



St John the Baptist Catholic Primary School Gladstone

2017 Annual School Report



Catholic Education
Diocese of Rockhampton

System:

Catholic Education Diocese of Rockhampton

Principal:

Enter name: Mr Jamie Emerick

Address:

**15 J Hickey Avenue
Gladstone**

Total enrolments:

452

Year levels offered:

Prep – Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

As a Catholic School, we remember and celebrate the contribution of the Marist Sisters to our school and we are inspired by the example of St John the Baptist. This finds expression in the values we promote. We provide a rich Religious Education program intertwined with the teachings of the MJR (Making Jesus Real) program. Australian Curriculum subjects are taught through meaningful units of work and through a wide variety of strategies. Teachers make a conscious effort to differentiate programs to meet individual needs, to support small group collaboration, and to group students so that growth and progress can be maximised. The school is fortunate to have an abundance of resources to support teaching and learning.

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.
- * During lunch times, students can access Games and Puzzle Groups, Chess, and Technology Enhancement.

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. In Year 4 to Year 6, a one-to-one iPad program exists where each student uses this device as part of the teaching and learning process. Interactive Whiteboard technology is incorporated into classroom practice throughout the majority of classrooms. Portable devices such as iPads and Chromebooks are used as part of English and Mathematics rotations. A number of software programs such as the NESSY Educational Program, Mathletics, Robotics, Mathletics and Typing Tournament are available to support and extend student learning. STEM Activities are also incorporated throughout the curriculum.

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.
- * Making Jesus Real (MJR) is also an integral part of the culture at St John's.
- * 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 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 Class Support, Book Club, Mothers' Day and Fathers' Day Stalls 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 recent years, 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	24	0

Full-time equivalents	27.48	12.64	0
-----------------------	-------	-------	---

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	93.55 %
Diploma	6.45 %
Certificate	

Expenditure on and teacher participation in professional development

TOTAL FUNDS

\$ 121,900

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Student Protection (Diocesan Student Protection Coordinator) – All School Staff

Learning Intentions and Success Criteria – All Teaching Staff

Bishop's Inservice Day – All Staff

Workplace Health and Safety – All School Staff

Walker Learning Approach – One Prep Teacher

Making Jesus Real – All Teaching Staff

iPadPaloosa – All Year 4-6 Teachers

Google Summitt – Year 4 and Year 5 Teacher

First Aid – 5 Staff

Caritas – All Teaching Staff

A Spiritual Journey – Sister Mel Dyer – All Staff

The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

100 %

Average staff attendance

96.63 %

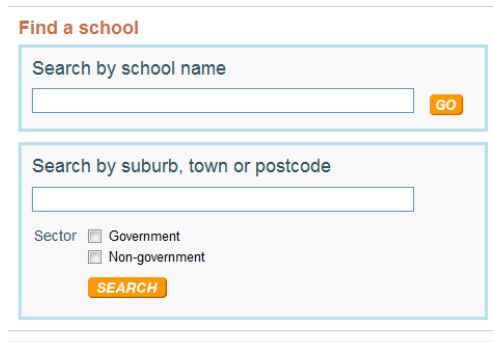
Percentage of teaching staff retained from the previous school year

86.46 %

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 search boxes: "Search by school name" with a "GO" button, and "Search by suburb, town or postcode" with a "SEARCH" button. Below the second search box, there are two radio buttons for "Sector": "Government" and "Non-government".

PERFORMANCE of our STUDENTS

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 2017 were pleasing, with the Year 5 cohort above the state and national averages in all areas, and our Year 3 cohort above the state and national averages in Writing and Grammar and Punctuation, and slightly below the national averages in Numeracy, Reading and Spelling. A large percentage of students were at or above the national minimum standard across both year levels. Results were more or less equivalent with previous years' percentages with current overall results showing an improving trend in Year 5, and slightly dropping trend in Year 3.

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 (%)

91.4 %

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 Office contacts parents of students who are absent and have not made contact before school commences with a text message. Parents of students with prolonged unexplained absences are contacted by the Principal.

Value Added

Report on 2017 Strategic goals

Our goals for 2017 were:

- Goal 1 Continue to develop the Catholic Ethos and Catholic Identity of the School
- Goal 2 Revisit the School Curriculum Framework
- Goal 3 Continue to develop the use of Data to improve English results.
- Goal 4 Continue to implement focus on differentiation of curriculum
- Goal 5 Enhance Teacher knowledge of John Hattie's work on Visible Learning and particular Effect size

The school made good progress on the goals for 2017 by:

Catholic Ethos

- Encouraging staff to take an **active role** in our faith community (Year Level co-ordinators meet teachers to reflect on individual Faith Formation journey).
- Deepening staff's **faith journey** through relevant professional development opportunities
- Developing creative, interactive and relevant **religious and spiritual spaces**
- Promoting **MJR** throughout the school community
- Reviewing the **Stewardship Program** and promote it as an aspect of our Catholic identity

English

- Utilising the **School Curriculum Framework** to understand and access teaching and learning practices and programs within the school
- Analysing, interpreting and planning from **DRA** data to improve students' results in Reading
- Using coaching and feedback to improve teaching practices in **Reading, Spelling and Writing**

Maths

- Improving students' **problem-solving abilities** by using consistent school-wide strategies
- Using **differentiation** to assist students to access the curriculum and achieve growth and success

Visible Learning

- Using John Hattie's Visible Learning approach to guide whole school plans and direction including the use of **learning goals and success criteria**

The story of where you are going

The key goals for 2018 in our School Improvement Plan include:

Catholic Ethos

- Encourage staff to take an **active role** in our faith community (Year Level co-ordinators meet teachers to reflect on individual Faith Formation journey).
- To deepen staff's **faith journey** through relevant professional development opportunities
- Develop creative, interactive and relevant **religious and spiritual spaces**
- Promote **MJR** throughout the school community
- Review the **Stewardship Program** and promote it as an aspect of our Catholic identity

English

- Utilise the **School Curriculum Framework** to understand and access teaching and learning practices and programs within the school
- Analyse, interpret and plan from **students' authentic writing** and **Words Their Way Data** to improve students' results in Spelling
- Use coaching and feedback to improve teaching practices in **Reading, Spelling and Writing**

Maths

- Use the **proficiency strands** in Mathematics to improve students' understanding and problem-solving abilities by using consistent school-wide strategies
- Use **differentiation** to assist students to access the curriculum and achieve growth and success

Improvement Agenda

- **Student data** is systematically collected and organised, and used effectively to inform teaching practice

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.