St John the Baptist Catholic Primary School
Woy Woy South

2013 Annual Report
1. Message from Our School Community

1.1 Message from the Principal

In 2013, as with the previous year, our enrolments at St John the Baptist Catholic School, Woy Woy continued to surge upwards. The school is slowly moving from a two stream arrangement to three streams. The school is seen in the local community as a ‘good news’ story where we are building a strong reputation for academic excellence and for the attention we provide in the pastoral care of our students and their families.

Once again the trend that has been embedded over the past few years is that our NAPLAN results for both Numeracy and Literacy, when compared to local and statistically similar schools, is to a high standard. This can be attributed to focused teaching and the considerable investment over many years in the professional development of the teaching staff.

In 2013 we were able to employ two Literacy coaches who worked alongside our teaching staff in streamlining our Literacy blocks to reflect the best practice. We introduced ‘high yield’ data gathering strategies in each classroom which pinpointed the areas of challenge needing attention and allowed a process of considered reflection by the staff on their teaching to be established.

The professional learning, staff and Stage meetings focused on solving the problem areas teachers were having in seeing growth for all students. The Mathematical Assessment Interview (MAI) was also introduced into the school which was a one-on-one, 20 - 30 minute interview between each teacher and their students. The students had to demonstrate their proficiency on basic mathematical operations and concepts and consequently the class teacher could build a strong picture of what each child could and could not do. This allowed for individual growth or starting points to be established for each student and as a consequence Math lessons changed to suit the needs of each class, based on the syllabus expectations.

Many students were afforded Gifted and Talented opportunities with participation in robotics challenges, Tournament of the Minds and ‘Come on Kids’ Maths challenges.

For the students requiring specific instruction the Reading Assistance program was held and we once again participated in the Observation Survey and Extending Mathematical Understanding (EMU) programs for our ‘at risk’ Year 1 students.

A particularly pleasing development in 2013 was that our focus on Spelling improvements proved fruitful with our results across the board improving. The changes to the teaching methodologies are clearly evident in the positive results gained by all students in the Dalwood test and in the NAPLAN component.

The students were also provided with wonderful learning opportunities in Japanese where some of the students in the upper grades have developed wonderful fluency for the language.

In music, considerable money was spent on improving the resources and at the end of the year we were gearing up for a school band where over 45 students had enrolled to participate and play a wind instrument.
The school participated in wonderful Liturgies to celebrate our faith and we were served well by our priests who were frequently at the school celebrating Mass and administering the second rite of Reconciliation. Our commitment to social justice continued to be evident in our Project Compassion appeals for the people of East Timor, Africa and Peru. During the height of winter we held a sleep out to raise awareness of what it is like to be homeless and living on the streets. We continued to support the local St Vincent De Paul appeals through donations of money, food and clothes and our ‘Food For Nancy’ supplied over 15 of our school families with much needed hearty meals throughout the year.

I would like to extend my sincere and deepest appreciation to all of the staff, parents and students in making 2013 another successful year at St John the Baptist school.

1.2 Message from the Parent Body

St John the Baptist School is a growing and thriving community with increased enrolments in 2013. The school has a great community of many parents and carers who are actively involved in the school. With many new families, it is great to see such a diverse and enthusiastic parent body within our community.

Our Parents and Friends (P&F) Team continue to provide and assist the Principal, staff and community by providing not only funds for school improvement, but also by providing social opportunities for our school community. Many parents and carers volunteer at our school discos, parents nights and family BBQs. The P&F assist the school by engaging our parent and carer community to volunteer at the many sporting events, school discos, gala days, excursions, assisting in the classroom, canteen, school farm and library.

The P&F have assisted the school community this year by replacing and upgrading a number of items that are used at many of our community events. This year new tables, 2 new BBQs, 4 gazebos, bain-marie and an urn were purchased. These purchases will allow our P&F to continue to provide a great service to our community.

During 2013 the P&F were committed to reaching out to our wider community and decided to assist a number of charities that they felt were well deserving of our support. In December a Mums’ Market shopping night was held and each stall fee was then donated to Mary Mac’s which is part of our Parish to purchase much needed resources for them to continue to provide meals and assistance to the homeless and needy in our community. A disco was held in November and all proceeds went to Caritas for the Philippines Typhoon Haiyang appeal. It was wonderful to see our community work together to make these events a success.

