St John the Baptist Catholic Primary School
Freshwater

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

'Don’t tell me the sky is the limit when there are footsteps on the moon'.

We are limitless in our potential if we have self-belief and confidence.

At St John the Baptist Catholic Primary School, Freshwater, we are proud of our rich heritage which resonates our educational philosophy and motto, ‘Prepare the Way’. The School has a progressive stance to 21st century education, providing access to inspirational learning, discovery, innovative thinking and creativity. In 2013, our growing school introduced a second Kindergarten class for the first time which was highly successful.

St John the Baptist proudly offers children the challenge of achieving personal excellence in all areas of school. We develop each child’s personal strengths and talents giving students the opportunity to reach their potential through offering both broad curriculum and co-curricular programs. Our school challenges students to become independent learners and equips them with the necessary skills to become successful life-long learners. We aim to instill in our students an empathy with others and self-confidence with the capacity and capability to transform the world in which they live.

St John the Baptist is a school that ‘Walks the Talk’, demonstrated in the plethora of highly significant and successful events in 2013. Our school community participated in the global campaign to ‘Halve World Poverty by 2015’ at Manly. Each student in Years 4, 5 and 6 was given iPads to enhance and broaden their learning. In fact, student’s technology skills are so advanced our Year 4 students showcased their iPad expertise to Diocesan Consultants and Principals. Robotics was equally successfully implemented into the Years 5 and 6 Science Programs with our students winning the Diocesan Robotics Competition. We were also highly delighted when our Senior Students won the ‘Bear Pit’ Public Speaking Competition at State Parliament House for the third consecutive year.

Significantly, what sets St John the Baptist apart from other schools is our exceptional Senior Leadership programs for all Year 5 and 6 students, our high educational standards and an engaging and differentiated curriculum for all students.

Of utmost importance to St John the Baptist is our caring, supportive, co-educational learning environment offered Kindergarten to Year 6. Our Catholic foundation underpins our approach to developing the whole child; academically, socially, spiritually, physically and emotionally by providing a learning experience grounded in community and social justice with a strong global perspective.

As a Catholic school, we work closely in partnership with parents, to give each child the opportunity to experience the fullness of their faith, provide opportunities to practise it and foster each child’s growth as part of the Manly Freshwater Parish.


*Principal*
1.2 Message from the Parent Body

This year has been a fantastic year for the P&F in terms of our program of both social and fund-raising activities. The biennial Spring Fair was a huge success for the P&F in 2013, with a great attendance by all. Our parent community showed considerable generosity in the level of their time, donations and sponsorships which allowed the fair to make a significant profit of $34,000.

Other events held through 2013 by the P&F included:

- new parents ‘Welcome’ in February;
- school Discos in March and September;
- Easter Raffle in March;
- ‘Bollywood’ social night and Kindy Art Auction in May;
- Mothers’ and Fathers’ Day morning teas in May and September;
- School Walkathon in June;
- Trivia night social function in August;
- Kids’ portrait photos exhibition by parent in September; and
- Bike rack donation, installation and rollout of school’s ‘Bike Safety’ Policy and Plan in October.

We will seek to continue our work towards making SJB a welcoming community for the new parents and enhancing the social experiences of our existing parents.

P&F President

1.3 Message from the Student Body

As students of St John the Baptist Catholic School, we are given a large variety of opportunities to contribute to the school and the wider community. The Principal and teachers give us a voice in decision making, become involved in school initiatives, organise special events and out-reach programs. The school has a fantastic Leadership Program, which develops skills and qualities in us, to become future leaders in society.

The Years 5 and 6 students are highly valued as role models and mentors for younger students in our school. Each Senior student has a Kindergarten child as a Buddy. This helps us to build strong relationships and develops our awareness and care for others.

As senior students we are part of a Shared Leadership Program. Year 5 students are called ‘Leaders in Training.’ All Year 5 students are members of the school’s Environment Team and are responsible for continuing and maintaining our Green school initiatives and the Gardening Club.

Year 6 students are members of one of the six Leadership Teams. In 2013 the Year 6 Leadership Teams initiated, planned, organised and presented many events involving the whole school and wider community.

Technology Team: Organised and led lunchtime kids ‘Tech Club’ and organised technology competitions such as Google. We also created power point and movie maker presentations at many school and Parish events, developed graphic skills through photography and visual displays for the school.

Mission Team: Demonstrated our sense of social justice through initiatives such as: provided hygiene packs and Christmas hampers for the less fortunate and raised money for the Leukaemia Foundation, the Philippines and Caritas. Represented and participated in the Peninsula Cluster Mission Mass. Attended the Peninsula Mission workshop and regularly led school assemblies.
**Creative Arts and Liturgy Team:** Regularly created and presented Liturgical movements at school and Parish Masses. Organised the school's Talent Quest and regularly led school assemblies.

