 full time and part-time staff.

Opportunities for experiencing prayer and celebrating liturgy are provided for the school family, that is, parents, staff and children. The school acknowledges the partnership between home and school as vital in building a vibrant school community and it has a proud tradition of strong parent support.

St John's School strives for academic success. High achievement is celebrated and the school has a strong teaching priority for Literacy and Numeracy. A highlight of 2016 was our excellent musical that involved every student in the school.

St John's School strives to develop self-discipline in students. We actively promote responsibility and respect for one another and support for students to understand action and consequence as a key element in school discipline. St John's School has developed an excellent reputation in the local community. The school boasts a rich Catholic tradition alongside a rich array of diverse and valuable programs and activities for the development of students.

Parish Priest's Message

I am pleased to be part of the St John's Primary community. Anthony O'Leary and the team work hard to achieve the best teaching and learning outcomes. Staff are encouraged to contribute to policy development and to work cooperatively. Anthony is a caring leader and I believe the executive members bring many talents that enhance the life of the school. I am in regular contact with Anthony and also with the REC, David Schwager.

I believe we work well together to further the Catholicity of the school. I attend the school most mornings and observe the children being engaged and happy in their classrooms and playground. They are urged by word and example of staff to create a caring and respectful environment. Staff are rostered for staff prayer each week and I believe are encouraged by this time together.

Physically the school has been enhanced over the past year or so and the addition of a new pick-up shelter is a great asset in hot or rainy conditions. St John's is a wonderful school community and continues to develop in all areas.

Parent Body Message

Our Parent and Friends Meetings are held on the third Tuesday of the month from 7pm in the staff room in Week 2 and Week 7 of the term. Meetings were well attended by a dedicated and enthusiastic group of parents. The P and F presented the school with funds to purchase a new shelter in the pick-up area at the front of the school.

The P and F Clothing Pool was coordinated by Cath Osborne. This has been a beneficial service to our parents. The P and F Welcome Morning Tea was held for our kinder parents. Also in February the P and F hosted a welcome Picnic tea for about 60 families. The hospitality shown by the P and F at these functions is so important in making new families feel part of our community.

The P and F hosted A Biggest Morning Tea involving children, parents and staff to raise money for the Cancer Council in May. Thank you to all our parents who attend and contribute to our P and F meetings.

Student Body Message

As members of St John's Primary School we are able to participate in a range of activities and opportunities. The highlights for Year 5 include the excursion to Sydney and for Year 6 our excursion to Canberra.

Our Student Representative Council organised some wonderful activities including an Easter Egg Raffle, crazy socks day and assisting with our awards days. Funds raised from these events were directed to CARITAS and Catholic Mission.

All students had the opportunity to participate and shine in our musical of Aladdin.

SECTION TWO: SCHOOL FEATURES

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

St John's Primary School is a K- 6 Catholic Primary school in the Bathurst Diocese and is situated in the rural city of Dubbo. Our Vision is to foster a community of faith that is centred on the teaching of Christ, where love and concern develops the whole child, empowering each individual with the opportunity to realise their full potential.

Enrolment for 2016 exceeds 420 students with over 40 full time and part-time staff.

Our school should be justly proud of providing a unique holistic and spiritual education for our children – A Quality Catholic Education.

St John's Primary School offers the opportunities for students to develop their abilities and dream of a future which is bright. Our students have excelled in swimming and athletics, outstanding results in external testing including High Distinction in University of NSW testing and the Religious Education examination.

Students with additional learning needs are supported by our learning support staff who offer in-class support, and where required, specialised withdrawal programs including Multilit and QuickSmart. Students are given additional support by in-class teacher assistants. St Johns Primary has 60 students who identify as Indigenous. Our Indigenous students, and their families, are supported by the Aboriginal Education Worker who implements programs in Literacy and cultural awareness.

The children at St John's had many opportunities for extra curricula involvement during the year including sporting opportunities with other Catholic schools and as part regular school activities; participation in drama and arts events including the Dubbo Eisteddfod; participation in public speaking, debating events; involvement in extension learning activities, ICAS Competitions in Science, Maths, English and Computing.

