## 2014 School Reporting - Primary

### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St John's Catholic Primary School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>23 Creek Street,</td>
</tr>
<tr>
<td>Mr Nathaniel Rice</td>
<td>PO Box 314</td>
</tr>
<tr>
<td></td>
<td>Walkerston 4751</td>
</tr>
<tr>
<td></td>
<td>QLD</td>
</tr>
</tbody>
</table>

| Phone: 07 4959 2445         |                                       |
| Fax: 07 4959 2104           |                                       |
| Email: sjwa@rok.catholic.edu.au |                                    |
| Website: http://sjwarok.catholic.edu.au/ |                                |

| Total Enrolments: 224       | Year Levels Offered: Prep – Year 6   |
| Type of School: Co - educational |
Curriculum Offerings

Distinctive Curriculum Offerings
St John's is a Catholic Primary School providing quality and affordable education, based on Gospel values, from Prep to Year 6. As such, we are open to all who support and seek the ethos of Catholic Education. We are committed to the education of the whole child and each student is challenged to reach their full potential in spiritual, academic, cultural, physical, social and emotional areas of development.

Extra Curricula Activities
St John's promotes excellence in teaching and learning. Classrooms are vibrant learning areas and an exciting curriculum is provided that challenges students to reach their full potential. Classes utilise current local contexts to promote learning e.g. Walkerston's community celebration of Children's Book Week and local guest speakers for Anzac Day.

Spiritually, the school supports families and the parish team by staff involvement in the preparation of our students for the Sacraments, participation in weekend masses through ministries including altar serving, reading and school liturgies.

Our students participate regularly in school-based liturgies and prayer celebrations which are meaningful and vibrant. Each class is rostered for the preparation of school prayer assembly and whole school masses and liturgies e.g. Mother’s Day, St John’s Feast Day. Our school also joins with the local parish for Anointing and Parish masses, when possible, each Friday.

Academically, students are challenged as groups and individuals to participate in regional, state and national competitions. These include mathematics, science and literacy. Staff members give their time to train students for a number of particular competitions and bring other competitions and challenges to the attention of students for individual pursuit.

Students are challenged as groups and individuals to participate in regional, state and national sporting competitions. These include netball, league, athletics and swimming. Staff train students for a number of competitions in particular, and bring other competitions and challenges to the attention of students for individual pursuit.

St John’s has an active Student Council guided by dedicated and enthusiastic teachers. The students have a voice through their Student Council representatives. Initiatives such as lunch time activities are provided for the participation of all.

From a cultural perspective the school seeks to engage students who have an interest in this area. The school employs a specialist Music and Drama teacher who explores with students the wide repertoire of the Performing Arts Curriculum. Our school choir participates in a number of community events and rehearses on a weekly basis. St John's is very proud of its tradition of excellence in the annual Mackay Eisteddfod. All students have the opportunity to participate in either Choral Singing and/or Choral Verse Speaking as part of the class curriculum. Many students participate individually and staff members willingly give their time to prepare them for the eisteddfod. Musicorp Australia offers instrumental Music lessons [and instrument hire] during school hours for individual and / or small group tuition. Lessons are rotated so students are able to maintain their personal learning of class work.

The school employs a specialist Physical Education teacher to cater for the physical education needs
of the students and provide a full and active curriculum. Students enjoy the rivalry of our InterHouse and Interschool Swimming and Athletics Carnivals which are designed to maximise participation for all students as well as provide competition for our elite sportspeople who are able to compete at District level through appropriate selection trials. St John's Challenge Cup fosters teamwork and provides a skill based program for Years 1 - 7. House Spirit is fostered through the promotion of kind acts, good manners etc. and recognised through the earning of points. The House Spirit trophy is awarded at the end of the year to the team with the most accumulated points.

Art in all its forms is an integral part of the curriculum. In addition, students are encouraged to enter competitions, both as class groups and as individuals. Community support is encouraged. Students are able to enter the Annual School Art Competition which is judged by guest artists from the local community. Art work is proudly added to the gallery in the library.

Students transitioning between Catholic Primary and local Catholic Secondary Schools are involved in programs organised between the two schools. Parent feedback validates the proposition that St John's students are very well prepared in all ways for the leap into Secondary Education.

St John’s is preparing students for a technological future through ICT inclusion in the curriculum. Presenting a purchasing plan helps to ensure annual upgrades of equipment and programs. E.g. Interactive White Boards, digital cameras and software, and the purchase of 30 laptops for a mobile lab.

How Information and Communication Technologies are used to assist learning

ICTs are integrated into all teaching and learning. The school has a computer lab consisting of 30 desktops that all classes utilise based on a timetable system. In 2014, the purchase of a mobile lab consisting of 30 laptops, for the use of Years 5 - 6 has allowed additional time in the computer lab for Prep to Year 4. Each classroom has an IWB which is used efficiently and purposefully across all subject areas. Recent improvement to the wireless network has allowed for greater access to internet and server services in all areas of the school. All teaching staff members are provided with a laptop and iPad and these are used to create innovative programmes and activities as well as accessing online resources to enhance the delivery of the Australian Curriculum. The Learning Support department has a set of iPads which are also utilised on a timetable system.