**Library Team:** Promoted and helped organise Book Week. Initiated whole school activities promoting reading for enjoyment and collected books for the Indigenous Literacy Project. Represented the school at the 'Writer’s Lunch' and attended the 'Author’s Workshop’. We regularly led school assemblies.

**Civics and Citizenship Team:** Valued contributing and participating in wider community events such as: the Commemorative Ceremony with the Prime Minister at Manly and Freshwater’s ANZAC Day Ceremony. We planned and organised our whole school ceremonies for ANZAC Day and Remembrance Day. Represented the school at State Parliament House whilst there won the Mike Baird Impromptu Speech Trophy in Debating, and regularly led school assemblies.

**Sports Team:** Instilled strong school spirit and pride, and promoted sportsmanship at all Sports Carnivals and Gala Days throughout the year. Motivated students to accumulate colour house points for their team and organised the winning team’s special sporting event at the end of each term. Helped organise the school’s Walkathon and regularly led school assemblies.

*Written by members of the Year 6 Leadership Teams*
2. **School Profile**

**SMALL SCHOOL BIG ADVANTAGES!**

St John the Baptist Catholic Primary School, is part of a systemic school system known as the Diocese of Broken Bay. The school is located in the suburb of Freshwater, on the Northern Beaches, approximately four kilometres north of Manly. Our school primarily serves the families living in Freshwater and surrounding suburbs as their local Catholic school. St John the Baptist is a co-educational school, with the introduction of two Kindergarten classes in 2013, our growing school caters for 207 students in eight classes Kindergarten to Year 6 from 146 families. The school is also part of a twinned parish with St Mary’s, Manly, known as, Manly Freshwater Parish.

Our small school has BIG advantages through: greater opportunities available to more students, heightened sense of belonging for parents and students, staff know every student, social and relational benefits with students knowing every student results in a broader range of friends. Gospel values resonate in our authentic inclusive community for all students and parents, and greater impact developing the whole child (academically, physically, emotionally, socially and spiritually) becomes a reality.

St John the Baptist has an outstanding reputation in the wider community for the high standard of education, innovative curriculum and differentiated student learning.

### 2.1 Student Profile

The following information describes the student profile for 2013:

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<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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<td></td>
<td>109</td>
<td>98</td>
<td>19</td>
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<td>207</td>
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*Language background other than English

### 2.2 Enrolment Policy

The Diocese of Broken Bay has established an **Enrolment Policy†** which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: [http://www.csodbb.catholic.edu.au/about/index.html](http://www.csodbb.catholic.edu.au/about/index.html) or by contacting the Catholic Schools Office.

### 2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.
Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.

2.5 Teacher Satisfaction

Staff satisfaction data was collected using Survey Monkey and Staff Reflection Meetings at the end of each term.

Teachers highly value the school’s model of Distributive Leadership to build and sustain quality school leaders through the development of teachers as: mentors, coaches, co-ordinators and facilitators.

There was high teacher satisfaction with the school’s approach to whole staff collaboration with decision and Professional Learning meetings aligned with the annual School Improvement Plan.

Teachers felt strongly supported by the school’s Behaviour Management and Student Discipline Policy and Plan, which resonated through the school’s Positive Behaviour for Learning Program (PBL).

The most significant initiatives for Staff in 2013 included: the introduction of ‘Child Centred Conversations’ with parents at the commencement of the school year. Many Teachers noted information learnt in the ten minute meeting would have taken them three to six months to otherwise learn. Other significant 2013 initiatives included: ‘Half World Poverty’, Godly Play, iPads, Robotics and Beebots.

2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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<td>5</td>
<td>97</td>
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<td>6</td>
<td>97</td>
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The average student attendance rate for 2013 was 97%.
Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

The student satisfaction survey was conducted with a groups of students varying in age and gender in the domains of: Catholic Life and Mission, Pastoral Care, and Teaching and Learning.

All students who participated in the global campaign to ‘Halve World Poverty by 2015’ felt that the experience authentically resonated the school’s teaching that individually, we have the ability to make a difference as a global citizen of the world. Students’ satisfaction was high with events such as Pyjama Day to raise money for the Leukaemia Foundation and Jump Rope for Heart.

All students felt supported by staff and safe in their school environment. Students expressed delight their efforts and achievements were regularly recognised and celebrated by the school.

Senior students thoroughly enjoyed the variety of opportunities to represent the school in the wider community and are very proud of their achievements. Students in Years 3 to 6 were significantly satisfied with the school’s variety of sporting opportunities available and the higher levels in which they could participate.