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
219	206	28	425

* 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 93.93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.13%
Year 1	94.53%
Year 2	94.45%
Year 3	92.81%
Year 4	94.47%
Year 5	92.45%
Year 6	93.64%

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
25	11	36

* This number includes 17 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	6%
--	----

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	NAPLAN Review and Professional Learning Communities (Reviewing the Journey)
Term 2	DR Bill Rogers Presents-Managing Challenging Behaviour in the School Setting
Term 3	STEM and MCCL - Improving Teaching Practice
Term 4	Spiritual Growth with Father Greg Kennedy and Father Carl Mackander

Staff professional development is critical to the overall improvement of a school. St John's School continually focuses on the needs and requirements which lead to further improvement.

During 2016, a significant focus of our School Based PD has been on embedding the Professional Learning Communities model into our daily practices. At St Johns we are committed to a professional learning community which can best be described as a collaborative culture; a culture in which collaborative teams work to ensure all their students learn.

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.	25
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.

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.

During the year of 2016, the community of St Johns recognised that the year was announced as a Year of Mercy. Pope Francis said

'I have decided to announce an Extraordinary Jubilee which has at its centre the mercy of God. It will be a Holy Year of Mercy. We want to live in the light of the word of the Lord: "Be merciful, even as your Father is merciful" (cf. Lk 6:36). And this especially applies to confessors! So much mercy!

This Holy Year will commence on the next Solemnity of the Immaculate Conception and will conclude on Sunday, 20 November 2016, the Solemnity of Our Lord Jesus Christ, King of the Universe and living face of the Father's mercy.' Pope Francis

St Johns Primary School answered this call with a greater awareness of Social Justice and outreach. Students supported a number of charities including Caritas and Mercy Works.

The Catholic identity of St. John's is enhanced due to its close ties with the Parish of St Brigid's, our Parish Priest Father Greg Kennedy and the wider parish community. We are actively involved in and support the parish based sacramental programs. Father Greg is a vital member of our school community and is in attendance on a regularly basis, spending time with students, leading Liturgies and supporting staff.

The 2016 School Learning Review and Development (DSL RD) made the following comments on the aspect of School Vision and Catholicity:

- The school has a clear identity as a Catholic school in the Dubbo community region.
- The school's vision and mission is evident in all school policies and communications.
- The celebration of Catholic life is a key feature of daily school life. Regular school masses and liturgies that reflect the liturgical seasons are meaningful. There has been a focus on the Year of Mercy and Model of Christ Centred Learning.
- The school's motto "Christ is My Light" is visible on the school newsletter, website and other various forms in the school.
- Religious iconography and signage around the school, in classrooms and school prayer focuses are given high priority, and are visible signs of the school's Catholicity.
- The Mercy Charism is explicit and known by staff.
- Staff foster and contribute to the Catholic life and religious nature of St. John's Primary and demonstrate a commitment to the evangelising mission of the Church. A number of staff are actively involved in the parish and contribute in various ways.

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	37.76

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.

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, Geography, History, Creative Arts and Personal Development, Health and Physical Education.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. In 2016, St Johns Primary School undertook the School Learning Review and Development (DSL RD). Strengths in curriculum include:

- A key strength of the school is the professional, committed and high quality teaching staff who promote a safe, dynamic learning environment in the classroom.
- Groupings of students in Maths, Reading and Spelling were observed during the class visits as well as the constructive use of Teacher Aides to support students in Literacy and Numeracy.
- The core curriculum is complemented by broader curriculum which caters for individual interests and talents including sporting events, music and cultural activities, P and F, community and diocesan events. This also includes Gifted and Talented Initiatives such as debating, chess, competitions, Challenge Day, STEM, Writing Competitions and UNSW Competitions.
- The establishment of the Music Program is a real achievement of the school and stands as a beacon of light within the school community. The quality and depth of the Music Program is outstanding. The school musical is outstanding and showcases the talents and achievements of the students. The use of the Music teacher to implement RFF also ensures quality of lessons and syllabus implementation.
- Both the library and computer room are highly resourced to support student learning programs.
- There was evidence that teachers programme with grade partners for agreed practice and consistency.

Sport and Physical Education

All children participate in a wide variety of sports, which aim to improve their physical fitness and co-ordination. Our emphasis is on enjoyment, willing participation and promoting a healthy lifestyle. During Terms 2 and 4 students participate in inter - school competitions in a range of sports through the Primary Schools Sports Association. Students in Years 4, 5 and 6 are eligible to compete in PSSA.

Students also have the opportunity to be nominated in Diocesan Selection Teams in a variety of Sports throughout the year. This provides a pathway to State and National Competitions. Sports include Tennis, Basketball, Softball, Swimming, Netball, Golf, Athletics, Rugby Union, Rugby League and Cricket.

