About This Report

St John the Baptist Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

As Principal of St John the Baptist Catholic Primary School, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and welcoming parish who enhance, inspire and support our School.

Although 2015 was uniquely an unsettled year with the building project, new Privacy Law and a change in Parish Priest, as a community we have much to celebrate.

Notably, achieving recognition as one of only seven schools state wide to be prestigiously bestowed an official ‘KidsMatter’ School.

Significantly, St John the Baptist students collaboratively wrote our inaugural School song reflecting our Catholic identity which debuted at the end of year Mass.

Our School also achieved; outstanding NAPLAN results; successfully introduced a second band; seamlessly implemented the School’s tenth class; flawlessly embedded the new National Science Curriculum and received high praise from the ‘Satisfaction’ survey conducted by MMG Education with parent, student and staff.

We welcomed Father David Taylor as new Parish Priest of Manly Freshwater Parish and Dean of the Northern Beaches along with Father Paul Kim, assisting Priest.

Parent Body Message

The P&F goals for 2015 were parent engagement and communication. At the start of 2015 the new Privacy Law was introduced which meant changes in the way we communicated as a school. SJB community adapted and remained strong, supportive and social.

The successful introduction of a ‘P&F Corner’ in the School Newsletter ensured the SJB community was aware of any P&F related news, celebrated our wonderful volunteers, provided parent engagement tips and helpful websites.

The P&F focus on parent engagement saw the success of Parent Information evenings on Cyber-Safety and ‘Ages and Stages’ both of which had high attendance.

The School Canteen was highly successful with the introduction of a Canteen Committee and two paid Canteen Coordinators.

The most significant P&F social/fundraising event in 2015 was the Trivia Night which raised $9,554.00.

Other P&F social and fundraising events include;
- Drinks Under the Stars welcome evening
- Easter Raffle
- Mother’s Day morning tea and stall
- School Disco
St John the Baptist Feast Day Walkathon
Father’s Day breakfast and stall
International Teacher’s Day

P&F President, 2015

Student Body Message

As students of St John the Baptist we are given a variety of opportunities to develop leadership skills “Preparing the Way” for our future. All Year Five students are members of the school’s Environment Team. We are responsible for ensuring a ‘green’ school by promoting recycling and organising the School’s Gardening Club. All Year Six students are members of one of the six Leadership Teams. Team highlights in 2015 include:

§ Creative Arts and Liturgy - organising SJB’s Got Talent and initiating lunchtime Art Club.
§ Mission - raising money to provide for the less fortunate.
§ Civics & Citizenship - representing the school at many community events and attending State Parliament House as leaders.
§ Library - organising Book Week celebrations and Library Club.
§ Technology - running lunchtime Technology Club and Robotics Club.
§ Sport - promoting school spirit with Colour House Points, on Gala Days and during special School events.
School Features

St John the Baptist Catholic Primary School Freshwater, is a Catholic systemic co-educational school.

Our School primarily serves 268 students from 186 families living in Freshwater and the surrounding suburbs of Curl Curl, North Manly and Queenscliff as their local Catholic School in the Manly Freshwater Parish.

We are proud of our rich heritage which is resonated in our educational philosophy and motto ‘Prepare the Way’. Our Catholic foundations underpin the development of the whole child academically, socially, spiritually, physically and emotionally.

St John the Baptist is a school that gives life to its vision and goals through our supportive child centred learning environment, high educational standards, engaging and differentiated curriculum for all and exceptional Senior Student Leadership Programs. Thus, the School enjoy an outstanding reputation in the wider community.

The School has continuously and consistently grown annually since 2013. This year is no exception with the introduction of the tenth class. Currently the school has two classes Kindergarten to Year Two and one class per grade Years Three to Six. The School will continue to grow annually until two classes per grade Kindergarten to Year Six exists.

