

**St John the Baptist Catholic Primary
School, Woy Woy South**

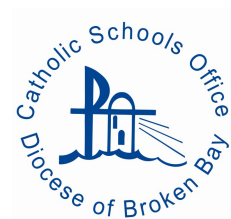
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ABOUT THIS REPORT

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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Diverse curricula activities initiated by a caring and dedicated team of professionals, large well-maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities at St John the Baptist Catholic Primary School. St John the Baptist is blessed with a dedicated and caring staff who have created a loving Christian environment that is the essence of all we do. St John the Baptist School is a place where disciples of Jesus are formed and nurtured to achieve excellence in order to make a difference in the world.

Parent Body Message

There is a strong partnership between parents and the school, contributing significantly to a sense of community at St John the Baptist and a nurturing educational environment. Parents and teachers continue to place great value in working as a team to promote learning and develop respectful, responsible children. The involvement of parents in school activities is high with many parents helping out in canteen, classrooms, at school carnivals and events and attending school events such as Masses and assemblies. The Parents and Friends group (P&F) remains focused on holding events and activities for students, parents and teachers to maximise the sense of community and further encourage parental involvement and partnering with the school.

Student Body Message

Here at SJB, there are many things we do to promote the school's mission. We have a strong religious program with events such as school masses, liturgies and all the sacraments. Plus, we also have Mini Vinnies, where the children can raise money and appeal for donations to help the poor.

Not only are our teachers knowledgeable at St John the Baptist, but they offer guidance during difficult times. Teachers pay attention to our every need and look out for us as individuals. They often have to sacrifice their own time to chaperone us on camps, discos, excursions, surf days and other outings. They provide us with various opportunities at break times to broaden our minds and always ensure that we feel comfortable and accepted.

St John the Baptist gives us the chance to gather new friends and share interests. It is our belief that these friendships will stand the troubles of life so that we may lean on each other during times of change and hardship.

We have wonderful and kind staff members who make a huge difference. Students know that the staff at our school help them to be the best person they can be.

SECTION TWO: SCHOOL FEATURES

School Features

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

St John the Baptist School originally began in 1922 in the centre of Woy Woy and was established by the Josephite nuns. It was moved to its 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 were built in 2015 ready to be opened for use in 2016. We belong to the Woy Woy Peninsula Parish and the priests are active in our school coming for weekly visits to celebrate Mass and reconciliation.

Our current enrolment is 473 students which has slowly increased over the last few years. St John the Baptist Catholic Primary School draws from a wide geographical area, with children travelling from Kariong, Tascot, Umina, Ettalong, Phegan's Bay, Booker Bay, Empire Bay as well as from the local surrounding areas of Woy Woy. This demographic contains a vast spread of socio-economic backgrounds.

We have Aspect classes for children with autism, with a total enrolment of eighteen children in these classes.

In 2016 students were involved in creative, academic and sporting pursuits such as the end of year *Musical*, *Tournament of the Minds*, international UNSW competitions, gala days, diocesan sporting events, debating, chess, public speaking and band competitions.

The school bands consist of a concert and training band and both are going from strength to strength.

Positive Behaviour for Learning (PBL) and wellbeing have been a priority with various programs implemented throughout the school to support student mental health.

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
264	191	33	455

* Language Background Other than English

Enrolments have been steadily increasing since 2008 allowing the school to grow from a two stream school to three stream.

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 2016 was 92.13 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92 %	92 %	93 %	93 %	91 %	93 %	92 %

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 [*Procedures 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
31	11	42

* This number includes 21 full-time teachers and 10 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.	31
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	Maths: Explore growth point tasks for place value, Identify rich tasks through open ended questioning, Investigate the plenary.
Day 2	Science: Developing the student's ability to question scientifically, Assessing scientific processes, Looking at STEM activities in the classroom, How to assess science.
Day 3	Year of Mercy: This one-day staff formation day explores the invitation and challenge of Pope Francis to the Church in this Year of Mercy. Staff will explore a number of related themes as they experience a variety of approaches to prayer and meditation.

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

St John the Baptist has a strong religious dimension, evident throughout the school. The school aims to present quality education as an expression of the Catholic worldview. We therefore seek to offer opportunities to apply our worldview to all aspects of life both within and beyond the school. The Catholic worldview is evident in teaching programs for Key Learning Areas (KLAs) and in policies. Each week the newsletter includes a reflection on the week’s Gospel providing a Catholic worldview perspective and an outline of upcoming liturgical events.

Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all KLAs and interaction with staff and parents.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. Feast days and special seasons are celebrated through Masses and Liturgies. Children in Years 3 to 6 celebrate Reconciliation once a term and all classes are exposed to Exposition of the Blessed Sacrament each term. The sacraments of Reconciliation, Confirmation and Eucharist are received by children from Years 2 to 6.

During 2016, children and staff have been enriched by a wide variety of prayer experiences. Each Friday morning, the school staff gathers to participate in community prayer. Each class has prayer during the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. The school supported the local St Vincent de Paul chapter by holding regular *Mini Vinnies* meetings and facilitating awareness and fund raising activities.

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 teaching staff believes it is important that we have consistent practice across the English and Mathematics blocks so students know and understand learning expectations and routines, no matter the class in which they are learning. Extensive professional learning (PL) for staff has been an integral part of this process. The school Leadership Team continue to collaboratively and actively lead professional learning. Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximise children's learning. For the last few years we have worked toward high quality in English based on evidence-based best practice; similarly for the last two years we have worked towards greater precision in the teaching of Mathematics.

This journey has been aided by support from the Catholic Schools Office (CSO) with *Extending Mathematical Understanding* (EMU), *Best Start* and *Improving Literacy and Numeracy National Partnerships* (ILNPNP) programs and funding. Considerable resourcing by way of releasing teachers, organising CSO personnel to work with and support teachers, and purchasing teaching resources has greatly assisted this journey.

To understand the student's point of need, and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the *Teacher Inquiry and Knowledge Building Cycle* (Timperley 2008). All teachers conduct a Mathematical Assessment Interview (MAI) on their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Similarly *Running Records* are taken at the beginning of the year to analyse reading ability for areas of strength and need. Reading levels are then tracked each term which is the catalyst for further professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

Students were also given the opportunity to participate in a wide range of activities including: choir, band, guitar lessons, chess and board games, various inter-school and Diocesan sporting events, gala days, surf safety days, a two week intensive swimming program for children in Kinder and Years 1 and 2, debating and public speaking competitions.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.18 %	52.50 %	5.88 %	9.60 %
	Reading	66.18 %	49.40 %	4.41 %	11.50 %
	Writing	72.06 %	48.80 %	0.00 %	6.20 %
	Spelling	52.94 %	46.40 %	11.76 %	12.40 %
	Numeracy	44.93 %	35.60 %	10.14 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	48.08 %	36.30 %	3.85 %	15.00 %
	Reading	48.08 %	35.30 %	9.62 %	15.50 %
	Writing	30.77 %	17.20 %	11.54 %	18.10 %
	Spelling	40.38 %	29.80 %	3.85 %	17.20 %
	Numeracy	34.62 %	28.30 %	5.77 %	16.50 %

NAPLAN Comments

As can be seen from the table, the percentage of students placed in the top two NAPLAN bands

was

considerably higher than the national average across both Year 3 and Year 5. Similarly the percentage of students placed in the lower two bands is considerably lower than the national average.

The school's achievements are particularly strong as compared to statistically similar schools data (My School website Results in Bands table). Early intervention strategies, coupled with significant professional learning initiatives in literacy and numeracy, have been shown to be effective.

Extensive professional learning for staff around best practice has taken place and as a result we have implemented significant precision around the teaching of English and Maths. Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximize children's learning. Considerable resourcing by way of releasing teachers, organising expert personnel to work with and support teachers, and purchasing teaching resources has greatly assisted. To ensure we meet the needs of our students at St John the Baptist it is expected that teaching programs are differentiated taking into consideration each student's point of need.

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.

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.

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.

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.

Initiatives Promoting Respect and Responsibility

To ensure a consistent and positive approach to behaviour management we have in place *Positive Behaviour for Learning* and *KidsMatter* which are two initiatives that address behavioural, social and emotional learning. Both initiatives specifically address and teach the rule, "At St John the Baptist we are respectful, responsible learners" where the children are guided to understand what being responsible and respectful means and therefore to act in an appropriate way in the community.

Students are encouraged to think about and support community service initiatives instigated by our *Mini Vinnies* group. These activities promote empathy and respect for, and a commitment to action, to assist those less fortunate than ourselves.

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

Learning and Teaching: The sustained and strategic focus on literacy and numeracy through teachers engaging in coaching cycles in both areas has had a positive impact on teaching practice and student achievement with literacy and numeracy. Coaches supported grade teachers as they planned and implemented learning for all students ensuring differentiated tasks met all students' needs. More able students were challenged through extension classes offered in Maths, Reading, Writing, Debating and Robotics.

Mission: With the continuation of weekly Masses this year children were given greater opportunities to engage in liturgical experiences which were enriched by children participating in various ministries throughout the mass. The *Examen* prayer allowed children to have time each day to reflect on their day and connect their experiences to God.