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	54.00%	53.00%	11.00%	10.00%
	Reading	59.00%	48.00%	10.00%	11.00%
	Writing	54.00%	49.00%	5.00%	6.00%
	Spelling	54.00%	46.00%	11.00%	12.00%
	Numeracy	34.00%	36.00%	15.00%	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	30.00%	36.00%	13.00%	15.00%
	Reading	22.00%	35.00%	13.00%	16.00%
	Writing	11.00%	17.00%	6.00%	18.00%
	Spelling	30.00%	30.00%	17.00%	17.00%
	Numeracy	15.00%	28.00%	13.00%	17.00%

Student Welfare Policy

At St John's Primary School we "embrace the values of respect, compassion and acceptance".

Our Catholic values are the source of our energies and give us direction. 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.

The school has developed a comprehensive Behaviour Management Policy based on the Gospel values of justice and respect for the individual. The policy was revised and rewritten in 2016. Key elements include Positive Behaviour for Learning or PBL is a whole school systems approach that supports all students to be successful by meeting their social and academic needs. PBL uses a problem solving approach with four key elements (data, systems, practices and outcomes) that involves the students, parents and the 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.

Discipline Policy

A number of principles and beliefs guide the effective management of student behaviour.

Behaviour is chosen for a purpose. Since behaviour is the result of choice, school communities must equip students to make the best possible choices. Consequences for behaviour are non-violent. Non-violent consequences are responses that do not involve any form of physical punishment, emotional hurt or verbal harassment. All individuals within St John's Primary School are valued and treated with respect. Individuals are able to accept responsibility for their own behaviour. St John's Primary School recognises that the acceptance of responsibility for behaviour is developmental and is dependent on students having opportunities to discuss and practise appropriate behaviour. All behaviour has consequences which affect future opportunities. Responsible behaviour increases the student's range of future opportunities.

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

In 2016 the new Whole School Behaviour Management procedures were adopted. One of the initiatives was the Buddy class and reflection room system.

Each class is designated as a 'buddy class' to one class for the year. This is to provide consistency and ensure a fair system for students and staff. The goal of Buddy classes is to provide the students with a chance to 'cool down' and amend their behaviour before reaching reflection room consequence.

The Reflection Room

"It is necessary ... for a man to go away by himself ... to sit on a rock ... and ask, 'Who am I, where have I been, and where am I going?'" Carl Sandburg

Reflection is an important practice which will allow our students to learn from their actions and grow. The reflection room provides students with the opportunity to reflect on their actions and behaviours independently and then discuss this with a teacher and identify how their behaviour could be changed to ensure they are being safe and respectful learners at school.

It is our aim to reinforce the St. Johns Primary Schools' Behaviour Management Policy which encourages students to use self-discipline and to take responsibility for their actions.

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

In 2016 improving pedagogical practices at St John's Primary was a focus of Professional Development and innovation.

Miss Bolton as the MCCL facilitator worked with colleagues on trialling lessons that focused on Higher Order Thinking Skills.

High levels of engagement with ICT were evident in all classrooms K - 6. St Johns Primary School has a dedicated ICT teacher who implements lessons on Chrome Books and in the lab.

A STEM project was trialled with Stage 3 and peers from St Johns College around Robotics. Planning, coding and high level mathematical skills were required in this successful endeavour.

In NAPLAN there were areas of strength from the 2015 key improvement targets:

- In the aspect of Spelling and identifying an error, the Year 3 cohort answered all 3 questions correctly 10% higher than the state scores.
- The Year 3 performance in the measurement focus of 'area' was 10% above the state average.
- In reading skills the Year 5 cohort displayed strengths in reading information reports. The cohort scored 10% higher than the state when identifying the main purpose of the information text and Identifies effect of information on text.

Priority Key Improvements for 2017

In 2017 a variety of initiatives will be taking place to enable small group situations to occur to maximise engagement, develop and enhance teacher skills by focused and sustained professional development, and staffing allocations to enhance innovation.