St John the Baptist firmly believes all children should be given a plethora of opportunities to develop and enhance their potential including enriched activities such as;
- Lunch time Gardening Club, Technology Club, Robotics, Art Club, Chess, Dance
- Debating and Public Speaking
- Choir, Band, Instrumental tutors and Keyboard
- Gifted & Talented Programs and NSW University Competitions
- Sport activities such as; cricket, tennis, swimming, cross country, athletics and Gala Day Competitions.

The School also provides specialist teachers in Music, Library, Physical Education and Learning Support.

St John the Baptist is a highly supportive, welcoming and inclusive school, promoting Pastoral Care and Wellbeing through;
- Positive Behaviour for Learning Program (PBL).
- KidsMatter Program
- Leadership Programs.
- Buddy Programs for both students and new parents.
- Peer Support Program.
- Seasons for Growth.
- Counselling Services.
LAP Program.

As a Catholic School, we are dedicated to our partnership with parents to give each child the opportunity to experience the fullness of their faith, practise and foster each child's growth.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>138</td>
<td>121</td>
<td>26</td>
<td>259</td>
</tr>
</tbody>
</table>

* Language Background Other than English

St John the Baptist Catholic Primary School has continued to grow annually since 2013. Currently there are ten classes consisting of two classes per grade Kindergarten to Year Two and one class Years Three to Six. The School looks forward to the additional Year Three class in 2016.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 94.74 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>95 %</td>
</tr>
</tbody>
</table>

Managing Student 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 NSW Education Act (1990) 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
- 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 CSO and the relevant Department of Education 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 CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>

* This number includes 10 full-time teachers and 8 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>18</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Mathematics Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Day 3</td>
<td>National History and Geography K-6 Syllabuses</td>
</tr>
</tbody>
</table>

Further to this, all Kindergarten to Year Two staff were trained in Synthetic Phonics.
All staff completed Child Protection and Disability/Discrimination training.
Four teachers were trained as specialists teachers in Extending Mathematical Understanding.
Two teachers were First Aid trained.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

St John the Baptist Catholic School’s Vision and Mission is ‘inspired by the teachings and values of Jesus Christ’. As a Catholic community, we are ‘committed to providing a challenging education, so that the future is met with faith, confidence and hope’. The School’s mission is actively lived through developing students’ Catholic Worldview, positive relationships, inclusiveness and community participation.

School Community

As a School community, we give witness to our Catholic identity through daily interactions with all others as well as embedded in all School policies, procedures, learning and Discipleship challenge Kindergarten to Year Six, one also resonated in the School Prayer, new School song and our Wellbeing Matrix.

Parish Community

Students regularly and actively participated in weekday Parish Masses with prepared Readings, Prayers of the Faithful, Offertory Procession and hymns. Parents are always welcome to attend Class Masses.

Family Masses are organised and attended by the School on the first Saturday of each month. Masses were well attended by families. Class Parent Coordinators liaised with the Parish to provide a BBQ after each Family Mass.

The Principal attends Parish Council meetings as an ex officio member and delivered the ‘Principal's Report’ on school matters and events monthly.

Wider Community

Staff attended the Diocesan Schools Staff Mass. Year Six students participated in the Peninsula Cluster Mass and Mission Mass. The Principal and Senior Students represented the School at the celebration of our new Diocesan Bishop, Peter Comensoli.

The School participates annually in local community ANZAC Day and Remembrance Day services. The School takes our Catholic responsibility of service to others seriously which was demonstrated by, but not exclusive to, raising money and collecting items to assist the less fortunate and raising money for the Leukaemia Foundation.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The annual School Improvement Plan in 2015 focused to ‘Increase students learning and ability to successfully demonstrate their understanding in English and Mathematics.’

