

St. John's
CATHOLIC PRIMARY
SCHOOL



WALKERSTON

St John's Catholic Primary School Walkerston

2018 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

257

Year levels offered

Prep to 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. 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 the RSL in Anzac Day and Remembrance Day commemorations as well as the RSL public speaking bursary. We also engage with local business for student excursions to support in-class learning.

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. Staff train students for several competitions 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 can participate in either Choral Singing and/or Choral Verse Speaking as part of the class curriculum. Musicorp Australia offers instrumental Music lessons [and instrument hire] during school hours for individual and / or small group tuition. Lessons are rotated so students can 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 to provide a full and active curriculum.

Students can enter the annual School Art Competition which is judged by a guest artist 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 number of mobile learning stations that classes are able to access. Laptops, Chromebooks and iPads are the main devices used. These are used for digital media lessons as well as class-based literacy and numeracy activities. 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

Strategies to Promote a Positive Culture

St John's 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.

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 policies to guide students, staff and parents with behaviour 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.

All Diocesan and school policies are reviewed on a regular basis.

Strategies for involving parents in their child's education

St John's has an open-door policy, where parents are welcomed and encouraged to actively engage 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.

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 following a discernment process and receive pre-service education. 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

Recycling bins are a prominent feature both within and outside of the classroom. Year 6 students go to classrooms weekly to empty paper bins. The school is also working towards having a "Containers for Change" exchange on site.

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 was then sold to the prep parents at various times during the year.

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 and uses bore water. 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 multi-generational 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.

Average student attendance rate (%)

95.3 %

Management of non-attendance

Our Diocesan procedure is followed to manage student non-attendance. Parents of absentees who have not provided the school with notification of an absence are sent an SMS in the morning. Teachers monitor student absenteeism and discuss concerns with parents and/or the principal. Semester absentees are printed on student report cards.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26.00	16.00	0.00
Full-time equivalents	20.64	8.93	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	92 %
Diploma	8 %
Certificate	

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

The percentage of teacher participation in professional development was
100 %

Total funds expended on Professional Development

\$ 77,000

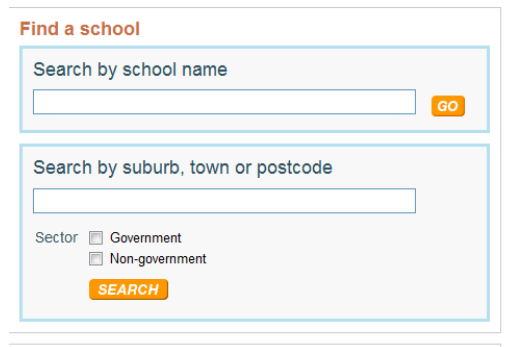
Average Staff Attendance and Retention

95.65 %

Percentage of teaching staff retained from the previous school year was
96.55 %

School Income

<http://www.myschool.edu.au/>.
(The School information below is available on the My School website).

A screenshot of the 'Find a school' search interface on the My School website. It features two main search sections. The first section, 'Search by school name', has a text input field and an orange 'GO' button. The second section, 'Search by suburb, town or postcode', has a text input field, a 'Sector' dropdown menu with 'Government' and 'Non-government' options, and an orange 'SEARCH' button.

National Assessment Program – Literacy and Numeracy Results

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

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 and Value Added

Our Vision and Mission Statements are the driving force behind all decisions made and the way in which we approach education. Our Vision Statement says

"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. There are many contributing factors as to why a school our size has achieved such results:

