

St John the Baptist Catholic Primary School, Woy Woy

Annual School Report to the Community

2014



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Principal

Mr Frank Cohen

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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2014 has been another successful year for all of the students, staff and families involved in our ever growing community. As a result, we will undertake a building program for next year with the creation of six new classrooms and break-out areas in a double storey arrangement. This will allow for the accommodation of increased enrolments which have been happening at a steady rate since 2008.

Yet again the school achieved solid results in NAPLAN for Years 3 and 5 when compared nationally and with statistically similar schools. A change in how both Mathematics and English were delivered to students has already produced strong educational dividends. This year we were served well by three literacy coaches operating across the three stages, allowing for direct modelling, co-teaching and peer review of explicit teaching of English.

The *Kinder Yana* program continues to be a wonderful initiative in getting it right for new students starting "big school". Our school musical once again was praised widely for the talent on display, and students were provided with multiple opportunities to excel in the arts, sport, robotics and Science.

My sincere thanks to all families for another great year.

Parent Body Message

St John the Baptist School has continued to grow in 2014. Our enrolments have again continued to increase along with a great reputation within the community. The leadership team and staff along with the support of our strong parent community at St John the Baptist have seen improvements across the board – academically, pastorally and socially. St John the Baptist is a community bound by our Catholic faith and it is evident every day.

Parental involvement in our school is integral, allowing the school to provide opportunities to students, parents and families. We are fortunate to have a wonderful School Board, Parents and Friends (P&F) team and many parent helpers volunteering at events throughout the year. Social opportunities are equally important for students and families with a variety of opportunities to come together.

St John the Baptist parent community has been fortunate to work closely with the school leadership team and so much has been achieved in 2014. This is only possible if all parties are respectful of each other and are all working towards a common goal. I think this is why 2014 has been another successful year for the St John the Baptist community as a whole.

Student Body Message

2014 has been an amazing year full of opportunities. We are very fortunate to have so many different occasions to learn. We enjoyed Masses, Mini Vinnies, our biennial musical in Term 3, excursions for all grades, sporting events, author visits, science club, grade assemblies, dance troupe, Student Representative Council (SRC), band, guitar and choir.

Every day we are reminded to follow in Jesus' footsteps and treat others the way we want to be treated. We enjoyed a special visit from a musician and performer who then assisted our school in a beautiful Christmas musical.

We have introduced a new program this year called *KidsMatter* which has inspired us to become a better school community. This program has helped us to be more motivated to act and think in a more positive way towards each other.

Finally this year we have seen the completion of our oval with the lush green grass to play on at break times. We have also enjoyed a new rewards system this year. We are now rewarded for our respectful, responsible choices by receiving a Principal's award and enjoy a special morning tea and fun activities in the rewards room.

We have enjoyed 2014 and believe it has been the best year yet.

SECTION TWO: SCHOOL FEATURES

School Features

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

The school originally began in 1922 in the centre of Woy Woy and was established by the Josephite nuns. We moved to our present site in 1979. We cater for boys and girls from Kindergarten to Year 6 and are moving from a two stream arrangement to three streams. To cater for the growth, six new classrooms will be built in 2015. We belong to the Woy Woy Peninsula Parish and the priests are active in our school.

The school's physical site has changed largely due to the work of the school board and P&F. The function of the P&F is to raise funds and through the school board provide input for the school's development.

In 2014 students were involved in creative, academic and sporting pursuits such as the *Masquerade Musical*, *Tournament of the Minds*, *Come on Kids* online Mathematics, international UNSW competitions, gala days, diocesan sporting events, chess, public speaking and band competitions.

The school band at its very first attempt won a gold award at the local Central Coast Conservatorium of Music day and is growing from strength to strength.

The school embedded its *Positive Behaviour for Learning* program with the launch of the *KidsMatter* framework. One tangible activity that has been well received is the establishment of peer groups with their belief that every child counts.

A new school mural has been painted which emphasises our link to the lighthouse of our diocese. It emphasises words from our mission statement with a visual image of Jesus holding the hands of two students on a walk along the Emmaus path.

