

St. John's
CATHOLIC PRIMARY
SCHOOL



WALKERSTON

St John's Catholic Primary School Walkerston

2017 Annual School Report



Catholic Education
Diocese of Rockhampton

System:

Catholic Education Diocese of Rockhampton

Principal:

Nathaniel Rice

Address:

23 Creek Street

Walkerston Qld 4751

Total enrolments:

250

Year levels offered:

Prep to Year Six

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

St John's is a Catholic Primary School, Prep to Year 6, providing quality and affordable education based on Gospel values. 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. Classes utilise current local contexts to promote learning in a way that students can make links to their own lives and that of the community.

Our school actively supports major community events such as the Walkerston Children's Book Week Day and Anzac Day and Remembrance Day commemorations as well as the RSL public speaking bursary.

Spiritually, the school in conjunction with St John's Parish supports students and families in their faith formation through preparation of students for the Sacraments, participation in weekend masses (including altar serving and scripture reading) and school liturgies. Our students have led parish liturgical celebrations. 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.

Physically students are challenged as groups and individuals to participate in regional, state and national sporting competitions. These include netball, rugby 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.

From a cultural perspective the school seeks to engage students who have an interest in this area. The school employs a specialist teacher in The Arts, who explores a wide repertoire of skills including digital media, performing arts and music. 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 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. The school also holds an annual Art Gallery evening where student art work is displayed for parents to view.

How Information and Communication Technologies are used to assist learning

ICTs are integrated into all teaching and learning. The school has a mobile lab consisting of 30 laptops, for the use of Years 2 – 4. All classes have access to computers in the Library. The school has 25 iPads for use during digital media lessons as well as class-based literacy and numeracy activities. Recently the school has purchased 25 Chromebooks for class-based activities for the use of Years 5 – 6. 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.

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.

St John's encourages a growth mindset in all learning areas. Students understand that mistakes are valued and everyone can learn to the highest levels.

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 Board, in consultation with staff and the community, have developed an information brochure outlining the schools procedure for handling instances where bullying may occur. This brochure also serves to offer information and support ideas to parents and their child.

The school regularly communicates with parents and the school community about cyber safety issues. We enlisted the expertise of Sgt Nigel Dalton from the Mackay police 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.

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 partnership with the P & F, the school provides an Open Afternoon to allow working parents to walk through their children's classrooms and be 'taught' by their children for an hour. This is followed by a BBQ and school disco. Parents are also invited to P&F Association monthly meetings. Our P&F is extremely active in both the school and local communities.

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.

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 and provides support and guidance for the principal.

Reducing the school's environmental footprint

Recycling bins are a 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 produce grown is then sold to the community and tuckshop.

The tuckshop promote the use of reusable bags and these are becoming more popular with the parents.

To conserve water and energy our sprinkling system is set to a timer. 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

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	16	0
Full-time equivalents	19.55	8.09	0

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	90.91 %
Diploma	9.09 %

Certificate	
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Expenditure on and teacher participation in professional development

\$ 65,100

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

CEO: Bishop's Inservice Day, Religious Education day, Intra and Inter-school moderation of work -"CTJ"

SCHOOL: Student protection, EAPs for students, school-based programs for Learning Areas, NAPLAN testing procedures, review of results and planning for intervention, teaching and learning in the area of Teacher Capabilities based on the Art and Science of Teaching as well as Mathematical Mindsets.

WH&S: Fire training, continuing professional development framework and teacher's Code of Conduct

Average staff attendance

97.52 %

Percentage of teaching staff retained from the previous school year

90.91 %

School Income

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

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

Find a school

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SEARCH

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

Our Vision and Mission Statements are the driving force behind all decisions we make and the way in which we approach education – We aim *"To be a community of faith who strive for love, honesty, thankfulness and excellence through 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 achieved at the National benchmark in all 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 2016 our results were comparable and indicated that, in some areas, some students 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 CEO 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 (%)

95.1 %

Describe how non-attendance is managed by the school

Parents are encouraged to contact the school when their child is absent for any reason - illness, family, holidays etc. A call to the office on the day of absence is all that is necessary. This assists the school with the government regulations for unexplained absences.

If for any reason parents or carers do not make contact with the school regarding a student's absence, the school will issue an SMS to alert parents of their child(rens) unexplained absence.

If a child becomes unwell during the day, the parents will be notified and asked to collect their child.

For prolonged and undisclosed periods of student absence, or for ongoing irregular attendance concerns, the school always endeavours to work with the parent in a pastoral way to support a return to regular student attendance.

Value Added

Report on 2017 Strategic goals

Our goals for 2017 were:

- The school will analyse data gathered on the Catholic identity of the school to ensure a clear summary of priorities are identified and communicated to the community.