The school farm continues to improve and has been a great asset to our community. It is run solely by volunteers within our school community. The P&F continued to assist with funding the farm maintenance and running costs. This year we were fortunate to have the support from a number of local businesses. Bunnings provided the school with a number of seedlings, soil and mulch and resources to build our farm garden. A number of students were able to participate in the planting day. Home Hardware also donated the school a number of resources for building and maintaining our farm. The farm hosted a “Green Living” day run by Gosford City Council, where over 20 families came along to learn about composting and worm farming; each family then received either a worm farm or compost bin for participating. The farm continues to supply our canteen with fresh vegetables, herbs and eggs. The students are all involved in recycling of scrap food for the compost which is then used in the farm.

Our Class Parent Network continues to provide parents and carers with the relevant updates of what is happening around the school and their child’s specific class. This has improved the communication between school and home and provides a much needed link for many families. The “Nancy Freezer” is run by the Class Parent Network, providing frozen home cooked meals to families in our school who are in crisis or through illness need some extra support.
A huge cook up is done at the school and the meals are then frozen and kept in the freezer. All their ingredients are generously donated from our school community and it is always well supported.

The end of 2013 saw the P&F assist the school in creating a school band for the first time. The P&F has committed $2000 towards purchasing music stands and a drum kit. The P&F is excited about this new addition to our school.

The second stage of the school oval upgrade was completed late 2013 with the P&F, along with the School Board, working together at our school fete to raise the funds for this project. Every second year our school hosts a fete. 2013’s fete was again a huge success, with many from our school community, parents, carers, staff and the wider community supporting the day. As always the fete is a great community building event at our school and despite the enormous amount of work involved, it is always a successful day. It was great to see so many in our school community work together to see the second half of the oval completed - it is a great asset for our school.

This year our School Board has been active within our community. Again this year our Board assisted with promoting our school at the local shopping centre. Enrolment packs and balloons were handed out and they chatted with prospective parents to our school. There was a lot of interest and positive feedback on the day.

Back Pack Buddies is in its fourth year and is an initiative of the School Board, providing assistance to families in our school who are in need of financial assistance to purchase essential school items. The program continues to be funded via corporate sponsorship.

The School Board in 2013 has worked closely with the P&F to assist with supporting and participating in many school activities, social and fundraising. The Board was responsible for the BBQ and canteen at our school fete.

During 2013 the School Board, with consultation with the staff, P&F and students, started the process to renew the mural on the school oval boundary. A working bee was organised to paint over the old mural in preparation for a new mural to be designed on to it. It is hoped that this project will be completed during 2014.

The School Board continued to work with our local Parish Priest on building the relationship between the school community and the parish. Our school hosted the Stations of the Cross on our school oval again this year and it was attended by many of our school and parish community. Grade Masses were held at the Parish once a month on a Sunday. The grade Masses have been well attended with children reading and participating in the service. This has been a wonderful way for our Parish and school to celebrate Mass and our community together in a respectful way. It is planned that the final stage of the oval upgrade during the next year will see that our Stations of the Cross are integrated into a pathway around the oval. The School Board will be working closely with the leadership team and P&F to assist with the process. This will make the Stations of the Cross path, something that the school community can utilise throughout the year not only at Easter.

At St John the Baptist Catholic School we are extremely fortunate to have such an involved community, with many of our parents endeavouring to support our school in whatever way they can. It is wonderful to see the strong sense of community when they are called on to help out or to support a good cause. Our school is incredibly blessed to have a dedicated Principal and staff who work hard to provide the students with not only a happy and safe environment for their education but also building on their Catholic Faith which underpins all aspects of their learning.

2013 has been a great year with the School Board, P&F and Leadership Team working and collaborating together to provide our students with an environment that encourages all children to learn, achieve and grow as a whole person and within their Catholic faith.
1.3 Message from the Student Body

In 2013 our school provided the students with so many opportunities and we also saw great improvements with our resources and facilities. At the end of the year the oval was re-turfed and the farm had new plantations growing. All grades got to go on excursions and we received lots of learning support where and when it was required.

The school had purchased new technology for us to learn with, especially new iPads for the Kindergarten and Year 1 classes. We were able to participate in dance troupe, robotics challenges, discos, big arvos, K’s for Compassion, athletics and swimming carnivals. Some of us even participated in Tournament of the Minds.

Children who worked well went to the rewards room and we were able to learn lots of things and enjoyed our time in the library, music room and Japanese.