Our children were praised once again for their good, respectful behaviour at external events, excursions and camps. They know and can articulate what it means to be a student at our school. The feedback we are now getting from high schools such as St Edward's, St Joseph's and Gosford High School is that our students are well prepared for high school and many of our students are on the high achiever lists.

Approval for a new Early Learning Centre (ELC) to be built in 2015 has been granted and the

community is waiting in anticipation of how this new facility will develop for our school community.

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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
241	211	39	452

* Language Background Other than English

Since 2008 our school has been on a steadily increasing enrolment trajectory. As each Year 6 group transits out they are being replaced with larger Kindergarten groups coming in. Essentially this means on average we are gaining approximately 25 students each year.

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 2014 was 94.06 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.00 %
Year 1	93.60 %
Year 2	93.70 %
Year 3	96.10 %
Year 4	92.90 %
Year 5	94.60 %
Year 6	93.50 %

The student attendance rate has been fairly steady since 2008. The number of families applying for additional holidays during school time has increased. This will be an area to monitor to ensure that all children use their time effectively at school. Some parent education around this may be needed.

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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	12	37

* This number includes 18 full-time teachers and 7 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.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	25
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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.

Day 1	Mathematics: Data review and up-skilling of teachers. The day involved an analysis of MAI data gained from assessment of all students over the past two years. The particular focus was on the movement of students along the growth point continuum and skilling teachers in first wave intervention.
Day 2	Religious Education: The staff attended two twilight sessions in relation to Religious Education. These two sessions focused on the Mass and prayer, Lectio Divina and the Examen.
Day 3	KidsMatter: The staff undertook PL for KidsMatter component 2, based on social and emotional learning and developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations.

An important focus of the year was the work undertaken by the Literacy coaches to develop the skills of teachers in regard to the English block with a focus on the reading hour. The model developed was based on the idea of gradual release of responsibility. The coaches worked in six week cycles to develop teachers' skills in areas of identified need.

Many staff members have either continued or begun further study. Many are completing the Masters in Theology. Other areas of study include special needs.

Early career teachers have had opportunities to take part in the CSO mentoring program.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and 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 life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

St John the Baptist Catholic Primary School, Woy Woy South, was established in 1922 by the Sisters of St Joseph. The School chapel is dedicated to Saint 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. 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.

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 students, their parents and carers, and staff. Throughout the year, children experienced rich liturgies on many occasions, beginning with our opening school Mass at the church. We also celebrated Ash Wednesday, Holy Week, St Joseph's feast day, St Patrick's feast day, Catholic schools week, Mother's day, Father's day, the Assumption, Advent and feast days of Our Lady Help of Christians and St John the Baptist. Many teachers attended the annual diocesan schools' staff Mass at Waitara Cathedral. Caritas Australia and Catholic Mission were well supported by the Mini Vinnies group throughout the year. All Year 6 children participated in and celebrated the annual cluster Mass at Terrigal. 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. This year all the readers were from our school community and it was well attended by school and parish members. In Term 4, our school captains attended the Mission Mass at Waitara. 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 second Saturday of the month for the 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 children participated in parish sacramental sessions and received the Sacraments of Confirmation, First Holy Communion and Reconciliation.

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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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.

To support staff in the teaching of English the Catholic Schools Office (CSO) funded the appointment of a literacy coach. The role was divided among three teachers with each focusing on a different stage. An important focus of the work undertaken by the literacy coaches was to develop teacher skills in the English block with a focus on reading. The model developed was based on the gradual release of responsibility model. The literacy coaches worked in six-week cycles with teachers to bring about improvements in areas of collaboratively identified need.

With increasing levels of anxiety among our students and their families, a priority for the year has been student wellbeing. *KidsMatter* was introduced in 2013 with component 1 training. A mural was created, with the help of the Catholic School Office and Diocesan Aboriginal Education Workers (AEWs), to depict inclusion for all. *KidsMatter*, as a focal point of the school community, was then launched in 2014. Staff training in *KidsMatter* continued this year with component 2 training. *KidsMatter* as a priority will continue in 2015.

There has been a significant shift in learning support with the learning support teacher working in a more hands-on capacity with students in the classroom. Previously undiagnosed students were validated in 2014 through the diligence and support of the class teachers and the learning support teacher.