School initiatives with resounding student satisfaction in 2013 included: the School Fair, participating as finalist in Wakakirri, lunchtime activities such as: Lego Club, Technology Club and Gardening Club, the implementation of Robotics and one to one iPads in classrooms.
3. Catholic Life and Mission

3.1 Catholic Heritage

St John the Baptist Catholic Primary School, Freshwater, was officially opened in July of 1922 with the Good Samaritan nuns as first teachers and administrators of the school. The nuns taught lessons inside the Church each day, converting it back into a Church for weekend services. At the time, the Church was not yet a Parish and the building was often referred to by the nuns as “The Station Church” or “The Chapel of Ease”.

The Good Samaritan Sisters administered the school until 1975 when it came under lay leadership. However, the Sisters remained teaching in the school until 1989.

The school, now in its 91st year, culturally retains the history of the Good Samaritans and strong community spirit.

Catholic Mission

At the centre of Catholic Life and Mission in the Broken Bay Diocese, is the call to Catholic Discipleship. The Bishops of NSW and the ACT in their Pastoral Letter “Catholic Schools at a Crossroads” requested all Catholic school communities educate and form young people as disciples of Jesus.” In response to this, St John the Baptist Catholic Primary School is focused on following Jesus with love, compassion, hope, reconciliation, transformation, prayer, respect for life and a desire to bring about justice for all.

Therefore, the Mission of St John the Baptist Catholic Primary School is to proclaim the Good News and promote Catholic Discipleship by providing:

- A distinctively Catholic school where Christ’s teachings and values are witnessed.
- Knowledge and understanding of our Catholic history, traditions and rituals.
- Opportunities conducive to the development of a personal relationship with Christ.
- A culture which reflects our beliefs.
- A reverence for the earth and its resources.

3.2 Religious Life of the School

Class Masses

Students regularly and actively participated in weekday Parish Masses. Specific classes attended on a rotational basis throughout the year. The Class Teacher and students were responsible for Mass preparation. Teachers prepared the Readings, Prayers of the Faithful, Offertory Procession and the selection of music. Parents also attended these Masses with their children.

School Masses and Liturgies

The whole school community participated in Masses and Liturgies throughout the year to celebrate:

- the opening of the school year;
- the commissioning of the Year 6 as leaders;
- Ash Wednesday;
- Holy Week;
- the Resurrection;
- ANZAC Day;
- Grandparents’ Day;
- Remembrance Day;
- Harmony Day;
- Mothers’ Day;
- St John the Baptist Feast Day;
- Fathers’ Day;
- The Year 6 Graduation and Thanksgiving Mass;
- Christmas Liturgy;
- The Assumption; and
- Mary of the Cross Feast Day.
The Year 6 Technology and Creative Arts/Liturgy Teams assisted with each celebration. Music was provided by the school choir, teachers, parents and musically talented students.

**Prayer/Class Liturgies**

Parents were invited regularly to attend and participate in class Prayers and Liturgies. The school community joined together in prayer, led by the senior students, during whole school assemblies twice a week.

During 2013, the Parish Youth Co-ordinator has commenced Creative Prayer with the Years 5 and 6 students, visiting each class on a fortnightly basis during term time.

**Parish Family Masses**

On the first Saturday of each month, a Parish Family Mass was organised by the school. Family Masses were celebrated with students delivering the readings and singing in the choir. The school’s class parents liaised with the Parish to provide a sausage sizzle after each Mass. The Parish Family Masses were well attended by families from the School and the Parish community.

At the final Parish Family Mass for the school year, children enrolled in Kindergarten for 2014 were invited and welcomed into the community. The Senior Buddies played a special role in inviting and welcoming the new students and families.

**Diocesan Masses**

Staff attended the Diocesan Schools Staff Mass and the Year 6 students participated in the Peninsula Cluster Mass and Mission Mass.

The Co-Pastor visited each class once a term to answer students’ questions from their Religious Education units and in preparation for the Sacraments. The Co-Pastor also joined the staff for morning tea after each class visit.

**Class Reconciliation**

During Lent and Advent each child from Years 3 to 6 attended Reconciliation with the Parish Co-Pastor. The children prepare for the Sacrament in class with their teachers and attended in small groups on a Thursday after the morning Parish Mass.

**Parish Sacramental Program**

In 2013 the Parish Sacramental Program had prepared twenty five children from Year Two for the Sacrament of Confirmation and twenty seven children from Year 3 for the Sacraments of Reconciliation and First Holy Communion. They were joined by children from Harbord Public School, Curl Curl Public School and St Mary’s, Manly. There were two ceremonies held for Confirmation. These both took place at St Mary Immaculate Church, Manly.

The school supported all Parish based Sacramental programs through the Religious Education units taught at school. These complemented those taught by the Parish Co-ordinators and parents. This year the Religious Education Co-ordinator and the Year 2 Teacher worked together with the Parish Sacramental Co-ordinator to prepare the introductory session for the Confirmation Program.

**Parish and School Links**

The Parish Priest and Co-Pastor regularly attended school events such as: the School Fair, Christmas Carols, Welcome to New Parents evening and Kindergarten Orientation.

