



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St John the Baptist Primary School Koo Wee Rup

2019

REGISTERED SCHOOL NUMBER: 1416



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Contact Details

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PRINCIPAL	Mr Justin Greenwood then Mr Chris Dortmans (Acting Principal)
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd Ms Maria Kirkwood, Chief Executive Officer
SCHOOL ADVISORY COMMITTEE CHAIR	Mr Justin Greenwood then Mr Chris Dortmans (Acting Principal)
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Minimum Standards Attestation

I, Christopher Dortmans, attest that St Sohn the Baptist Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- *The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in Schools.*

4th May 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



A handwritten signature in black ink, appearing to read "Maria Kirkwood".

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd Our School Vision

St. John the Baptist is a Catholic School where:

- The person of Jesus and His teachings are central.
- We develop a sense of belonging to the school, parish and wider community.
- We learn and discover in a welcoming, safe and stimulating environment.
- Success is celebrated and one's best is expected.

St John the Baptist Primary School draws its inspiration from the spirit and wisdom of St John the Baptist. His story encourages our school community to receive God's message and incorporate change and conversion within our lives.

In the tradition of Mary MacKillop, we will strive to cultivate within the hearts of our school community the qualities of service, love, justice, dignity, a compassionate response to the needs of others, a belief in prayer and a lifelong love of learning.



School Overview

St John the Baptist Primary School is a Catholic School that services the Koo Wee Rup community and surrounding areas. The school has modern and innovative facilities as well as up to date technology resources that cater for our 21st century learners.

We pride ourselves on being a warm and welcoming school forging strong family-school-community partnerships. Parents are an integral part of the school and are encouraged and invited to participate in all programs.

We consider each child to be a special member of our school community and our aim is to develop the whole child through a comprehensive curriculum where the learning is engaging, exciting and relevant. Our staff work tirelessly to implement the Victorian Curriculum to ensure entitlement for all and to fully understand the progressions of learning for our students. Our ongoing assessment practices enable us to identify areas of individual need and to make valid learning adjustments to modify the curriculum accordingly. The social and emotional growth of our students is also extremely important and as a result we have a number of wellbeing initiatives in place.

Our staff continue to work tirelessly to improve outcomes for all of our students. It has been rewarding to see through our focus on reading that since 2015 there has been a significant shift in our data. At St John's we have achieved a steady improvement trend in student learning outcomes over the last 4 years. This significant improvement is largely due to a change in practices, increased teacher knowledge, a focus on data and the hard work of all our staff. As a school we want to build the mentality that we are all lifelong learners.

St. John the Baptist Primary School supports the academic growth of all children. Our school offers a quality learning environment, with specialist areas including Visual Arts, Performing Arts, Physical Education STEM and LOTE.



Principal's Report

In 2019 St John's commenced the development of a new School Master Plan which looks at the physical and educational needs of the school into the future. The Master Plan sets out a long-range vision, strategies and initiatives, that will help guide change on the school site while creating a learning environment that is connected to the community.

Improved student learning outcomes occurred in an environment where there was a persistent and specific focus on improving student behaviour, through a consistent approach to the implementation of the Whole School Approach to Positive Behaviour (WSAPB). This is known to our school community as *'Walk with St John'*.

The school uses assessment and data to ensure staff teach the students at their point of need in all areas of the curriculum and teachers used direct and explicit instruction.

In October, we said goodbye to Mr Justin Greenwood who had been the school principal for the last six years. We thank Justin for his dedication to the students, families and staff and wish him all the best for the future. It was at this time, I took over as Acting Principal for the rest of 2019.

A critical element in the success of St John's is the staff culture and desire to always improve. All staff are committed to further developing their capacity to deliver personalised and differentiated teaching in order to best meet the learning needs of every student.

The school ensured there were a number of programs and specialists in place to support the students. These included the employment of a school counsellor and speech therapist. Another highlight of 2019 included the development of the STEM program with fortnightly sessions for all year levels.

