



St John the Baptist Primary School Gladstone 2015 School Reporting

Primary Schools



Catholic Education
Diocese of Rockhampton

Distinctive Curriculum Offerings

St. John the Baptist Catholic Primary School is located in Queensland in the city of Gladstone. The school's population is 480 students currently enrolled from Prep through to Year 6. 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. 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.

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 6. Once a year children are also able to take part in an Interschool Music Workshop.
- * 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. 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 6 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, 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 6 learn Japanese.

Gladstone is a fairly transient area with changes in enrolments occurring regularly.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	25	1
Full-time equivalents	26.65	12.82	1

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	94 %
Diploma	6 %
Certificate	

Expenditure on and teacher participation in professional development

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

\$ 128,400

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Making Jesus Real – Year 6 Teachers

ALEA Conference – APC and one Class Teacher

21st Century Fluencies with Lee Crockett – All Administration and Teaching Staff

Coaching with Scott Arbuthnot (QELI) – All Administration and Teaching Staff

DRA – All Teaching Staff

Teaching of Grammar with Marianne Schubert – All Teaching Staff

ROLE M with Eva de Vries – Prep to Year 3 Teachers

Mathematics with Eva de Vries – Year 4-6

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

95 %

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.

95.19 %

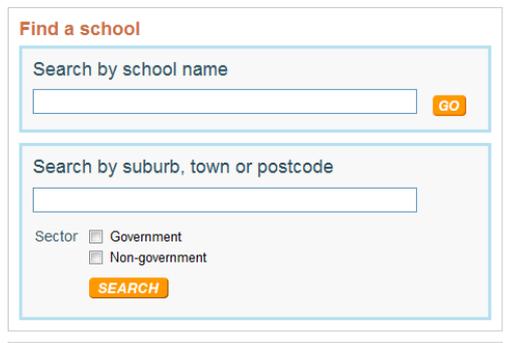
Percentage of teaching staff retained from the previous school year

86 %

School Income

<http://www.myschool.edu.au/>.

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio buttons: "Government" and "Non-government". At the bottom of the second section is a "SEARCH" button.

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 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 2015 were very pleasing, with all year levels above the state average in all areas, and above the national average in all but Year 3 Spelling, being just marginally under. A large percentage of students were at or above the national minimum standard across all year levels. Results were more or less equivalent with previous years' percentages with current overall results showing an improving trend. Both Year 3 and Year 5 cohorts did particularly well in Numeracy, Grammar and Punctuation, and Writing.

We have attributed these positive scores and growing trends to a concerted effort by staff to incorporate whole school approaches in literacy and numeracy; the use of quality class and school-wide data to inform teaching and learning; and the practice of setting high expectations and differentiation for students within the school.

Student Attendance

Average student attendance rate (%)

94.1 %

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

The story of distance travelled

The success of learners is attributed to consistencies in pedagogy such as Daily Five, Words Their Way, ROLE M , and streaming across Years 4-6 in Maths. These are examples of explicit practices that build strong literacy and numeracy foundations. Staff uses assessment practices to gather and analyse data. Intervention in Early Years is vital in helping students achieve success and provide consolidation and adjustments where necessary. The focus on 21st C Fluencies, linked with the Australian Curriculum, provide opportunities for deep thinking and creativity. The use of technology is interwoven throughout the school with the opportunities for students to engage in a wide variety of hardware and software, and one-to-one iPads in Years 4-5.

The story of where you are going

Make sure learning and teaching remain the highest priority and that students engage in good learning. Provide 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. 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. 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. Introduce 1:1 iPads in the upper school.

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 that 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 6 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.