The Religious Education Co-ordinator worked collaboratively with the Parish Priest, Co-Pastor and the Parish Office to plan Masses, Liturgies, class visits and to support the Parish Sacramental program.
A strong music ministry continued to grow with past students, parents and existing students from the school actively involved in the selection and performance of music at the Family Masses once a month. The music group and school Choir also performed at the Parish Concert and St John the Baptist Feast Day celebrations.

The Principal as an ex officio member of the Parish Council, attended Parish Council meetings and delivered the ‘Principal’s Report’ each month on matters and events pertaining to the school. The Co-Pastor along with the Principal and a parent were the members of the school’s Enrolment Committee.

St John the Baptist school invited twin Parish school, St Mary’s, and parishioners from the Manly Freshwater Parish to participate in the ‘Halve World Poverty by 2015’ initiative. This event brought together over ninety people within the Parish/School community along with other organisations on the Northern Beaches to spell the words on Manly Beach.

The School and Parish continued to strengthen communications in 2013. The Parish Bulletin was distributed to each school family weekly via email. The school’s newsletter and information was sent to the Parish office weekly so that both, Parish and school offices were continually updated. Further to this, the Parish Office received each term from the school the Parent Calendar and timetables and the Parish Office forwarded Sacramental program dates which parents received through the school newsletters and class Curriculum letters. Finally, the Religious Education Coordinator published an article each week in the Parish Bulletin.

**Twinned Parish Schools**

A strong relationship and communication has continued to grow between the twinned Parish schools of St John the Baptist and St Marys. The Year 6 students joined together in an annual Reflection Day and shared buses to Diocesan Masses. The Principals of both schools also met monthly.

### 3.3 Catholic Worldview

St John the Baptist Catholic Primary School provided students with challenging and inspiring education founded through the Catholic Worldview. The values in the school’s Vision and Mission Statement underpin student development in their Catholic Character, demonstrated through initiatives which include: raising awareness and empathy for others by contributing and participating in St Vincent de Paul Appeals, Caritas’ Lenten Appeal, raising money to buy jackets for the homeless and celebrated with our sister Parish at Peak Hill. The Catholic Character of students was also developed through: Year 6 Leadership Formation and Reflection days and explicit teaching and learning of the Bishop’s Discipleship Challenges. Two of our students received a special mention from the Bishop for their articulation and examples of 'What it means to be a Disciple Today'.

### 3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](https://example.com) which is implemented by all systemic schools in the Diocese.

Accreditation requirements were met through the staff participation in a Religious Professional Learning day aligned with the 2013 School Improvement Plan Mission focus to, “Develop a contemporary understanding of the relevance of Scripture.” The Staff Development Day consisted of three workshops; the first focused the use of Liturgical movement in response to Scripture, the second session, staff learnt how to be Extraordinary Ministers of Holy Communion and the final session focused on the use of Scripture during Guided and Christian Meditation with students.
Additionally throughout the year, Staff participated in Professional Learning meetings on Godly Play and Lectio Divina. To enable staff to further develop their skills with Lectio Divina, Godly Play, Meditation and Liturgical Movements, every second Friday the staff came together for Scriptural based Prayer. Teachers rostered on Prayer collaborated to create resources to be used by class teachers when introducing the school’s fortnightly Scriptural Positive Behaviour for Learning (PBL) focus.

Further to this, two Teachers continued study in their Master of Theology Program through The Broken Bay Institute, and one Teacher continued study in Masters of Educational Leadership through Australian Catholic University.
4. **Pastoral Care**

4.1 **Diocesan Policies**

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 **School Implementation of Diocesan Policy**

St John the Baptist Catholic Primary School’s Pastoral Care, Student Behaviour and Management policies are in accordance to the Diocese of Broken Bay Pastoral Care, Anti-Bullying and Anti-Harassment policies.

The Pastoral Care goal was derived from our annual School Improvement Plan in the domain of Student Wellbeing. The focus in 2013 was to ‘further develop student resilience’. This was achieved in a number of ways. Parents were invited to attend a series of ‘Triple Parenting’ meetings presented by the CSO Parent Council on positive parenting. Explicit resilience lessons were taught in every class to increase student skills and strategies. All staff attended Professional Learning meetings throughout the year completing Components One and Two of ‘KidsMatter’ which resulted in: increased awareness, skills and strategies for all staff.

The school’s PBL Team in 2013 included: an outside Coach, Principal, teachers and parent representative. Meetings were held twice a term in which: rigorous monitoring of student data was analysed, strategic plans forged and presented to staff for implementation.

The school rules of "Safe, Respectful Learners" continued to be reinforced through Positive Behaviour for Learning (PBL). Each PBL focus was presented at whole school assemblies, reinforced in classrooms and at home, through homework. The Principal continued to award Special Certificates to students who demonstrated outstanding PBL actions. At the end of the year all Principal Award winners in PBL celebrated their achievement with a ‘Morning Tea with the Principal’.