Lastly, I would like to personally thank Father Peter Kooloos for his continuing spiritual guidance, support and dedication to St John's. I also wish to thank the staff for their teamwork and dedication to our students and families. I feel privileged to have been asked to lead St John the Baptist Primary School as the appointed Principal in 2020.



Catholic Identity and Religious Education

Goals & Intended Outcomes

To promote a mature faith stance through a contextualisation of the Catholic tradition in dialogue with self and the other;

- Teachers have a deep knowledge of the progressions of learning within the RE Curriculum, 'To Live In Christ Jesus'
- Teachers personalise learning in RE through effective assessment and planning practices
- Students are assisted to a Post Critical Belief (PCB) stance
- Development of a hermeneutical space which reflects the Catholic Identity of our school

Achievements

In working towards our intended outcomes, we continued to develop an environment that;

- Enhanced teaching and learning in the Religious Education Curriculum, by creating a scope and sequence of units which ran through the whole school, and reflected the strands and lenses of the *To Live in Christ Jesus* RE Curriculum.
- Further developed the understanding of Catholic Social Teachings through our Social Justice Leadership team and involving the wider community.
- Provided teachers with the background knowledge of scripture in order to support students in moving towards a Post Critical Belief.



VALUE ADDED

Work with Marg Carswell for whole staff discussion, group work and at levels which supported the recontextualization of Scripture.

Continue to plan and to include scripture in all units of work.

Make connection between WSAPB, Values education and Gospel values through Professional Learning for whole staff.

Continue to engage whole staff Professional Learning opportunities in the 'Live in Christ Jesus' renewed RE Curriculum.

Continue to immerse the students in a recontextualised, dialogical approach to develop and increase their own thinking on a personal, communal and global perspective.

Celebration of Catholic Education week with the school community.

Immersing the Year Six students in leadership by attending the 'Reflection' day which supports our Confirmation unit.

High parent and student participation evident during Sacramental Workshop Nights.

High level of student participation in social justice activities throughout the whole school

The continued incorporation of social justice activities in the sacramental programs

Our school and parish pastoral teams provide continued leadership and support for Education in faith through school based Religious Education Professional Learning sessions.

Sacramental Units are a whole school focus which is linked to our inquiry units.

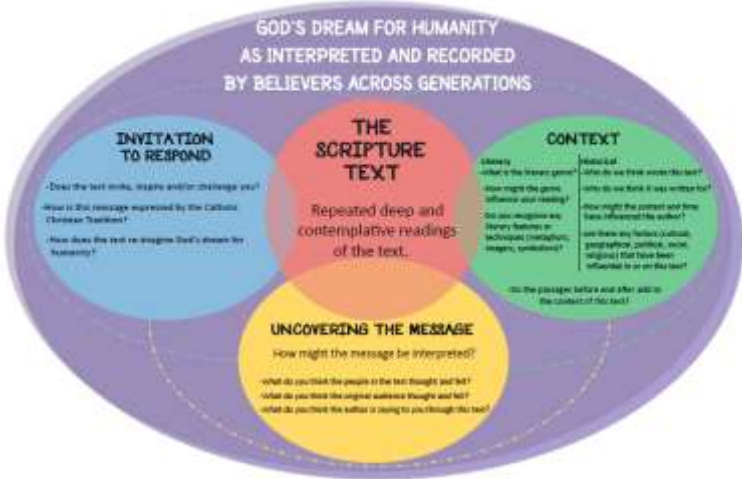
We celebrated the Sacraments of Reconciliation, Eucharist for our Year Three students and Confirmation for our Year Six students at our Parish Masses.

Continued support from Pia with her work with parents through parent information nights.

Demonstrated the living faith through our Liturgical celebrations, Parish Sacramental celebrations, Social Outreach day, Parish Feast Day celebrations with our class, school and Parish Masses and liturgies, Community Memorials such as Australia Day, ANZAC Day and Remembrance Day, Sacramental Programs, Adult and student sacramental information nights.