Social Climate

St John’s school is blessed with enthusiastic people; parents, staff and students who are all actively involved in creating a happy, vibrant, accepting, family atmosphere which enhances learning. The school is small enough for staff and students to know and care for each other, yet large enough to provide students with the resources and opportunities necessary for life in a 21st century world.

St John’s is an inclusive school. All enrolments are individually considered as to how St John’s can support the child’s development. It is the view of the school community that all members; staff, students and parents contribute to the social and emotional development of all.

The school staff is a genuine team, exercising collaborative leadership, sharing expertise and responsibility and concern for student welfare.

St John’s is a pastoral school. The welfare of all families in the school is important. Awareness is raised and fundraising occurs to support those in our community who have special needs.
**Cyber Safety and Anti-Bullying Strategies**

Our school has implemented Diocesan policies on Anti-bullying and has school-based Pastoral Care policies to guide students, staff and parents with behaviour management concerns.

The school regularly communicates to parents and the school community about cyber safety issues. We have enlisted the expertise of Sgt Nigel Dalton from the Mackay police branch to present to students and parents on the topic of cyber safety. To raise awareness of the annual National Day of Action Against Bullying and Violence, classes participate in a variety of activities.

This year an Arts Council performance was presented around the theme of bullying. Our Year 3 class also participated in Safety Circus which was initiated by the Mackay police. We also have appropriate practices 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**

St John’s has an open door policy, where parents are welcomed and encouraged to be actively engaged in the school community in a wide variety of ways, depending on their time, talents and interests. Many parents assist with classroom activity groups e.g. Art, reading, excursions etc. A number of parents assist with after school sports training.

In 2014, in partnership with the P & F, the school provided an open afternoon to allow working parents to walk through their children's classrooms and be 'taught' by their children for an hour. This was followed by a BBQ and it will now become an annual event.

All parents are involved in their child’s education through formal and informal parent / teacher meetings, formal written reports to parents, and through regular class and school newsletters.

Another avenue of parental involvement is through participation in the Parents and Friends’ Association monthly meetings, associated social and fundraising activities and as tuckshop volunteers. Our P&F is extremely active in the school and local communities and is extremely appreciative of the support it gets from the parent body.

The School Board also plays a vital role in the life of the school. Parent members are elected by a discernment process following a compulsory pre-service education evening. The School Board assists with the development of policy to maintain the integrity and special religious character of St John’s.

---

**Reducing the school’s environmental footprint**

This is an area that St John’s has valued for a number of years. Recycling bins are prominent feature both within and outside of the classroom. Prep have a compost bin and worm farm which uses leftover fruit and vegetable scraps. The broken down material is then used on their vegetable garden. The children are taught the value of home grown and organic foods and the produce is used in cooking activities. The produce grown was then sold to the community and tuckshop.
This year reusable tuckshop bags were introduced and these are becoming more popular with the parents.

To conserve water and energy our sprinkling system is set to a timer, taps etc. are checked regularly for leaks and classes are encouraged to turn off lights and fans when leaving for lengthy periods of time. Water tanks gather water from roofs and is used to flush toilets. It is a requirement that air conditioners not be used in terms 2 and 3 each year. Each year our classes participate in Clean up Australia Day.

**Characteristics of the Student Body**

Families attending St John’s come from a variety of backgrounds. Some are second or third generation attendees at the school. Some families are continuing the business of family cane farms. Some have transferred from Mackay Catholic schools as families seek a semi-rural life. Many have moved to the Walkerston area to live at a closer distance to work on mine sites. Some parents experience work commitments involving long hours, shift work or being away for extended periods on mining sites. As an outcome, the students of St John’s come with rich experiences including some who began schooling in other regional centres or interstate. As parents have a diverse background, Languages Other Than English are evident in some children’s home life. Most students from St John’s continue their secondary schooling at Catholic schools in Mackay, namely Mercy College. A few continue to attend neighbouring State High Schools.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>19</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>15.07</td>
<td>6.41</td>
<td>0</td>
</tr>
</tbody>
</table>

**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Qualification — highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Degree</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Masters</td>
<td>5.3%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>94.7%</td>
</tr>
<tr>
<td>Diploma</td>
<td>%</td>
</tr>
<tr>
<td>Certificate</td>
<td>%</td>
</tr>
</tbody>
</table>

**Expenditure on and teacher participation in professional development**

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

$47,100

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

DCEO: Bishop’s Inservice Day, Religious Education day, Intra and Inter-school moderation of work - "CTJ", DRA workshops
SCHOOL: Non-violent restraint training, student protection, EAPs for students, school-based programs for Learning Areas, NAPLAN testing procedures, review of results and planning for intervention, Google sites training
WH&S – fire training, continuing professional development framework and teacher’s code of conduct

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**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

98.55%

**Percentage of teaching staff retained from the previous school year**

94.12%
School Income

http://www.myschool.edu.au/
(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

Our Vision and Mission Statements are the driving force behind all decisions we make and the way in which we approach education - "We use the gifts and talents God has given us", and "pursue excellence in teaching and learning".