We were lucky to be taught by great teachers who care for us and our school always looks great because of our hardworking maintenance man.

We like to learn about our faith as we attend a good Catholic school and all children know that at St John the Baptist we are respectful, responsible learners.
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

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<th></th>
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<th>Boys</th>
<th>LBOTE*</th>
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<td>212</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 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.

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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 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 97%.
2.5 Teacher Satisfaction

The St John the Baptist teaching staff expressed satisfaction with a number of initiatives provided in 2013. These included the opportunity to work with CSO Literacy Education Officers to develop skills for teaching Literacy and the introduction of Instructional Walks and Talks. The opportunity to develop Teachers Performance Appraisal for Leaders (PALs) with the co-ordinators was also considered highly valuable. A number of teaching staff and leadership team had the opportunity to attend conferences which added to their knowledge and skills.

2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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<tr>
<td>K</td>
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</table>

The average student attendance rate for 2013 was 94%.

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 students at St John the Baptist reported being highly satisfied with all the school offered. The improved facilities were particularly appreciated by the students such as the introduction of iPads and the newly developed oval. Also appreciated were the opportunities to take part in a variety of extracurricular activities along with school events such as the Tournament of the Minds.
3. Catholic Life and Mission

3.1 Catholic Heritage

St John the Baptist Catholic Primary School, Woy Woy South, was established in 1922 by the Sisters of St Joseph. It was originally located in the centre of Woy Woy on Blackwall Road until 1979 when, through increased enrolments, it moved to its present site at Dulkara Road. The Sisters of St Joseph continued administration in the school until 1992, when the first lay Principal was appointed. The School Chapel is dedicated to Blessed Mary MacKillop, founder of the Sisters of St Joseph, in recognition of the contribution the Sisters made to Catholic Education in the Woy Woy Parish.

The school is a faith community in which our students are encouraged to know and love God as revealed by Jesus and inspired by the Holy Spirit. The Catholicity of the school is evident through the rich Liturgical life of the school and the constant interaction with the Parish Priest, the Parish and the wider community. The school is part of the parish of the Woy Woy Peninsula. Students are regularly transported to the Parish church in the heart of Woy Woy to participate in Liturgies and Masses with the wider Parish community. St John the Baptist is our patron saint. He was the greatest prophet of hope. Through his example and inspiration we derive our school motto: "Honour through Faith". Our Positive Behaviour for Learning (PBL) and Personal Development units are consistent with our Catholic ethos and reflect how we try to live like Jesus.

3.2 Religious Life of the School

Religious Education (RE) is a Key Learning Area (KLA) taught in all classes K-6. Children gather together each morning at Assembly to pray the school prayer. Prayer is part of daily school life for the students, their parents and carers and the staff. Staff meets together each Friday morning for staff prayer. Parents also gathered on many Friday mornings for Stay’n’Pray. They reflect upon the Gospel for Sunday and have discussions together. Masses are regularly attended at the school in Stages on each third Friday of the month. Our Parish Priest prepares and presides at Reconciliation weekly to single classes from Year 3 to Year 6. The school year commenced with an opening school Mass at our Church, where new members of the school community were welcomed and blessed. All children were bussed to our Parish Church for this event.
Throughout the year, the children experienced rich Liturgies on many occasions. In Term 1, Kindergarten to Year 6 attended an Ash Wednesday Liturgy in the school hall. Many teachers attended the annual Diocesan Mass at Waitara Cathedral. Caritas Australia was well supported by the Mini Vinnie’s Group and each class during Lent as the Project Compassion focus. Mini Vinnie’s held a pancake day to begin the funds for Caritas Australia. Each week during Lent the school gathered together in prayer to focus on Lent and the work done by Caritas Australia around the world. All the Year 6 children participated and celebrated in the annual Cluster Mass at The Entrance. The school also honoured St Joseph, St Patrick and all classes prepared and participated in a very moving Holy Week Liturgy in our school hall. We also proudly celebrated Catholic Schools week with a Liturgy and open classrooms. The Parish Stations of the Cross has become a regular event that occurs in the school grounds at 10:30 a.m. each Good Friday and this year all the Readers were from our school community and it was well attended by school and Parish members. In Term 2, an Anzac Memorial focused the children on the proud heritage and honour of our nation. We celebrated Mothers’ Day with a Liturgy and had another Liturgy for Our Lady Help of Christians and one for our patron Saint, St John the Baptist. We celebrated Sorry Day with a Liturgy which included a stick gathering ceremony. We also had a wonderful NAIDOC Liturgy that included traditional dancing. In Term 3 we celebrated St Mary of the Cross Mackillop’s Feast day with a prayerful Liturgy and also honoured our fathers and male figures in our lives after a big breakfast provided by the Parents & Friends. On the last day of Term 3, staff spent the day together at Mary Mackillop Place in North Sydney for our Spirituality day. We explored the Charism of Mary Mackillop and the Sisters of St Joseph on which our school was founded. In Term 4, our School Captains attended the Mission Mass at Waitara. We earnestly raised money for Catholic Mission during the first four weeks of Term and each week the school met together in prayer and reflected on their wonderful work. The Mini Vinnie’s Group encouraged all children to support the local St Vincent de Paul Christmas Appeal by donating toys for those families in need. A Catholic singer songwriter held workshops for the whole school and we had a Christmas Concert in the hall. The Year 6 children had their Graduation Mass in the Church and dinner celebration in our hall.