- SJP will provide opportunities for talented students from all grades, with a full range of days including challenge days, performing arts, and linkage days with St Johns College. This will be facilitated by the MCCL program and STEM initiatives.
- Provide and promote PD opportunities for Teaching and Learning to improve the design and implementation of rich assessment tasks with a focus on formative assessment.
- Provide and promote PD opportunities for Teaching and Learning to improve comprehension and the use of Quality Texts.
- Mrs English and Mrs Gibson will continue to work on developing essential learnings with all colleagues as part of their role as PLC coordinators.
- STEM projects will focus on linking Year 6 students with Year 9 by the use of robotics.

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

On many occasions throughout the year the opportunity is taken to acknowledge the partnerships of the school, parents and parish which underpins the life of the school and which has always been a key feature of the school. The 2016 St Patrick's Day Fete was a success for the entire school and was testament to the dedication and drive of the Parents and Friends committee. The P and F also took up the challenge of conducting the Melbourne Cup Trifecta fundraiser. These funds contributed to the building of the new pick up shelter at the front of the school.

Key findings of the 2016 School Learning Review and Development (DSL RD) include:

- Parents are encouraged to be actively engaged as the primary educators of their children in faith and strongly perceive the school as an integral part of the parish.
- Communication between the school and home is improving with the introduction of the Skoolbag App, school website, and paperless newsletter. The school newsletter has a Principal, RE, Canteen and Community news, a Gospel reflection, RE and merit awards, Music Matters and Classroom News.

Student Satisfaction

The St John's Primary Student leaders spoke positively about their roles as School Captains and as House Captains. The Year 6 students led the Friday assemblies and played a significant role in school pride at carnivals. The Senior Students took great pride in their participation in outreach - raising funds for Caritas and Mercy Works.

The Year 6 students also spoke very highly of their leadership opportunities for all students through the Kinder Buddy Program which operates all year.

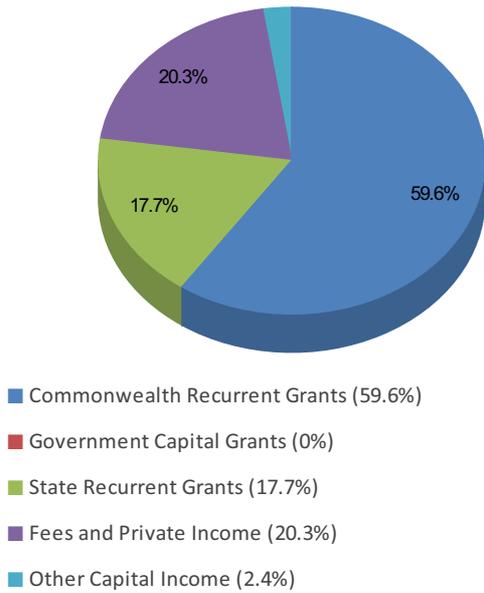
There is a genuine pride in the wearing of the school uniform and sports uniform.

Teacher Satisfaction

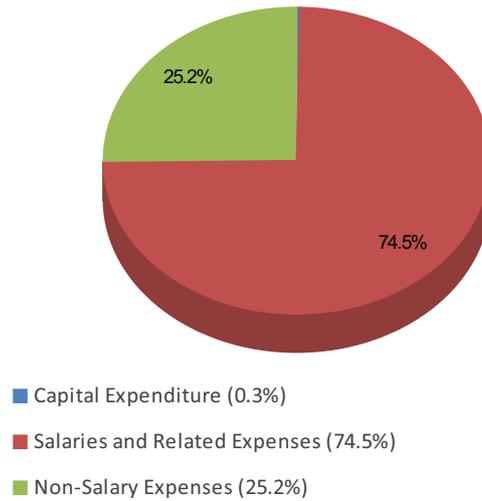
Key findings of the 2016 School Learning Review and Development (DSL RD) include:

- Staff foster and contribute to the Catholic life and religious nature of St. John's Primary and demonstrate a commitment to the evangelising mission of the Church. A number of staff are actively involved in the parish and contribute in various ways.
- A high priority is given to pastoral care for students, staff and parents. Pastoral care procedures are highly effective. Staff are supportive of one another and exhibit a sense of respect and collegiality.
- The school is congratulated on the progress it has made towards enhancing St. John's as a PLC within which effective Professional Learning Teams (PLTs) are operating. This re-culturing should have significant benefits for students and staff, with staff learning from each other about how to best address the goal of success for every student.
- During the Review teachers spoke positively about this development and the positive effects it has had on student learning and the way teachers work together. The success of the PLC model includes a focus on Essential Learnings in Writing and Number and data analysis.

Income



Expenditure



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.