The school’s Pastoral Care initiatives in 2013 also included:

- Camp Quality Performance to increase students understanding with one of our families;
- Buddy system for all new students and parents to the school;
- Senior Leadership programs for all students in Years 5 and 6;
- Parent Education Sessions included: ‘Triple P’ (CSO Parent Council), Cyber Safety and ‘How to Support your Child with NAPLAN’;
- Anti-bullying play performed by local high school students;
- Seasons for Growth;
- Learning Assistance Program (LAP);
- Peer Support Program with the emphasis in building resilience;
- Student Cyber Safety Program and Kids Help Line number available on each class page;
- Teachers Professional Learning Cyber Safety Modules online;
- Personal Development units explicitly taught in each grade;
- Friendship surveys conducted each term by class teacher;
- continuous Professional Learning for the school’s PBL team and staff; and
- PBL on staff meeting agenda each fortnight.
4.3 Pastoral Care of Families

A strong support system exists for all families within our school community. In 2013 one student’s younger sibling was diagnosed with Leukaemia. As an expression of support to the family the school collected petrol cards to assist the family’s numerous travel to and from the hospital over many months. The P&F organised blood donations and the school organised Camp Quality Puppets to visit the school. This example demonstrates the way in which our community at St John the Baptist cares for others.

The Principal, teachers and Class Parent Co-ordinators ensured families who had particular needs or required special attention received the appropriate care and consideration.

The Class Teachers, Learning Support Teacher and Principal worked closely with parents during the year to provide essential support in relation to issues concerning students. Families who required professional assistance were seen by the School Counsellor, referred to local health units and outside support agencies.

All members of the school community were informed through the school’s newsletter, website and Parent Calendar each term of school and Parish events and meetings. The Principal conducted meetings which outlined the roles and responsibilities of Class Parent Co-ordinators and school volunteers in which parents signed the school’s mandatory Confidentiality Agreement and Police Checks before assisting.

As part of their leadership role, senior students from Years 5 together with our Kindergarten children participated in the school’s Buddy Program. This ensured our Kindergarten children always felt safe and supported. It also enabled the Senior Leaders to act as mentors for the Kindergarten children throughout the year. The Principal in 2013 continued the Parent Buddy program for all new parents to the school.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy and Procedures which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The annual School Improvement Plan in the domain of Curriculum, focused in the areas of Literacy and Numeracy.

The Literacy focus was to ‘Strengthen students’ skills in Writing.’ This was achieved through the induction of new staff members, the implementation of the school’s Literacy Policy and 2013 Plan as well as the school’s mandatory requirement for all teachers to analyse students’ Writing samples and track students using the First Steps Spelling and Writing Continuums. Data obtained from tracking students on the First Steps Continuums was used to identify each student’s ‘point of need’ in Writing and develop quality differentiated tasks for each student. Further to this, teachers participated in English Professional Learning throughout the year which resulted in: increased teacher skills in annotating and analysing student work samples and embedded shared understanding of the essential criteria of Guided Writing Sessions during daily Literacy Blocks. The Professional Learning significantly increased differentiated learning for all students referenced through First Steps Writing and Spelling Continuums.

As part of the 2013 Professional Learning the school continued to embed the High Yield Strategies of: Instructional Walks and Collaborative Analysis of Student Learning (CASL) meetings. Instructional Walks specifically focused on consistent practice in: daily Guided Writing Sessions, use of Word Walls and authenticity of ‘Walls That Talk’ Kindergarten to Year 6. CASL meetings on Writing focused on further development of teaching strategies to increase student learning gains in Writing. Teachers’ Professional Learning of High Yield Strategies introduced the concepts of: Learning Intent, Descriptive Feedback and Success Criteria to further empower students to increase self-efficacy and self-regulation in their learning, Kindergarten to Year 6.

The School Improvement Plan in Numeracy articulated to ‘Improve students skills in Space and Measurement’. A strong rigour was applied to the collection and analysis of data using Clinical Interviews in Space and Measurement from Kindergarten to Year 6 along with the 2012 and 2013 NAPLAN results. Data collected was added to the Space and Measurement Data Wall where students’ gains and whole school improvements were noted. This information was then used to identify key areas and set goals for whole school improvement.

Professional Learning in Mathematics focused on the analysis of Clinical Interview results with an emphasis on increasing students’ learning gains through effective and consistent analysis of data and the further development of differentiated tasks for students. High Yield Strategies continued to be implemented in the form of CASL meetings and Instructional Walks with an emphasis of increased student learning gains in Space and Measurement.