Achieved in English through the 2015 strategies of;
- Consistent and authentic practices of modelled, shared and independent in both the Reading hour and Writing hour during daily English Kindergarten to Year Six.
- Rigor in standards and targets articulated in the School’s annual Literacy Plan.
- Whole School and class data analysis in reading and writing to identify each student’s point of need in reading and writing.
- Teachers developed and implemented quality differentiated tasks catering for each learning need.
- Teachers participated in Professional Learning of High Yield strategies and implemented individual Learning Intents, class Success Criteria and teacher Descriptive Feedback Kindergarten to Year Six. Teachers also participated in the Professional Learning of ‘Seven Steps to Successful Writing’, CASL Meetings and Instructional Walks. All staff associated with Kindergarten to Year Two were trained in Synthetic Phonics to increase students’ spelling and reading outcomes.
- Identified ‘at risk’ Years One and Two students, participated in Reading Intervention Programs with Learning Support Teacher and Assistants.

Accomplished in Mathematics through the 2015 strategies of;
- Administering MAI Assessment to all students at beginning of School year.
- Analysis of data determined each student’s zone of a proximal development using Growth Points which informed learning and teaching practices and groupings.
- Teachers developed differentiated learning tasks using Growth Points Kindergarten to Year Six.
- Teachers conference with students to set Mathematical learning goals.
- High Yield Strategies as with English was applied to each Maths lesson throughout the year.
- The school continued and increased the Extending Mathematical Understanding (EMU) for ‘at risk’ Year One and Year Two students. Results were very positive with all students increasing their Growth Points.
High achieving students in English and Mathematics successfully represented the school in; Mathematics Challenge, Debating and Public Speaking Competitions.

The new Science and Technology Syllabus was implemented in 2015. Teachers were given planning time at the end of 2014 to ensure success of desired skills and outcomes were achieved. Students enjoyed the new learning experiences which this syllabus provides. Science week was a particular highlight with many students K-6 participating.
NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>85.70 %</td>
<td>52.20 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Reading</td>
<td>89.30 %</td>
<td>48.20 %</td>
<td>3.60 %</td>
</tr>
<tr>
<td>Writing</td>
<td>85.70 %</td>
<td>46.80 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>60.70 %</td>
<td>41.20 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>64.30 %</td>
<td>33.50 %</td>
<td>0.00 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>41.20 %</td>
<td>35.90 %</td>
<td>5.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>58.80 %</td>
<td>33.50 %</td>
<td>11.80 %</td>
</tr>
<tr>
<td>Writing</td>
<td>17.70 %</td>
<td>19.10 %</td>
<td>5.90 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>47.10 %</td>
<td>32.60 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.00 %</td>
<td>27.80 %</td>
<td>5.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

The school’s Year Three NAPLAN results were impressive with the majority of students attaining...
the top two bands (Band 5 & 6) in all areas tested. The School noted the strong increased growth in lower ability Year Five students from their previous Year Three NAPLAN results.

Spelling results in both Years Three and Five students demonstrated an improvement. Year Three student results in Reading, Writing, Grammar and Punctuation were pleasing. The School will continue to focus on Reading and Writing in 2016 to further increase growth particularly with Year Five students.

The school’s NAPLAN results in Mathematics, particularly the overall growth in Space and Geometry, was a testament to the school’s commitment to increase students’ ability to demonstrate their learning. The School acknowledges that most Year Three students attained the top two bands in the majority of Mathematics strands tested.

The 2016 School Improvement Plan (SIP) will focus on extending students thinking by further developing students’ higher order thinking skills and greater differentiated learning.

As a school, we are proud of the results achieved in NAPLAN this year. We believe the results reflect our commitment to learning, consistent focus to achieve School standards and targets specified in our annual; School Improvement Plan, Literacy Plan and Numeracy Plan along with our dedicated commitment to continuously increase students’ growth in learning as well as, maintain high academic standards.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School is committed to ensuring the optimal Wellbeing of all community members. In 2015 this was achieved through;
- Staff adhering and revising our Pastoral Care and Wellbeing Policy, available to all in our community.
- Within the School’s ‘Student Management and Discipline Policy’ clear articulated and embedded procedures support the Wellbeing of all at School.
- School procedures and protocols articulated in the 'A-Z Parent Guide' available to all parents annually.
- Establishment of a School ‘Wellbeing Team’ (combined PBL and KidsMatter members).
- School’s Wellbeing Matrix updated to include SEL Competencies.
- PDH Scope and Sequence updated to incorporate KidsMatter SEL competencies.
- Years Five and Six Peer Support leaders training.
- Peer Support 2015 focus on ‘Resilience’.
- ‘Family Week’ for students and teachers each term.
- Increased understanding of SEL competencies through staff Professional Learning.
- Parent Education on KidsMatter, Anxiety and ‘Ages and Stages’.
- Wellbeing information communicated with reference to Scriptures at assemblies, through class Homelink tasks and School Newsletters.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this
and other related policies may be obtained from the CSO website or by contacting the CSO.