The work established through our participation in *Extending Mathematical Understanding* (EMU) and the use of Growth Points in Mathematics programming was continued and consolidated. Two new EMU Specialists were trained and were able to target two groups of at-risk Year 1 students. Once again teachers used the Mathematics Assessment Interview (MAI) 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. Teacher learning needs were identified and a staff development day was planned to meet these needs.

eLearning has continued to be an important focus and, to this end, a further 12 iPads and an Apple iPad syncing machine were purchased. The syncing machine allows the iPads to be updated and monitored regularly.

The St John the Baptist Kindergarten transition program, *Kinder Yana*, has continued to develop, offering teachers a thorough and highly valuable insight into the students who are transitioning to school in 2015.

Staff have begun preparation for the implementation of the Science and Technology syllabus in 2015. Consolidation of the implementation of Mathematics and English syllabuses has been ongoing.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68.70 %	49.90 %	2.10 %	11.90 %
	Reading	62.50 %	46.20 %	6.30 %	13.10 %
	Writing	72.90 %	39.10 %	4.20 %	11.20 %
	Spelling	58.40 %	43.70 %	8.30 %	14.80 %
	Numeracy	58.40 %	36.20 %	0.00 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	53.40 %	36.60 %	10.00 %	16.10 %
	Reading	36.60 %	34.50 %	11.70 %	16.30 %
	Writing	21.70 %	15.50 %	6.70 %	21.40 %
	Spelling	40.00 %	33.60 %	15.00 %	16.40 %
	Numeracy	31.70 %	25.90 %	6.70 %	18.10 %

NAPLAN Comments

In all test areas, in both Years 3 and 5, the percentage of students achieving in the top two bands was higher than the national rate. Of particular note was the achievement in numeracy in Year 3. These pleasing results may be attributed to more precise assessment instruments being used to inform teachers about the instruction needed to meet the learning needs of each student. Through direct intervention and changes to Maths programming, the school is seeing an overall positive change in external test data for all grades.

Students who scored in the bottom two bands will now be the focus of individual learning plans designed to support improvements in the areas of challenge.

The school's achievement with grammar and punctuation has been an area of strength for some time. In addition, results for Year 3 writing are a cause for celebration. The introduction of literacy coaches this year to model, co-teach and observe teachers means any areas of challenge are being addressed, ensuring explicit teaching is at its optimum.

The school consistently is above national and statistically similar school means in NAPLAN. We are now advancing towards being on par with or above Diocesan means.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

In 2014, St John the Baptist School continued to review and improve upon its implementation of *Positive Behaviours for Learning* (PBL). This included adding to the visual displays and reminders around the school to help children demonstrate desired behaviours as they moved from their classroom settings.

Lessons were taught each week based around whole-school targeted learning behaviours. These lessons were reinforced by PBL awards which were handed out at assemblies each fortnight.

In Term 2, the *KidsMatter* primary framework was launched within the school. This was the culmination of work that began in 2013. The launch involved the whole school community gathering together to celebrate the concept of 'every face having a place' at our school. The children participated in their peer groups, led by our Year 6 students. The children generally had a great time participating in tasks based around St John the Baptist, Aboriginal spirituality and social and emotional learning.

The peer groups have continued throughout the year to help children make connections across our school community and to help them become more comfortable with people from other classes and stages.

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.

Saint John the Baptist School uses *Positive Behaviours for Learning* (PBL), to manage student behaviour and to ensure that all children recognise the importance of being respectful and responsible learners.

This year, several extra lessons were introduced to help reinforce these behaviours at key times. These lessons included *playing the game fairly*, *Anti-bullying* and *being Bucket Fillers*.

The introduction of *KidsMatter* peer groups which ran three times each term, was also an initiative that helped support children who might struggle socially, as it allowed children a wider network of friends and helpers to draw upon in times of need.

The award system was renewed to include a token system. This allowed more children to be rewarded for their positive behaviours. Once the children received 25 tokens, they were invited to a special morning tea with the principal as a further reward for their efforts. The children were acknowledged at assemblies with a Principal's Award and it was wonderful to see so many children receiving awards for being respectful, responsible learners.

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.

