# 2014 School Reporting - Primary

## The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St John the Baptist Catholic Primary School Gladstone</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Mr Timothy Franzmann</td>
<td>15 J Hickey Avenue, Gladstone</td>
</tr>
</tbody>
</table>

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**Email:** sjg@rok.catholic.edu.au  
**Website:** www.sjgrok.catholic.edu.au

<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>527</td>
<td>P to 7</td>
<td>Co-Educational</td>
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Curriculum Offerings

Distinctive Curriculum Offerings

St. John the Baptist Catholic Primary School is located in Central Queensland in the city of Gladstone. The school's population has experienced continual growth with 527 students currently enrolled from Prep through to Year 7.

St John's is a learning community that recognises and honours each child's right to feel safe, their right to learn and responsibility to respect others. While accepting children from all religious backgrounds at St John’s, we strive to preserve a culture of support for one another, intertwined with the values and beliefs of our Catholic faith traditions.

Refurbishment of classrooms and outdoor areas continues to be a priority, with substantial school funding and P & F financial support used to update facilities. The school operates a healthy Tuckshop, Outside School Hours Care and an extensive Instrumental Music Program.

Curriculum priorities this year have included English, Mathematics, Science, History, The Arts, Interactive Technologies and supporting the needs of all learners.

Extra Curricula Activities

* Students are provided with opportunities to participate in Sacramental Programs within the Parish Community.
* Students are able to play in school teams for Soccer, Netball, Rugby League and Touch Football. They also participate in Interschool Athletics and Cross Country.
* Students are able to join the School Choir, and enter the Gladstone Eisteddfod as class groups or as individuals.
* Students can learn an instrument through our Instrumental Program for Years 4 to 7. Once a year children are also able to take part in an Interschool Music Workshop.
* Students have the opportunity to join a Chess Club and compete across the Gladstone area.
* Students can be involved in a Kitchen / Garden Club and sustainability opportunities.

How Information and Communication Technologies are used to assist learning

Information and Communication Technology is an integral component of the curriculum at St John’s. The school has a Technology Lab containing thirty desktop computers. A number of desktop computers are also stationed in each classroom, with an additional bank of laptop computers available for use. Interactive Whiteboard technology is incorporated into classroom practice throughout the majority of classrooms throughout the school. Portable devices such as iPads, iPods and Chromebooks are used as part of English and Mathematics rotations. A number of software programs such as the NESSY Educational Program, Mathletics, Robotics and Accelerated Reader are available to support and extend student learning.

Social Climate

* Religion is a core learning area, which integrates Religious knowledge with children's personal and social development in ways which nurture Christian living in children’s daily lives.
* Students take part in a multi-age ‘buddy’ system where older classes are paired with younger
classes for the year. Classes meet each week to share a book together, complete set tasks and occasionally have a shared lunch.
* Year 7 children are involved in various leadership opportunities throughout the year.
* A school counsellor is employed to assist students and their families.

Cyber Safety and Anti-Bullying Strategies
* Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff.
* The school regularly communicates to parents and the school community about cyber safety issues.
* We have appropriate policies in place to deal with the use of mobile phones and other electronic devices.
* Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school.
* The school community is kept up to date about developments in this area.
* All Diocesan and school policies are reviewed on a regular basis.

Strategies used for involving parents in their child’s education
* The Parents and Friends Association (P & F) supports the school in a range of ways including being a forum for communication, working bees, social events and fundraising.
* The School Board provides pastoral support and guidance to the principal on strategic directions, policy and other challenging issues. It is comprised of selected parents, staff and parish members.
* St John’s School is fortunate that many parents volunteer to assist with literacy and numeracy activities, camps and other class activities, such as sporting events.
* In addition to helping in the classroom, many parents volunteer to help with school or across class activities. These include the School Newsletter, Book Club, and Tuckshop.

Reducing the school’s environmental footprint
* St John’s is a Reef Guardian School.
* A Stewardship Program runs throughout the school, with a different focus for each year level.
* Sustainability programs include Kitchen Garden program, recycling, composting, Golden Broom and Golden Lightbulb Awards, sponsoring several Indonesian orang-utans, World Environment Day, Clean-Up Schools Day, Eco Leaders, Nude Food Days.
* The school has several water tanks and a solar system.

Characteristics of the Student Body
Students at St John’s come from a wide range of social, economic and cultural backgrounds. We have a number of Indigenous students, as well as a small percentage of students who have English as a second language. These children come from a variety of backgrounds including South African, Indian and Asian. In 2013, we had a number of families join us who came from overseas seeking employment with local industries.
All classes from Year 4 to Year 7 learn Japanese.
Enrolment at St John’s is growing with an expected growth of 20-30 students per year. Gladstone is a fairly transient area with changes in enrolments occurring regularly.
**Staffing composition, including Indigenous staff**

**Workforce Composition of all teachers**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>29.28</td>
<td>12.09</td>
<td>0.4</td>
</tr>
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**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
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<tr>
<td>Bachelor degree</td>
<td>93.9%</td>
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<tr>
<td>Diploma</td>
<td>6.1%</td>
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<tr>
<td>Certificate</td>
<td>%</td>
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**Expenditure on and teacher participation in professional development**

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$101,800
MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Faith Formation - Father Richard Leonard
Making Jesus Real – Peter Mitchell
Diocesan Inservice Day – Disciples of Jesus
Writing – Lee Willett
Prep Teachers’ In-service – Brenda Barry and Tracey Novak
ROLE M and Mathematics – Eva De Vries
Student Protection – Anne Czekanski
“Loving Self, Loving Others and Loving God” – Joe McCorley
IPads and 21st Century Fluencies - Blaire Smith
Primary Connections – Andrew Perrett
Café and Daily 5 – Chris Murphy
Diagnostic Reading Assessment – Kathleen Watt

The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

96%

Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

97.46%

Percentage of teaching staff retained from the previous school year

84%

School Income

(The School information below is available on the My School web site).