In both English and Mathematics high achieving students successfully participated in a variety of ‘Peninsula Community of Schools’ projects such as: Maths Challenge, Debating, Public Speaking, Reading and Writer’s Competitions. Of particular significance, our school won the ‘Bear Pit’ Public Speaking Competition at State Parliament House for the third consecutive year.
5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were (28) students in Year 3 and (19) students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
Band Distributions (%) – Year 3

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<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
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The continuous high achievement of St John the Baptist NAPLAN results over the past few years has increased school attainment levels in Literacy and Numeracy from Kindergarten to Year 6. The 2013 NAPLAN results were substantiated thus reflecting the school’s rigor in continual learning and improving student outcomes, with the pleasing percentage of students in Years 3 and 5 achieving the school’s Literacy and Numeracy targets. The area which still requires consistent rigor is Spelling along with increased improvement in Number, Grammar and Punctuation which will be articulated in the 2014 Annual School Improvement Plan.
5.3 Extra Curricula Activities

St John the Baptist Catholic Primary School is committed to offering a plethora of opportunities at various levels to cater for student individual interests and talents, assisting the development of the whole child.

St John the Baptist Catholic Primary School provided a range of Extra Curricula Activities open to all interested students such as: Dance, Chess, Keyboard, Choir and Italian. In 2013, Dance students were finalist in the Wakakirri Competition at Homebush. The School Choir performed at the inaugural Manly Parish Concert as well as monthly Parish Family Masses. One student produced their own album through the Song Writers’ Competition. Students interested in Technology entered ‘Kidsflick’, ‘IMovie Trainer’ and ‘Graphs for Google’ Competitions. Students also entered the Peninsula Catholic Worldview Photo Competition, just to name a few.

The school also participated in Swimming, Athletics, Cross Country, Tennis, Cricket and various football codes with great success. Many of our students progressed and successfully achieved at the Peninsula, Broken Bay Diocese, Polding and State levels of competition.

5.4 Professional Learning

St John the Baptist highly values building and sustaining leadership capacity through developing all staff as Leaders in Learning. Staff potential is identified and annual Staff Professional Learning Plans developed with the Principal. As a result, our Learning Support Teacher mentored New Scheme Teachers in Diocesan Schools. One teacher coached Diocesan Schools in PBL and another teacher led and presented Digital Pedagogy to Broken Bay and Canberra Diocesan Schools.

All Professional Learning in 2013 was aligned to the School Improvement Plan. The school’s complementary Two Tiered Professional Learning Model continued with the Executive Team furthering both Pedagogical and Anagogical knowledge, understanding and practices in ‘Leading Learning’ whilst teaching staff developed knowledge and understanding in the High Yield Strategies of: Learning Intent, Descriptive Feedback and Success Criteria. Instructional Walks and CASL meetings were accepted as intrinsic to the school’s learning culture.

The Professional Learning in English centred on improving all student outcomes in Writing. This was achieved through a series of Professional Learning meetings which successfully resulted in: teachers developing whole school goals to be achieved through the analysis of the 2013 NAPLAN data; the analysis of student Writing samples and the use of the data obtained to track students on the First Steps Spelling and Writing Continuums; ensuring there was a shared understanding and consistent whole school practice in the structure of the Literacy Block; the use of learning intent, descriptive feedback and success criteria in all Writing lessons Kindergarten to Year 6; teachers valuing the importance of daily modelled, shared, guided and independent Writing as part of the Literacy Block.

The Professional Learning in Numeracy focused on improving all students’ skills in Space and Measurement. Staff conducted Clinical Interviews in Space and Measurement, analysed the results and tracked the students on the Whole School Data Wall. Staff analysed Clinical Interview and work sample data to develop quality differentiated Maths tasks using the Growth Points in Space and Measurement. CASL meetings were used to assess the effectiveness of tasks and for setting ‘Where to Next’ goals. Instructional Walks were conducted in Numeracy Block to gain an understanding of the whole school implementation and effectiveness of tasks in Space and Measurement.

Staff participated in the Board of Studies mandated five Staff Development Days in the areas of: Extending Mathematical Understanding (EMU), new Australian Curriculum (English and Mathematics), KidsMatter and Religious Education, with CSO consultants and external specialists. The school’s overall expenditure for Professional learning in 2013 was approximately $25,000.
In 2013 staff undertook Professional Learning in the following:

**All Staff attended and participated in:**
- the new Australian Curriculum in English and Mathematics;
- Extending Mathematical Understanding (EMU);
- Religious Education and Faith Formation ie: Spirituality, Eucharist, Godly Play, Liturgical Movement and Guided Meditation;
- Learning Intent in Writing and Guided Writing;
- Differentiating Maths tasks and planning ‘warm ups’ aligned to students’ learning goals;
- KidsMatter Components One and Two;
- PBL and KidsMatter Scope and Sequence;
- Clinical Interviews class data analysis;
- Electronic Roll Training and follow up meetings;
- NAPLAN data analysis meeting;
- ongoing Professional Development in planning and programming with curriculum experts;
- WHS Professional online Learning modules, Anaphylaxis and CPR training;
- Learning Intent, Descriptive Feedback and Success Criteria in Writing, aligned to the New Australian English Curriculum and lead by CSO English Curriculum Consultant;
- CASL meetings in English with a focus on Writing and in Mathematics with a focus on Space and Measurement; and
- RE module planning meetings for teachers with the CSO Mission Services consultant.