- * 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

Strategic Improvement Progress and Next Steps

Strategic progress in 2018

School Improvement Goals – 2018	
Goals	Indicators of success
Continue to promote and initiate opportunities for the formation of staff and parents based on feedback and data of the ECSIP report.	<ul style="list-style-type: none"> • Opportunities for parents and staff to engage in faith formation/ further studies.
Incorporate a "Rule of 3" – Scripture, Catholic Social Teaching and School Virtues – to planning, school procedures and policies to better align 'vision' documents with day-to-day practices	<ul style="list-style-type: none"> • The "Rule of 3" visible in planning templates • School documents and decision making reflects consideration of "Rule of 3" thinking
By the end of 2018, continue to align school-wide practices and pedagogy in Mathematics, which is then documented in the school Mathematics Learning Area Overview.	<ul style="list-style-type: none"> • Mindsets used in classrooms – students can articulate the mindsets, use them in conversations and help others by using this language • Hinge questions / problem solving developed and aligned to curriculum for each learning goal. • School-wide use of set Mathematics planning template, incorporating explicit recording of learning goals/success criteria/ proficiency scales, problem solving tasks and a developed structure for a maths block. • Continued updating of Mathematics LAO to current methods. • Further use of Google drive for sharing of resources and collaboration.
Using data (DRA / NAPLAN), and Daily 5 as a framework, implement C.A.F.E. model to support literacy learning.	<ul style="list-style-type: none"> • Students can articulate details of the 5 aspects of D5 and the rules/expectations that go with each of these aspects. • Visual cues: co-created posters with 5 aspects of D5 and C.A.F.E. • Students following the attributes/ disciplines /rules for each aspect; • Improvement of student results/ signs of success • Staff meetings used to allow teachers to reflect on student growth, teaching practice etc.
Enhance and support the professional development of teachers by embedding a model of professional goal-setting to support teacher growth and professional learning.	<ul style="list-style-type: none"> • Each teacher develops professional learning goals. • Teachers actively seeking opportunities to engage in internal learning experiences – peer mentoring etc. – seeking PD specific to set goals.
Revise current Behaviour Management/Pastoral Support policies, better align them to the School Virtues and other current practices i.e. Rule of 3, growth mindsets, restorative justice etc.	<ul style="list-style-type: none"> • "Rule of 3" thinking evident and aligned with updated policy and procedures • Alignment of language between the 4 areas • Clear expectations for students (ETL) and steps if teaching and learning time is compromised • Student/Staff PD/talks on student protection process – both beginning of the year and point-in-time • Student/Staff PD/talks on anti-bullying process – both beginning of the year and point-in-time
Implement clearer budgeting strategies in the area of classroom consumables and resourcing of curriculum to better allocate, spend and track funds.	<ul style="list-style-type: none"> • Staff more aware of copying/spending amounts available to them • Tracking of costs in ledger reports meets budgeted amounts • Reduction in 'extra' copying
Continue progress of capital development and technology master plan.	<ul style="list-style-type: none"> • Clear path forward for Capital works, maintenance planning at the school • Technology master plan to guide future planning

For the School Board to develop a register of all school-based policies, review their place and purpose, and align to "Rule of 3"

- All school-based policies updated and published on school website

Strategic Priorities for 2019

School Improvement Goals – 2018
<i>Goals</i>
Embed a "Rule of 3" – Scripture, Catholic Social Teaching and School Virtues – with additional consideration given to MRJ, to planning, school procedures and policies to better align 'vision' documents with day-to-day practices.
Through collaboration and shared wisdom, provide professional development to staff on the Diocesan Teaching and Learning Framework and work to create a plan for St John's
By the end of 2019, develop a linear continuum of linked achievement standards in Mathematics, and then set school-wide moderation tasks to examine student achievement above and below year levels.
By the end of 2019, embed "6+1 Writing Traits" as a framework to support student writing and literacy learning across the school.
Embed revised school Behaviour Management policy following 2018 review.
Following 2018 Technology review, examine the report and work with stakeholders to interpret data and set goals.

Parent, Teacher and Student Satisfaction

Following our Satisfaction review in 2017, data returned indicated very high levels of satisfaction from survey parents, students and staff. The result below were out of 5 marks:

Survey Area	Parents	Students	Staff
Catholic Ethos and Identity	4.32	4.29	4.51
Effective Teaching and Learning	4.15	4.20	-
Pastoral Support and Wellbeing	4.30	4.30	4.15
Leadership, Partnership and Resourcing	4.27	4.19	4.07
General	3.86	4.24	3.91