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.
If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Key Student Outcomes**

NAPLAN results for 2014 were very pleasing, with all year levels above the average score for Queensland, and a large percentage of students at or above the national minimum standard across all year levels. Results were more or less equivalent with the previous year’s percentages; however, in particular, results were higher in Year 3 Numeracy and Year 7 Writing.

We attribute these successes to a concerted effort by staff to ensure consistency of practice throughout the school, and a particular focus on the explicit teaching of skills and knowledge in areas such as phonemic awareness, spelling, grammar, punctuation, generic structures, reading comprehension and problem solving.

The Literacy and Numeracy Blocks continue to be a focus in Prep to Year 7. Programs such as CARS and STARS (a reading comprehension program) and Mathletics continue in the upper years as two key resources to support learning.

Currently, our goal is also to maximise understanding of literacy and numeracy concepts, particularly in the Early Years, targeting students at risk through catch-up programs, and continually assessing and moderating student success to inform practice.

St John’s is also looking to integrate information technology more thoroughly throughout the curriculum to enhance students’ learning. We are currently reviewing hardware and various applications in order to support students who are identified as ‘at risk’ and also to provide opportunities for students to diversify their knowledge and understanding across a broad spectrum of tools and resources.

**Student Attendance**

Average student attendance rate (%)

93.4%

Describe how non-attendance is managed by the school

While non-attendance is not a major factor at St John’s, teachers maintain a close connection with families. The school administration and counsellor work with individual families showing signs of non-attendance.

**Value Added**

NAPLAN results for 2014 were pleasing, with all year levels above the average score for Queensland, and a large percentage of students at or above the national minimum standard across all year levels. Results were more or less equivalent with the previous year’s percentages; however, in particular results were lower in Year 5 in Grammar and Punctuation. Following a review of results and in light of the recent implementation of the Australian Curriculum in English and Mathematics, a close examination of Spelling, Writing, Reading and Numeracy programs and teaching practices have been conducted. This will ensure that explicit teaching of knowledge and skills is been taught in areas, such as phonics, spelling, grammar, punctuation, generic structures, reading comprehension and
The Literacy and Numeracy Blocks continue to be a focus in Prep to Year 7. Accelerated Reader and Mathletics continue in the upper years as two key resources to support learning. This has built up students' confidence in all aspects of English including reading, spelling and speaking.

Currently, our goal is also to maximise understanding of literacy and numeracy concepts in all year levels through explicit instruction, particularly in our early years through targeting students at risk through a catch up program and continually moderating student success.

St John's is also looking to integrate information technology throughout the curriculum to enhance students' learning. We are currently reviewing several software and online programs to utilise with students who are identified as 'at risk' and also to provide opportunities for students to diversify their knowledge and understanding across a broad spectrum of tools and resources.

The story of where you are going

* The school to make sure learning and teaching remain the highest priority and that students engage in good learning.
* The school provides a healthy environment where students are safe and free from harassment and bullying.
* Behaviour management policy, procedures and practices have been developed, are clearly understood and consistently implemented.
* To continue exploring ways to encourage students to develop a personal faith with God and strengthen their participation in liturgies and the religious dimension of the school.
* Rich and meaningful opportunities are promoted and provided for the school community to actively participate in the life of the Church in Gladstone.
* Together with the P & F provide opportunities for the school community to come together and feel welcomed and included.
* The school will further develop their Curriculum Framework to ensure a greater consistency of planning, common understandings, teaching practices and strategies, and assessment in light of the new Australian Curriculum in English, Mathematics, Science and History.
* All staff to have a common understanding of what constitutes effective learning and teaching practices.
* The appropriate collection and use of data, such as specific year level assessments, and internal and external testing (eg. NAPLAN) will be identified to inform learning and teaching.
* Broaden and update ICT capabilities within the school.
* In conjunction with the P & F, provide resources mainly through working bees, to assist with the upkeep of the school grounds.
* Investigate and submit grant applications that will assist in the provision of school resources.
* Continue to look for ways to increase the amount of shaded areas and outside learning areas within the school grounds.
Parent, Teacher and Student Satisfaction

Our most recent School Renewal and Improvement Process at St. John’s involved a parent survey and interviews with a selected group of parents. The results showed: 81% of parents stated they agreed that the school was meeting the educational needs of their child. 17% slightly agreed. 89% said they were overall satisfied with their child’s progress at St John’s. Staff Meetings, together with Year 7 Student Forums provide positive feedback about life at St John’s. Community satisfaction is also often a key agenda topic at P & F Meetings and School Board Meetings.