Our Social Justice Leaders demonstrated their living faith and reaching out by organising whole school collections of food for St Vincent de Paul two times a year. They also focused on the work of Caritas Australia and Catholic Mission throughout the year.

A Way of Encountering Scripture (AWES)



Learning & Teaching

Goals & Intended Outcomes

To develop expert teacher practice to ensure targeted student progress

- Teachers understand the progressions of learning, particularly in English and Maths
- Define Expert Teacher Practice

To target excellence in learning for all students

- Appropriate learning adjustments are made for all students.
- Students reach targeted growth

Achievements

At St John's, we have continued to emphasise the importance of developing expert teacher practice and to ensure all students achieved targeted progress. In 2019, St John's was part of a collective with four other schools in the Sale Diocese. The focus of these collective meetings was to develop expert teacher practice through the teaching and learning cycle. The teachers were exposed to the teaching and learning cycle through planning meetings and PLT's. Throughout these meetings teachers analysed NAPLAN and PAT data to identify the skills students needed to work on and then using the Victorian Curriculum planned differentiated tasks to meet the needs of all students. We also have a number of teachers enrolled in the Masters of Clinical Teaching and a number who have completed the course.

St John's 2019 Insight SRC data indicated that '*Teacher Confidence*', '*Engaging Practice*' and '*Quality Teaching*' had continued to improve.

In 2019, St John's continued to use the program 'Essential Assessment' for pre and post assessments in Mathematics. These tests align with the Victorian Curriculum, and teachers noticed improvements in students' results between the pre and post assessments. Teachers found that through Essential Assessment, they were better able to cater for the varying abilities in their classroom and target the needs of every student.

The Levelled Literacy Intervention (LLI) program continued in 2019. LLI is an intensive program to support students with their reading. This program is used to supplement the literacy lessons that are occurring in the classroom. Students in the program work with a trained Learning Support Officer for 30 minutes, 5 times a week. It is great to be able to offer this program to our students and classroom teachers have reported the improvement in Fountas and Pinnell classroom testing. St John's teachers continued to use the reading data wall to track students reading levels. In 2019, 60% of students met or exceeded their targeted growth (12 months growth in 10 months). This focus on accelerated growth meant that 70% of our student met or exceeded age expects levels.

In 2019, our Maths data wall, focused on the Maths Assessment Interview (MAI) in the area of Place Value, to track student learning. Classroom teachers assessed students termly and noticed an improvement in the place value understanding across each of the growth points. In 2019, 63% of students met or exceeded their targeted growth (1 growth point in 12 months)

STUDENT LEARNING OUTCOMES

Looking at our data over the last three-year period there is both successes and challenges.

In 2019, 100% of our Grade 3 students met the minimum standards in Numeracy and Writing. In Reading 96% of students meeting the minimum standards. These results are consistent with 2018 data. Our Grade 3 spelling data was down on the previous year and will be a focus for 2020.

Our Grade 5 data indicates that 97% of our students have met the minimum standards in all areas of, Numeracy, Reading, Spelling and Writing. These results are down on 2018 data. Grammar and Punctuation will remain a focus in 2020.

This data and our own school data will be monitored closely on an ongoing basis to ensure it is informing our teaching and learning practices.



School Community & Student Wellbeing

Goals & Intended Outcomes

Teachers have a deep knowledge of the Victorian Curriculum capabilities content with a focus on Wellbeing.

- Implementation of the Victorian Curriculum capabilities content with a Wellbeing focus at staff, planning and PLT meetings
- Unpacking the second, follow-up 'Whole School Approach to Positive Behaviour' survey data completed at the during 2019, to develop a plan and focus.
- In the continued leadership of a Whole School Approach to Positive Behaviour team to implement the approach across the school
- Ensuring Teacher planning reflects the Victorian Curriculum
- Ensuring Learning Adjustments were made for all students where required
- In the Implementation and unpacking of School Safety Audit data
- Ensuring student perceptions of behaviour are increased through Insight SRC data surveys.