By the end of 2017 reflect and review:

- Vision Statement;
- Mission Statement;
- St John's Virtues;

and where necessary, work in consultation with the community and wider stakeholders to align these documents.

- By the end of 2017, review and align practice and pedagogy to develop an agreed school-wide approach to Mathematics, which is then documented in the school Mathematics Learning Area Overview.
- By the end of 2017 collaboratively analyse data gathered from NSIT audit to identify a clear summary of priorities and future actions, which are shared with the community.
- In 2017, in collaboration with staff and parents, explore proactive approaches to promote mental health and wellbeing across the school.
- In consultation with key stakeholders (CEO) develop a school capital and maintenance master plan.
- Utilise available data and feedback from staff to guide future decision making in areas of community partnerships and resourcing.

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

- Developing a clear understanding on recommendations for enhancing Catholic Identity
- Reviewing and redeveloping our Vision, Mission Statements to align with our St John's virtues.
- Developing a school wide approach to Mathematics which allows teachers to explicitly teach to specific Learning Goals.
- Implementing the use of proficiency scales to assist with explicit teaching and to monitor student progress.
- Using the data collected from the NSIT audit to create School Curriculum agendas which now inform teachers and give explicit expectations on our focus areas of the curriculum.
- Introducing a growth mindset approach when teaching Mathematics to promote positive mental health in regards to mathematical problems.
- Continuing to review and update our School Improvement Plan

The story of where you are going

At the beginning of each school year the Leadership Team and staff work together to establish key goals for the year. These are based on the previous year's achievements as well as identified areas of need.

These goals are then communicated / shared with the School Board before being shared with the community.

Results in the NAPLAN tests have been pleasing in most areas. Most results have shown that our teaching and learning assist students in reaching these national benchmarks. 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.

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

- Continue to promote and initiate more opportunities for the formation of staff and parents.
- Incorporate a "Rule of 3" – Scripture, Catholic Social Teaching and School Virtues – to school procedures and policies.
- Articulate a consistent approach to teaching of Daily 5 and use data to analyse the effectiveness of its implementation.
- To enhance and support the professional development of staff by building an understanding of a personal goal setting process.
- Utilise available data and feedback from staff to guide future decision making in areas of community partnerships and resourcing.

Parent, Teacher and Student Satisfaction

Students believe that:

- St John's is nice caring school where everyone is loving and caring. It is a fun and happy place to be every day.
- The grounds are always kept clean and tidy.
- They enjoy Art, Sport, Masses, Lunchtimes.
- The teachers are really nice and help when needed and they also appreciate the technology resources on offer.

Parents believe that:

- The Principal, Leadership Team, Administration Staff and all School Staff are professional, approachable, present, innovative, and dedicated.
- Staff are helpful, offer clear communication and should be commended for their high work ethic, always striving to better the childrens' education.
- St John's includes students with needs and are very appreciative of this. This is done in an exceptional way and it is evident that it is very important to the school.
- Learning Support structures and additional learning programs, such as Multi-Lit, are acknowledged and appreciated by parents.
- Students are given the opportunity to lead events such as assemblies.
- Students are happy and believe children are getting the education they require. Students are excited about their day and their teachers.
- Students show care towards one another and show respect to adults.
- The school nurtures students to feel a part of the community
- Students are valued as unique individuals, not solely for their academic or sporting abilities.
- St John's has a strong Catholic Identity, which is lived daily. Parents identified a visible working relationship between the school and the parish and it is inclusive.
- There is a sense of the school's Catholic identity implemented throughout the whole curriculum.
- The School Virtues – Love, Honesty, Thankfulness, Excellence – are visibly enacted by students and staff and shown through the "Bucket-filling" model.

Teachers and Staff believe that:

- The Leadership Team is friendly, approachable, organised and always willing to assist teachers in any way.
- The Principal is supportive and great to work with.
- The Staff of St John's are empathetic and supportive of each other. They are friendly and welcoming and everyone is greeted by name.
- The teachers are approachable, helpful, caring, friendly and work well together.
- They are a valued member of the team. They appreciate opportunities to enhance/celebrate staff moral such as birthday celebrations and staff socials. There is a feeling of real friendship within the staff and extended community.
- The Class sizes are manageable and students are a pleasure to teach.
- The students are very respectful and behaviour is good.
- Parents are supportive of their children and families are very welcoming and caring.
- Staff commented that it is nice to see the older students taking the time to play and support the younger students.
- St John's resources to support teaching and learning.
- There is a strong sense of community – between the parents, students and staff. St John's has a small "country feel", with a strong sense of values and a good culture.
- They feel respected and valued. People are enthusiastic about their work and are approachable and supportive. The parents are responsive to teachers and work together with teachers.