All students at St John the Baptist are encouraged to take an active role in the life of the Parish. Many students regularly serve at Mass and read at weekend Masses. The Religious Education Co-ordinator (REC) and parents assisted in preparing the children for Reading and participating in the first Sunday of the month 9.15 a.m. Parish Mass twice a Term. The Principal or REC attended Parish Pastoral Council meetings and Parish Liturgy Meetings. The REC also assisted the Parish Sacramental Co-ordinator with Sacramental Programs and celebrations throughout the year. Many of the children participated in Parish Sacramental Sessions and received the Sacraments of Confirmation, First Holy Communion and Reconciliation. The Parents & Friends serve morning tea after Mass on a regular basis at our Church. The Parish and school publicised community events in their respective newsletters about events at the school and/or church site.

3.3 Catholic Worldview

At St John the Baptist the aim is to provide quality education aligned to the Catholic beliefs and understandings expressed in the Diocesan Catholic Worldview and all Religious Education modules taught clearly identify the components of this. Envisioning a Catholic Worldview involves creating opportunities for students to apply beliefs and understandings of the Catholic faith to a variety of situations. All teachers are encouraged to take up this perspective in all Key Learning Areas. The Adult Faith Formation offered by the Diocese to all staff members increases our knowledge and awareness of this viewpoint each year. The strict adherence to the school’s Positive Behaviour for Learning Policy also encourages all staff and children to be respectful, tolerant, responsible, honest and open in all relationships.
Participation in Liturgies and assemblies reflect the Catholic viewpoint in relation to other KLAs. Our Vision and Mission statement drives all teaching and learning activities in all areas. Our Positive Behaviour for Learning, Pastoral Care and Personal Development units and our consistent united approach to anti-bullying reflects the Catholic ethos. The newsletter items, Mini Vinnie’s and Student Representative Council initiatives reflect Social Justice Issues and allow the children to work for the good of all. All classes embrace ecumenical activities and the children who are not Catholic are invited to fully participate in all school activities and religious celebrations.

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 which is implemented by all systemic schools in the Diocese.

During 2013 the REC worked with the teachers to support them in planning and resourcing their Religious Education modules. The Mission Services Education Officer also worked with a small group of staff with a focus on creating pathways for Religious education. Our St John the Baptist proformas for programming and evaluation were revised and modified. The integration of technology is continuing, particularly with the use Interactive White Boards (IWBs) in each classroom from Years 1-6. The Scope and Sequence and Religious Education Policy were further reviewed and relevant changes were made. All of the teachers have Religious Education accreditation or conditional accreditation. Many teachers are currently studying Theology through the Broken Bay Institute (BBI). A few teachers attended the Ministry for Teachers Courses and the REC attended all RE meetings and in-services throughout the year.
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 Primary School reviewed its Positive Behaviour for Learning policy in first Term and continued to create new visuals and support structures such as the behaviour matrix to bring about improved student behaviour.

Lessons were taught throughout K-2 and were then reviewed in the later grades at UP-Keep level.

The school invested time into two in-service days, undertaking the training required for the first 2 components of the KidsMatter framework and ground work has been laid for its continuation in 2014 through the development of an action team and the appointment of a well-being co-ordinator.

The Learning Assistance Program (LAP) restarted within St John the Baptist, where male students were assisted by mentor figures from St Edward’s College, East Gosford.