**Individual Teachers attended:**
- PBL coaches’ meetings;
- Mentor meetings for New Scheme Teachers;
- Leading Learning meeting (Executive Team);
- Library network days and conference (Teacher Librarian);
- Assistant Principal CSO and cluster meetings;
- Early Career Teachers Orientation days;
- Maths cluster network and CSO days (Mathematics Co-ordinator);
- Frayneworks Website training day (Principal and ICLT Co-ordinator);
- ICLT Co-ordinator skilled all teachers in the use of itunes U, SpellingCity, Edmodo, Interactive Whiteboards, Weebly and iPads at ‘Techie Teas’;
- Spirituality Day and Support Reference Group meetings (Administrative Officer);
- PHRIS meetings (Principal, Admin Officer and AP);
- Numeracy cluster network and CSO meetings (Maths Co-ordinator);
- Religious Education Co-Ordinator attended REC Conference, Peninsula cluster meetings and CSO REC days;
- Assistant Principal attended AP Conference, Peninsula cluster meetings, CSO meetings, Peninsula Literacy Network Meetings, SIP meeting, Pastoral Care and Wellbeing Conference;
- Principal attended Principals Association Conference, Peninsula cluster meetings, CSO meetings, Principal Mentor meetings, Principal Association meetings, Learning Support initiative meeting, Literacy Leaders meetings, EMU Leaders meetings, Best Start meetings, WHS information meetings, Principals IEU meetings, SIP meetings, Parish Council meetings and Principals Spirituality Retreat;
- one teacher attended the Behaviour Management Non Violent Crisis Intervention Training day;
- two staff members attended Ombudsman Training;
- WHS Committee member attended school, Peninsula Cluster and CSO meetings;
- two Teachers attended Observation Survey training and twilight meetings;
- two Teachers attended Best Start training; and
- Science Facilitator, Stage Three teachers and Assistant Principal attended a workshop in ‘Robotics’ led by CSO ICLT consultant.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The school’s priorities articulated in the 2013 School Improvement Plan in the domains of Catholic Life and Mission, Teaching and Learning and Pastoral Care were as follows:

Catholic Life and Mission focus was to develop a contemporary understanding of the relevance of Scripture which was achieved through:

- implementing whole school Matrix linking Scripture to School Rules and different PBL focuses which were displayed in every classroom and common area of school;
- all teaching programs mapped links between Scripture, RE, PBL and PDH; and
- survey data measured the increase of students able to articulate the meaning of Discipleship into everyday life.

Teaching and Learning centred attention in the Curriculum areas of English and Mathematics:

**English** focused on strengthening student skills in Writing which was achieved through:

- rigor in Teacher analysis of student Writing samples and CASL meeting which resulted in, 85% of students Kindergarten to Year 4, moving to the next phase in the First Steps Writing Continuum;
- all students in Years 5 and 6 increased in phase indicators on the First Steps Writing Continuum; and
- whole School Spelling, Phonic, Grammar and Punctuation Scope and Sequences were developed and implemented Kindergarten to Year 6.

**Mathematics** focused on improving students’ skills in Space and Measurement was achieved through:

- identifying mathematically at risk students by conducting Clinical Interview assessments on all students Kindergarten to Year 6 in Space and Measurement;
- rigor in accurately plotting students on Growth Points;
- rigorous application implementing Growth Point Tasks to meet individual students Zone of Proximal Development in order to increase their Growth Points; and
- whole school tracking and data analysis of all students Growth Points.

Pastoral Care focused in furthering student resilience which was achieved through:

- Whole staff Professional Learning to complete Components One and Two of ‘KidsMatter’;
- Teachers implemented ‘Bucket Fillers’ into classrooms;
- increased Resilience Lessons in all classes;
- Class Teachers administered ‘Friendship Surveys’ each term and addressed findings with their class; and
- the School hosting a series of ‘Triple P’ meetings as well as presenting Parent Education sessions in Cyber Safety, Child Centred Conversations, 3 Way Conferences to name a few.
6.2 2014 Priorities and Challenges

St John the Baptist priorities and challenges are derived from our analysis of Whole School Data including EMU and Best Start along with the School’s 2013 NAPLAN results. This is then articulated in the School Improvement Plan for 2014 in the domains of: Catholic Mission, Learning and Teaching and Pastoral Care.