We celebrate the God given gifts in our children and our staff and utilise these gifts to inspire learning and excellence in education. As a school we have continually achieved above the National benchmark in many areas of NAPLAN testing. In every year of NAPLAN testing our school has obtained results that have been comparable to state, Catholic and independent schools in our region regardless of size. In 2014 our results were not only comparable but indicated that, in areas, we had achieved standards that were amongst the highest in the region. There are many contributing factors as to why a school our size has achieved results such as the following:

* analysing previous results and trends to determine whole school programs, early intervention, staff in-service and learning support programmes.
* we implement DCEO initiatives in a way that best suits our school's needs
* we have strong networking amongst colleagues
* resources are continually updated to accommodate the National Curriculum and current pedagogy
* we organise special consideration to enable children with a diagnosis to access the test conditions which mirrors their classroom support and IEP goals.
* our teachers, in all year levels, have high expectations of their children throughout the course of the year, NAPLAN at our school, is seen as a point in time test and therefore does not dictate curriculum implementation or teacher demands
## Student Attendance

**Average student attendance rate (%)**

| 97.7% |

## Describe how non-attendance is managed by the school

The Parent Handbook outlines the requirements for parents to notify the school of student absences. Parents are required to contact the school via telephone or email of a student’s absence. Parents can either contact the school on the morning of the absence or on the day of return. For absences that will be longer than one day, the parents are required to contact the school as soon as possible.

The parents support all families of the school by notifying the school of possible illness that could affect others. The parents of students with explicit health needs are contacted so these children are kept safe from potential hazards to their health.

Teachers provide individual programs for students with extended absences.

A sign in/sign out register has been established and is located in the main office. In some circumstances, should the school not be notified of a child's absence, then the parents are contacted.

## Value Added

**The story of distance travelled**

At the beginning of each school year the Leadership and staff work together to establish school goals for the year. These are based on the previous year's achievements as well and identified areas of need. These goals are then communicated / shared with the School Board before being shared with the community.

St John's School results in the NAPLAN tests have been pleasing in all areas. In 2014, most results have continued to be above the state average.

The reading, writing and spelling strategies and intervention programs provided as professional development and implemented into classroom practice have improved the students’ opportunity to be successful in the NAPLAN testing.

Students identified through screening by the Learning Support teacher and teacher evaluations, have performed better than expected as a result of the intervention programs and support given. In 2013, the school implemented the Diagnostic Reading Assessment program as part of National Partnerships. This is used to inform teachers of strengths and weaknesses to target in their planning. Class profiles have been compiled in consultation with class teachers, Learning Support teacher and the Disability Support - Project Officer. The data compiled from this reading scheme has assisted teachers with planning reading lessons - at an individual, small group or whole class level - to assist with student growth in reading and comprehension. Improvement in this area continues to be a part of our goal setting agenda.
The story of where you are going

Data from school and other reporting methods are used to determine areas of strength and needs for improvements within our curriculum systems. This data then informs annual goal-setting to assist with targeting specific outcomes e.g. reading through the DRA scheme.

Forward planning, using a data informed approach, suggests that focus on areas of literacy and numeracy must always be of high priority.

Results are used, with other criteria, to determine those students who receive learning support. Any individual student who is identified below the benchmark will receive support through in-class literacy and numeracy programs and additional teacher assistance. Further, the teaching staff will continue to provide intervention programs for students who are achieving lower than school expectations but with higher than benchmark results. These programs will be administered through in-class learning assistance programs and specific programs supported by the teacher-assistants and volunteer parents and friends of St John’s as part of the Learning Support field.

Future focus will also be in the way of implementing the State Governments ‘Great Teachers = Great Results’ policy. Forward planning will need to include the implementation of GT=GR in the schools master planning to include professional development for teachers focusing on ‘Developing a Feedback Culture’. The main outcome of this initiative is to assist with the development of teachers to bring about further student success.

Parent, Teacher and Student Satisfaction

As the School Review & Improvement results in 2012 affirmed that all stakeholders were pleased with all aspects of the school's life, our school goals continue to align with the feedback that was received. These goals are regularly revisited to ensure they are being achieved. The School Board considers the work of the staff and the feedback from parents and assists the principal in setting annual goals to support the development of the school. St John’s School has quite an involved parent body which is evidenced by high attendance at P & F meetings. Through these meetings, the vast majority indicate that they are satisfied with all aspects of the school. This is further highlighted by the positive support given to all initiatives introduced by the school. Enthusiastic staff and students ensure the positive atmosphere is encouraged and maintained.