4.3 Pastoral Care of Families

The 'Nancy' freezer was up and running once more in 2013, and was restocked through several cook-up days held in the school hall.

The Principal, Family Liaison Officer and School Counsellor provided assistance to families identified as in dire need through financial pressure, unemployment, family breakdown, loss and abuse.

There were 16 children who were offered counselling in 2013.

The Rock and Water program was offered to male students from Year 5 and Year 6, who were identified by teachers and families as at risk socially and emotionally.

School fee assistance was offered to some families as a result of unemployment and family breakdown.

In fourth term, the school took part in a pilot program run by the Peninsula Families Program to help families become more connected with service and facilities across the Peninsula. The aim was to help isolated families (coping with language and financial barriers) to assimilate into the community more easily.

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

Many of the successful programs introduced in 2011 and 2012 continued through the 2013 school year. The work established through our participation in EMU (Extending Mathematical Understanding) and the use of Growth Points in Mathematics programming was continued and consolidated. The EMU Specialist targeted the bottom five per cent of Year One students and gave them ongoing, individual support. All teachers used the MAI (Mathematical Assessment Interview) as an assessment for learning tool to establish student Growth Points at the beginning of the year. Through the use of this assessment tool and ongoing professional development, teachers deepened their understanding of best practice in Mathematics.

As part of National Partnerships the school established two Literacy Coaches, in conjunction with the Assistant Principal, Acting Assistant Principal and CSO Education Officers and worked with the staff to embed best practice in Literacy throughout the school.

Children identified early who were not funded with Special Needs continued to participate in the Reading Assist Program to give them extra support to meet relevant benchmarks based on the Reading Recovery Scales.

The school continued to upgrade Information Communication Technology (ICT) resources with the purchase of thirty iPads which were distributed to Kindergarten, Year One and students with special needs.

With the understanding that a successful transition to Kindergarten is a predicator of a student’s ongoing academic and social skills, the school continued with its Transition to School Program – Kindergarten Yana. Kindergarten 2014 students attended three compulsory days in Term 3 where they engaged in a range of activities and teachers observed and took notes. At this time, parents were given information about the child, the school and the community. In Term 4 the parents were offered four optional Yana Mornings which were run similarly to a Play Group. These mornings facilitated the familiarisation of the parents and students with the staff and school and the upskilling of the parent body to provide educational experiences for their child in the home.

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 56 students in Year 3 and 51 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 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
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At St John the Baptist Primary School, the Year 3 children were above national and state means in all areas and were well above the national and state means in Writing and Grammar and Punctuation. In Year 3, 56.4% were in the top two Bands for Reading, 89.1% for Writing, 54.5% for Spelling, 74.6% for Grammar and Punctuation and 52.8% for Numeracy. Previous NAPLAN results indicated that Spelling was a priority and as a result of this data, teaching and learning programs underwent changes to improve students’ results. Guided Spelling was implemented into many classrooms and as a whole school staff, ways to improve this area was discussed. More changes still need to be made and professional learning opportunities provided, to ensure these results are maintained. School-based assessment indicated that there was improvement for the children in the Band 1 in Spelling, Grammar and Punctuation and Numeracy during 2013.
Band Distributions (%) – Year 5

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In Year 5, the students were above the national and state means for Writing. They were above the national means in all other test areas and on par or close to the state means. This school is fortunate to be part of the National Partnership program. Funding from this initiative was used to focus on the areas of challenge highlighted in NAPLAN. Professional learning opportunities were provided to teachers with a focus on Reading. Teachers received professional learning on Shared Text and Small Group Instructional Reading on a whole staff level, a Stage level and a Year level. Also as a result of our school’s partnership with Auckland University the school introduced High Yield Instructional Walks and Talks, where key teachers actively monitor and provide support to teachers to ensure improvements in students’ results on all Literacy measures.

5.3 Extra Curricula Activities

The staff at St John the Baptist are a passionate and dedicated team who provided the students with many and varied extracurricular activities in 2013. The students had the opportunity to take part in a number of activities in a variety of genres. These included activities such as dance troupe, guitar, mini Vinnie’s, robotics team, choir, Tournament of the Minds, library club and guest author presentations. The students also had the opportunity to take part in a variety of sporting activities and gala days many of whom were able to move onto cluster, Diocesan and State levels.

The farm has continued to be a valuable learning environment for the students providing them with an opportunity to take part in hands-on growing of a variety of vegetables.