On Thursday 20 March, our school acknowledged *National Anti-bullying and Harmony day*. Students were asked to wear red and/or orange clothing or their school uniform with an accessory such as ribbons in their hair, laces, bracelets, necklaces or socks. The children participated in a liturgy and then worked in peer groups to reinforce the message of the importance of saying 'no' to bullies.

In Term 3 we then had a visiting performance which helped to reinforce the importance of not being a bystander to bullying. The children brought yo-yos and had lots of fun learning to yo!

The children have worked on cyber-bullying units during designated library time throughout the Annual School Report to the Community 2014

year.

Complaints and Grievances Policy

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.

The school follows diocesan protocols around disputes and complaints handling. There were no major complaints in 2014. Minor issues usually revolved around communication problems; these were quickly addressed so that all parties left satisfied that each was heard and afforded input.

An open door policy to the principal is always in existence which was once again appreciated by the parent body.

Initiatives Promoting Respect and Responsibility

Our Year 6 leaders undertook a new and exciting role this year when they were asked to become *KidsMatter* peer group leaders. This role involved them taking on the running of our peer group lessons.

The children had training each week before the *KidsMatter* peer groups were held. They then gathered their groups together and worked with younger students to complete activities within their groups under the guidance of the teacher.

Feedback from student surveys based around the *KidsMatter* peer groups in Term 4 showed that nearly all children felt that they benefited from these groups in some way. The Year 6 students overwhelmingly felt that it helped them make wider connections throughout the school; they appreciated receiving many waves and 'hellos' throughout their days.

Year 6 students also reported that their leadership qualities were developed through this leadership opportunity and that they became less shy and more able to talk in front of others.

SECTION NINE: SCHOOL IMPROVEMENT

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

This year our focus was to continue to improve the quality of Maths and English teaching to benefit all learners. To this end a great deal of staff professional learning time was dedicated to analysing data from the Mathematics Assessment Instrument. As a result, teachers streamlined the way explicit teaching programs were planned and delivered.

The introduction of the literacy coach model for each of the three stages meant that all staff were able to observe, be observed and co-teach explicit teaching strategies in the key curriculum areas of reading and writing.

Our external results for both Maths and English have continued to improve and can be attributed to these specific professional learning interventions.

The introduction of the *KidsMatter* mental health framework this year means that the community is working very hard to reduce anxiety in children and to address mental health issues that are prevalent in our school community. The successful launch coincided with the introduction of peer support groups and buddy benches. Promoting an understanding that social and affective domains matter as much as the academic domain is an important, on-going emphasis in our school.

Priority Key Improvements for Next Year

In 2015 the school will consolidate work with literacy coaches with a focus on spelling and writing. We will continue to expand the *Kinder Yana* program and make use of early learning data to ensure we give every child the best start possible to big school.

A new Early Learning Centre will be built. The School will have significant input to curriculum and

enrolment decisions to ensure transition is smooth for the years ahead.

A *Friendly Families* program will be introduced to align with our *KidsMatter* framework and to explicitly address anxiety issues for students through dedicated lessons. A partnership will be developed with Macquarie University which will fund the introduction of this program.

The school will continue to build upon the successful school - parish monthly mass with a view to parents singing and reading with the children who participate.

Attention to Science will be a strategic priority in the learning and teaching domain, along with teachers aligning their performance appraisal with the new *Australian Professional Standards for Teachers*.

SECTION TEN: COMMUNITY SATISFACTION

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

2014 has been a very successful year from the parent perspective. So much has been achieved and St John the Baptist (SJB) continues to grow in size and reputation. It is a sought-after school within the local community and parents are happy that they are part of community.

Many community building events were held such as the SJB Ball, the wonderful musical – *Masquerade*, fundraisers, BBQs and Father's and Mother's day breakfasts just to name a few. These events could not take place without the support and help of the community as a whole. Parents and staff worked together throughout the year, organising, volunteering and just having fun.

2014 saw stage 2 of the oval completed, a major achievement that enables a whole oval to be available for the school community. This has been a major goal for the school community; to see the children and families use the oval has made all the effort worthwhile. The *School Farm* continues to be a great addition and is enjoyed by all. The P&F have continued to build up resources with the purchase of numerous items for use by the school community. 2014 has been a wonderful year and the community is grateful for all that has been achieved.