Pastoral Care: improving the mental health and wellbeing of students continued to be a big focus of 2016 with the following activities provided: Wellbeing Week, *Seasons for Growth*, National Anti-bullying week, a variety of break time activities were offered and PDH units which incorporated social and emotional activities were undertaken.

Priority Key Improvements for Next Year

Learning and Teaching: In 2017 we will continue to focus on point of need teaching in the areas of English and Maths by analysing data and deepening the teachers' knowledge and understanding of differentiation strategies to meet the students' needs. Teachers and students will be supported by participating in the *Raising the Bar* program which specifically looks at extending the more able students in Maths.

Mission: in 2017 we will continue to engage the students in Liturgies and consolidate the *Awareness Examen* as a reflective form of prayer right across the school K - Year 6.

Pastoral Care: in 2017 we will consolidate the meditation sessions each term to develop self-calming techniques for the children to use in times of stress and anxiety. The Parent Representative Group will help with the school-parent relationship and to assist with pastoral

care of families. "*Bucket filling*" will continue to be implemented throughout the school to encourage positive and kind behaviour.

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

Parents and carers have provided positive feedback about the many opportunities to engage with other parents and teachers and to be involved in their children's education and school life, such as: various BBQs, wellbeing day, school and stage Masses, awards assemblies, canteen duty, gala days, carnivals, student discos and the school concert.

The staff of St John the Baptist are recognised by the parent community as being strongly committed to the learning and development of the children and as genuinely caring for students. Specifically in 2016, parents were happy with the introduction of a school app for communication purposes, educational topics at P&F meetings, the use of the Nancy freezer to provide food to struggling families and the swimming and surfing programs.

Student Satisfaction

Our SRC members conducted a student survey from Kindergarten to Year 6 to find out levels of satisfaction with our school. We have many engaging learning opportunities and 90% of students enjoy learning at SJB. They enjoy using technology such as chrome books, Interactive Whiteboards (IWBs), iPads and computers. There are overnight excursions to Canberra and Bathurst, a chicken coop and veggie garden, flexible learning spaces in Year 5 and 6, and extension groups for Science, Maths, Writing and Robotics.

At our school, we have many extracurricular activities that the students can join out of class. 91% of students know that there are lots of different interest groups for them to join if they'd like to. These include choir, guitar, band, debating and Tournament of Minds to name a few. These activities create excitement about learning.

We also have motivators like *"Bucket Fillers"*, where students earn smiley faces for positive behaviour and receive a class reward. We have wellbeing programs in order to help students enjoy school.

Teacher Satisfaction

Staff were asked to provide open responses about the most valued aspects of St John the Baptist. The most frequently nominated aspects were:

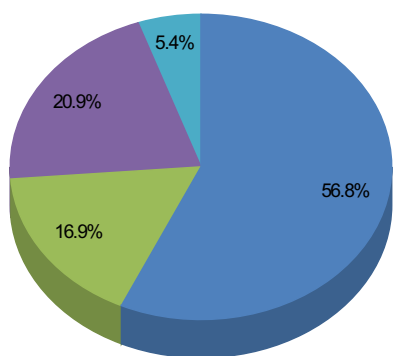
- Literacy and Maths coaching cycles
- Professional learning opportunities

- Lots of new resources and technology
- Great leadership support for the high needs students
- Variety of activities offered to children by generous and dedicated staff.
- *Bucket Filling* initiative to help with wellbeing of students
- Approachable leadership.

SECTION ELEVEN: FINANCIAL STATEMENT

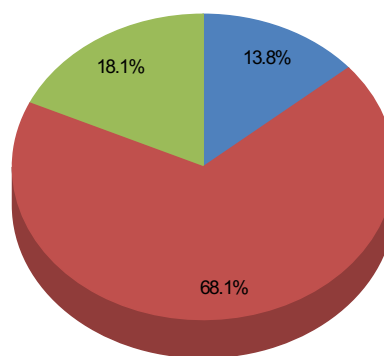
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (56.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.9%)
- Fees and Private Income (20.9%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (13.8%)
- Salaries and Related Expenses (68.1%)
- Non-Salary Expenses (18.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,072,770
Government Capital Grants	\$0
State Recurrent Grants	\$912,651
Fees and Private Income	\$1,130,708
Other Capital Income	\$289,365
Total Income	\$5,405,494

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$808,410
Salaries and Related Expenses	\$3,993,853
Non-Salary Expenses	\$1,064,312
Total Expenditure	\$5,866,575