A highlight of the year has been the introduction of the student led learning groups called “Do it yourself Tuesdays” where students can nominate to teach their peers an activity or topic in which they are interested and an expert. It has been highly successful with the students really enjoying playing the roles of both student and teacher.
5.4 Professional Learning

All staff members developed PALs based on the School Improvement Plan (SIP) and their own Professional Learning needs. Teachers identified professional learning events that supported their PAL and were given the opportunity to attend these where appropriate.

Our SIP goals for 2014 are to launch and implement KidsMatter across the school. To this end staff took part in KidsMatter training of Component One in 2013.

The staff also recapped the inquiry process and why SJB initially chose to implement this process as many of the staff who were part of the implementation were no longer employed at the school.

Each term three staff meetings are dedicated Stage meetings where teachers identify areas of professional learning needs within the Stage. This could be around teaching skills and strategies and needs of specific students.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The introduction of Best Start Literacy assessment and MAI for all grades enabled the staff to get a full understanding on the Numeracy levels of all children and for Kindergarten, a good understanding of the Literacy levels. As a result the teachers were able to develop better programming methods in Mathematics and therefore allowing for individualisation of Maths learning based on specific growth points.

Use of high yield data strategies across the school enabled the teachers to work on improvement plans for all students based on their specific area of need. The introduction of Literacy Walks and Talks meant that teachers could adequately focus on areas of development for each staff member. Through the assistance of key Educational Officers from the Catholic Schools Office specific teacher coaching was allowed to take place on areas of Literacy teaching that needed some refinement.

In 2013 we were fortunate enough to work with the University of Auckland to design and implement a teacher performance appraisal framework that is linked with our school’s Strategic Implementation Plan. As a result each teacher, in collaboration with an appointed teaching mentor, worked together to design individual teacher plans based on student needs, professional needs and school improvement needs.

Through the Empowering Local Schools (ELS) grant all staff were released to undertake the Australian Institute for Teaching and School Leadership (AiTSL) teacher Self Assessment Tool (SAT) survey and were introduced to the new teacher standards.

The Principal participated in an Australia wide delegation to attend a school tour of high performing Asian schools and school systems. He also continued studying for his Doctorate and many other staff also participated in further professional development opportunities.

The school oval was upgraded and a play pod built. All classrooms now have interactive technology and front runner installed for displays.

Robotics was further integrated into our Science and Technology curriculum.

The school also went through an educational review which affirmed the great things in operation at SJB.

6.2 2014 Priorities and Challenges

The 2014 school year means that our student population will have grown to its biggest in well over a decade. As a consequence the school needs to focus on accommodating extra pupils, families and staff.

After going through the review in 2013 the school has drawn up a strategic map for the next three years. Of particular note for this year will be embedding the High Yield data strategies that were introduced in 2013 and to employ three Literacy coaches to work alongside and with classroom teachers.

Literacy practices will be refined to include programs that once operated externally from what was taking place in each room i.e. Reading Assistance Program. Through the use of expert Literacy advisers from the CSO and with the Literacy coaches, extra work required will take place within the classroom and there will not be the need for withdrawing students from classrooms.

The school staff will focus on particular parts of the Mass for work with all of the students to understand the importance and structure of the Mass.
The Kindergarten and Year 1 rooms will be assisted through the roll out of interactive vision TVs and purchasing of more iPads. The iPads will be used in Literacy and Numeracy group time.

The oval upgrade will be complete with new shrubs and also a path for the Way of the Cross which is used by our Parish at Easter time.

The KidsMatter mental health framework for children will be rolled out in the school and the school will introduce new English and Mathematics Australian curriculums into our programming.

The Principal will continue his Doctoral studies and other staff will complete studies in Theology.
7. Parent Participation

7.1 Introduction

Parents continued their involvement in the school in 2013 through planned and official meetings and group time. In particular the School Board was instrumental in being a part of the School Review Process and the P & F were instrumental in running community involvement events such as the ‘Big Arvo’, discos, trivia nights, BBQs and presence at athletics and swimming carnivals.

The school parent network enabled smoother communication and a parent room was established for parents to meet together and enjoy the company of others.

7.2 Parent Satisfaction

The parent body continued to be highly satisfied with all that is on offer at SJB. The parents continued to be very happy with the leadership of the school and the direction it was taking. Enrolment in the school continued to climb as the reputation of the school continued to improve further from previous years. The school, according to the parents, was in a healthy state.

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, Frances Reynolds.