The focus in Catholic Mission will embed Discipleship responses across all curriculum areas through:
- Students making links of Discipleship across each Key Learning Area;
- Teachers mapping Discipleship across all Key Learning Areas in their program; and
- whole school development of outcome overview.

Learning and Teaching

The focus in English will strengthen students’ skills in Reading through:
- developing teachers understanding of skills and strategies to increase students’ strategies such as inferencing using multimodal texts through Professional Learning meeting, CASL meetings and Instructional Walks;
- increasing overall class attainment levels to 75% of students achieving a score of four or five on CARS assessments; and
- all Teachers tracking their students and increased learning gains on First Steps Reading Continuum.

The focus in Mathematics will improve student growth in Number, Space & Measurement through:
- implementing a new initiative, ‘Extending Mathematical Understanding’ (EMU) into the school Kindergarten to Year 6;
- implementing the EMU Intervention Program for students at risk in Year 1; and
- continuing CASL meetings, Instructional Walks, Learning Intent, Success Criteria with all Class Teachers and Teachers’ Professional Learning of Growth Points and Growth Point Tasks.

The focus in Pastoral Care will improve student learning in social and emotional skills through:
- Continuing to embed ‘KidsMatter’ through the Professional Learning of Staff;
- Staff Professional Learning in Social Emotional Learning (SEL) skills particularly in the management of Anxiety; and
- Parent Education in SEL with a focus on Anxiety.
7. Parent Participation

7.1 Introduction

St John the Baptist Catholic Primary School acknowledges and values parents as the first and continuous educators of their children. Quintessential to a successful strong, positive partnership with parents the school proactively ensures parents are given a plethora of opportunities to actively participate in their child’s education and in the School/Parish community. In 2013 the school provided information through the weekly Newsletter, Parish Bulletin, school’s upgraded Website, ‘A-Z Parent Guide’, ‘Positive Behaviour for Learning’ pamphlet and new parents were given an existing Parent Buddy, many Parent Education evenings (Cyber Safety, Mathematics, NAPLAN, Reading, Triple P, Personal Development). In 2013 the school introduced ‘Child Centred Conversations’ for parents at the commencement of the year in addition to our existing 3 Way Conferences, Student Assessment folders home each term, Open Classrooms each term, Weekly Assemblies, Class Prayer. New also in 2013 was the availability of the ‘Primary Parent Planner’ to mobile devices.

St John the Baptist is extremely fortunate to have highly supportive parents who volunteer in numerous ways such as: P&F Association events, school events, Reading programs, LAP, Seasons for Growth, Class Parent Co-ordinators, excursions, canteen, Family Mass BBQs and extra curricula activities offered by the school. The school conducted a Volunteers and Class Parent Co-ordinator Information Session for all members in our community.

The P&Fs has a dual purpose. To foster the wellbeing and inclusiveness of the school community and raise funds to further enhance our children’s learning. This year the events of the P&F have significantly reflected this positive mix, through providing social occasions where parents and carers can meet, mingle and make friends, strengthening our school community in its core values as well as, supporting the school through events and providing valuable resources. In 2013, the main P&F fundraising event, the Spring Fair, yielded a staggering $48 000 which was donated to the school to purchase iPads for all classrooms Kindergarten to Year 6, for which the school is most grateful.

Class Parent Co-ordinators continued to be an invaluable asset to the school through: regularly communicating with the Principal and Class Teachers. They informed grade parents with updated information, organised class social activities each term, hosted the Parish BBQ after each Family Mass, planned and organised assigned P&F activities, organised the Fathers’ and Mothers’ Day gifts and presented staff with P&F birthday gifts.

7.2 Parent Satisfaction

Parents interviewed on their satisfaction of the school revealed the following:

- parents view the school as student centred, a safe and supportive environment in which student wellbeing, learning and educating the whole child are school priorities;
- there is a very strong school community which is friendly, inclusive, welcoming and extremely supportive;
- Staff are highly committed professionals who know their children and successfully cater to their individual needs. Additionally, parents are thrilled with the large variety of school initiatives, programs and specialists available to all families including the variety of extra curricula activities available;
- parent education sessions throughout the year were excellent at providing better understanding of what and how children learn today;
- parents are thrilled with the variety of technology available in all classes such as the increase of iPads and the introduction of Robotics to enhance student learning and engagement;
• parents believe the school successfully develops children’s faith, pastoral care and their child’s Catholic Character. There are wonderful opportunities for children to develop and participate as global citizens of the world and actively make a difference to those less fortunate; and

• the majority of parents support our ‘Green’ school initiatives such as: receiving all information electronically and packaging sent to school for Recess and Lunch is returned home daily. Parents understand we are teaching children about the environmental footprint they leave.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

The contents of this annual report have been validated by the School’s consultant, Anne Duncan.