All St John the Baptist staff are committed and adhere to School’s ‘Behaviour Management and Student Discipline Policy’ (reviewed 2015). The School’s Policy clearly articulates the embedded procedures to support the wellbeing of all students and staff.

The school proactively articulates the school's behaviour expectations through communicating the school rules in the annual 'A-Z Parent Guide'; visual displays around the school; Policies are available on the School Website to all parents; new families receive the School’s Wellbeing Matrix which includes the School Rules, Positive Behaviour for Learning and Social and Emotional Learning (SEL) and parents receive pertinent information regularly through the School Newsletters.

**Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

St John the Baptist Catholic Primary School has a zero tolerance to bullying. Matters are dealt with swiftly and in partnership with parents.

The School’s Anti-Bullying Policy is embedded in our ‘Behaviour Management and Student Discipline Policy’. It clearly articulates the School’s expectation of students and procedures implemented if required. The expectation of parent behaviour is articulated in the School’s adult ‘Code of Conduct’ (2015) All School Policies are available to all parents.

The School takes a proactive stance against bullying by;
- Embedded daily school/class expectations, routines and procedures.
- ‘Friendship Survey’ conducted each term by the class teacher. Survey data analysed and actioned.
- Increasing student awareness of their wellbeing status.
- Annual Anti-Bullying play performed for Years Two to Six students.
- School participates annually in the National ‘Say NO to Bullying’ Day.
- Explicit Anti-Bullying lessons taught Kindergarten to Year Six.
- The Wellbeing Team met twice a term to analysis whole school data, identify needs, formulate action plans and discuss implementation at fortnightly business meetings.

---

**Complaints and Grievances Policy**

Annual School Report to the Community 2015
The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

St John the Baptist Catholic School adheres to all CSO Policies localised through the School’s Policies and Procedures. ‘Complaints and Grievances’ are no exception with expected School procedures and protocols clearly articulated to all in the community through the annual ‘Staff Handbook’ and ‘A-Z Parent Guide’ and the School’s ‘Code of Conduct’ for Adults. Further to this, parent reminders are articulated through the School Newsletter, P&F and Class Coordinator meeting as well as, Staff meetings. Parent information is available on the ‘Primary Parent Planner and School Website.

**Initiatives Promoting Respect and Responsibility**

The School actively promotes respect and responsibility with all members in our community which is embedded in all daily activities. This further includes:

- Wellbeing fortnightly focus articulated at assemblies
- Senior Student Leadership Teams
- Buddy Program
- Parent Buddy Program
- Peer Support Program
- Parent Information Sessions
- A-Z Parent Guide
- Staff Handbook
- Volunteers Handbook
- Volunteers annual induction by the Principal and signed ‘Confidentiality Agreement’ before commencement.
- Student Wellbeing and School Rules Awards presented at each assembly.
- Principal hosts an annual morning tea for all recipients of the ‘Principal’s Award’ given throughout the year to students who are role models of respect and responsibility for others.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

**Key Improvements Achieved**

The annual Mission goal to ‘*Emphasis the Discipleship of St John the Baptist*’ was achieved through; induction of new staff and volunteers; students writing our School song; collaborative planning with teachers and RE Consultant and all staff participating in a ‘Spirituality and Wellbeing’ Staff Development Day.