Student Satisfaction

The students at St John the Baptist reported being highly satisfied with all the school offered in 2014. They feel it is a wonderful community of which to be a part. They enjoyed many of the facilities offered to them, in particular the use of technologies integrated into classrooms, the newly developed oval including soccer goals and football posts, the introduction of the playpod, as well as the refurbished library. They also appreciated the opportunities to take part in a variety of extracurricular activities such as the choir, dance troupe, the Science club and Mini Vinnies. They were very satisfied that they have had the opportunity to participate in a variety of school events; their involvement in events such as the school musical, Christmas concert and Tournament of Minds was a highlight for them.

Teacher Satisfaction

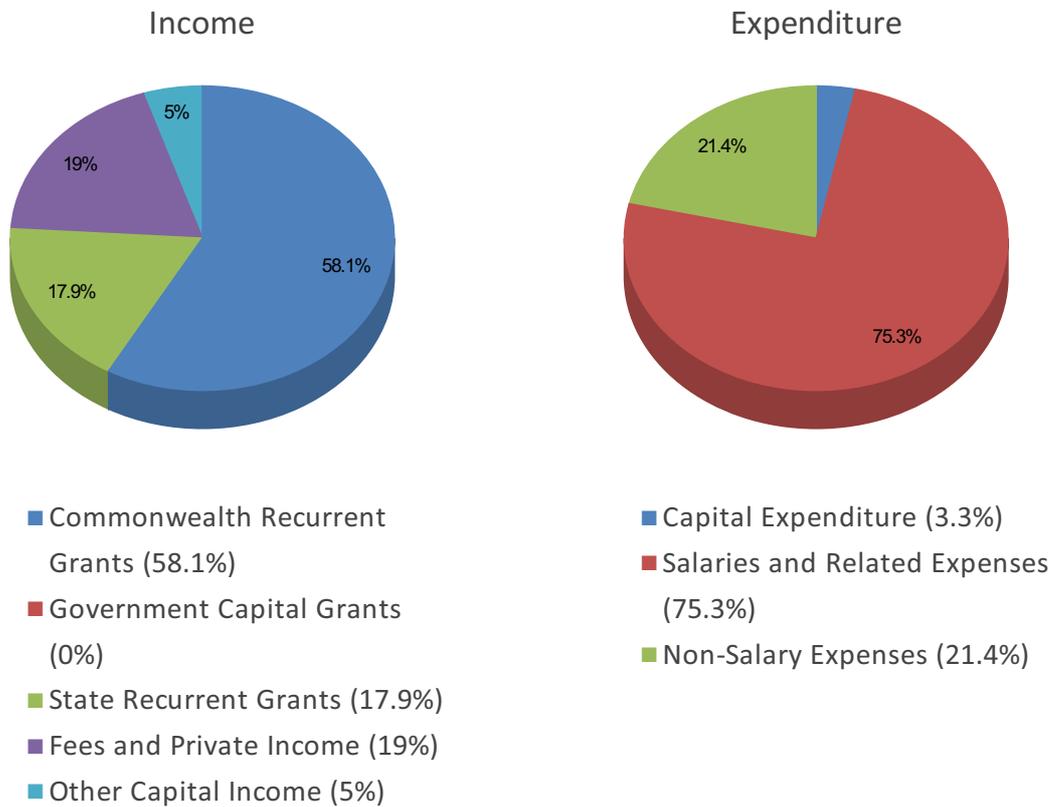
At St John the Baptist the staff have consistently felt supported by the leadership team. They have been provided with a variety of professional learning opportunities and encouraged to seek

further opportunities to develop their knowledge and skills as identified by their teacher PAL process.

The pastoral care and wellbeing of staff has been a priority with many nurturing events being organised as well as simply being there for each other. Under the *KidsMatter* banner, we also genuinely acknowledge that staff matter.

SECTION ELEVEN: FINANCIAL STATEMENT

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,910,927
Government Capital Grants	\$0
State Recurrent Grants	\$894,138
Fees and Private Income	\$951,805
Other Capital Income	\$250,400
Total Income	\$5,007,270

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$148,938
Salaries and Related Expenses	\$3,404,241
Non-Salary Expenses	\$965,436
Total Expenditure	\$4,518,615