Successful achievement in Teaching and Learning goal to ‘*Increase student learning and ability to successfully demonstrate their understanding in English and Mathematics*’ in particular, Reading, Writing, Space and Geometry was reflected in the School’s NAPLAN results and accomplished through aligning Professional Learning to SIP goals and strategic rigour.

The Pastoral Care goal to ‘*Improve students’ social and emotional skills and strategies*’ was achieved through explicit teaching of SEL competencies; Peer Support K-6 Program on ‘Resilience’; School launch of ‘KidsMatter’; Parent Education on SEL competencies; updating the School’s Wellbeing Matrix and reviewing our Pastoral Care and Wellbeing Policy.

**Priority Key Improvements for Next Year**

The School’s Mission priority in 2016 is to ‘*redefine the school’s underpinning Catholic values aligned to the school’s Vision and Mission Statement*’.

In the domain of Learning and Teaching, our priority in 2016 is to ‘*increase the intellectual performance in high ability students*’ with a particular focus in English and Mathematics.

Our Pastoral Care and Wellbeing priority next year is to ‘*continue to develop, strengthen and embed student’s social and emotional skills and strategies*’ into the school’s daily practice.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

The results of the MMG Education Survey conducted on Parent Satisfaction are as follows;
- Overall satisfaction with school is 86% (Very High).
- Parent expectations met or exceeded is 92% (Very High).
- Catholic practices, philosophy and faith, 83% (Very High).
- School’s academic programs, 85% (Very High).
- Pastoral Care, 83% (Very High).
- Extra-curricular programs, 78% (High).
- School community is student-centred and supportive where wellbeing, learning and growth are priorities, 80% (Very High).
- Parent satisfaction of school leadership and administration is 81% (Very High).
- Parents and Friends Association, 81% (Very High).
- Overall communication 71%. Although ‘High’, this is an area which requires further investigation, planned improvements and implementation in 2016.
- Community involvement and engagement, 76% (High).
- Overall satisfaction of student services school provides is 86% (Very High).
- Overall satisfaction of facilities and resources is 77%. This is expected to increase with the completion of the school’s building project in 2016.
- School is working to achieve its Mission is 79% (High).

**Student Satisfaction**

The results of the MMG Education Survey conducted on Student Satisfaction are as follows;
- Student overall satisfaction is 75% (High).
- Student satisfaction of academic programs provided is 80% (Very High).
- Student connection with God and Church, 75% (High).
- Student satisfaction with matters relating to Teachers is 79% (High).
- Student satisfaction related to Learning is 71% (High).

**Teacher Satisfaction**

The results of the MMG Education Survey conducted on Staff Satisfaction are as follows;
- Overall satisfaction of staff is 82% (Very High).
- Staff expectations of the school either met or exceeded, is 90% (Very High).
- Staff satisfaction of Catholic practices, philosophy and faith is 86% (Very High).
- Staff satisfaction on the school’s academic programs is 85% (Very High).
- Pastoral Care 88% (Very High).
- Staff satisfaction of school bullying being dealt with is 85% (Very High).
- Overall satisfaction of staff with leadership and administration is 82% (Very High).
- Overall communication is 72% (High).
- Community involvement and engagement 87% (Very High).
- Facilities and Resources 74% (High).
- Staff Welfare 78% (High).
- Professional Learning and development staff overall satisfaction is 80% (Very High).
- Staff Morale and attitude 84% (Very High).
- Staff satisfaction the school is working to achieve its mission is 77% (High).
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**Income**
- Commonwealth Recurrent Grants (53.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.4%)
- Fees and Private Income (23.7%)
- Other Capital Income (5.1%)

**Expenditure**
- Capital Expenditure (11%)
- Salaries and Related Expenses (68.3%)
- Non-Salary Expenses (20.7%)

### Recurrent and Capital Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,557,397</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$505,007</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$686,195</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$148,754</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,897,353</td>
</tr>
</tbody>
</table>

### Recurrent and Capital Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$306,709</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,904,266</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$577,005</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,787,981</td>
</tr>
</tbody>
</table>

Annual School Report to the Community 2015  Page 22