Achievements

In 2019, St John's developed students personal and social capabilities through our first term inquiry unit 'Learning to Learn'. Students explored resilience, positive learning behaviours, social relationships and emotions, to support their social, emotional and academic success. Other strategic actions that we have used to promote student wellbeing included the implementation of the Bounce-Back and Seasons for Growth wellbeing programs and student buddies. We also employed a school counsellor one day a week to support students who required more targeted and intensive support.

VALUE ADDED

We are very privileged at St John's to be able to offer a number of extra-curricular activities and community events. We believe that by having a strong community focus, a sense of belonging and connectedness is achieved. Throughout 2019, we have encouraged active participation from staff, students and parents as much as possible. Our success in this area is highlighted by attendance rates at extra curriculum events such as Grandparent's Day, Father's Day Breakfast, Mother's Day Breakfast, Art Show, School Sports, Open Mornings and, School and Class Masses.

The SeeSaw App has continued to provide our parents and families with another way to access what is happening in the classroom, such as student achievements and what they are learning about each week. Positive feedback from parents has highlighted the successful use and implementation of this communication tool.

STUDENT SATISFACTION

At St John's it is visible inside the classrooms and out on the playground, that there is a positive tone amongst the students. Our 2019 Insight SRC Survey Data indicated that student desire to learn is in the top 25% of all Diocese of Sale primary schools and that student collaborative learning opportunities had increased from 2018 data.

STUDENT ATTENDANCE

We are pleased with the 2019 student attendance rate at St John's. Any non-attendances for extended periods without notification are followed up by the classroom teacher, office administration and Principal. When deemed necessary, appropriate intervention plans are put in place. Constant communication with parents is maintained in newsletters and by classroom teachers, to build parent understanding that 'Every Day Counts'. Student attendance is recorded twice a day.

In 2019, we updated our Visitor Management System to better record student and visitor signing in and out and implemented the use of the CareMonkey automation platform. One use of this app has been to enable parents to communicate student absences.

PARENT SATISFACTION

Parents play an integral role at St John's and we constantly receive feedback from existing, new and prospective parents about the positive feel of our school community.

Our 2019 Insight data reflects this and indicates our parents rated us in the top 10% of Victorian Catholic Schools for parent partnerships, approachability, school improvement, learning focus, transitions, behaviour management, stimulating learning and teacher morale.



Child Safe Standards

Goals and Intended Outcomes

St John the Baptist Primary School believes that ensuring the safety of the students in its care is an integral part of who we are as a Catholic faith community. St John's School, is committed to meeting the Victorian Child Safe Standards as required by Ministerial Order 870 and maintains this through its school policies, staff training and ultimately, through the strategies used in dealing with the students and families within our school community.

Achievements

At St John's, we have been able to stay abreast of current legislation and will continue to meet our legislative duties to protect the safety and wellbeing of the children in our care, as set down by the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements.

All staff, volunteers, contractors, Fr Peter and School Board members at St John's are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children. We have been successful in portraying this information to all stakeholders involved in our school and have set up registers and have clearly defined requirements of all people who come onto our school site.

2019 saw the introduction of a digital (iPad) Visitor Management System which has allowed more accurate and immediate recording of visitors and student arrivals and departures.



Leadership

Goals & Intended Outcomes

To ensure strong leadership which empowers every teacher to lead in learning and expert teaching

- Build a coordinated and consistent approach to learning and teaching.
- Build a critically reflective and committed leadership team

To further develop all school learning spaces and resources in order to cater accordingly for the needs of all learners.

- That all compliance matters are met and maintained
- That all grounds and facilities are well maintained and regularly upgraded where required.

Achievements

St John's, we have maintained a School Leadership Team, representative of the four areas; Education in Faith, Learning and Teaching, Student Wellbeing /Learning Adjustment and, Leadership and Management. We continued to develop the role of Middle Leadership to support the promotion of expert teacher practises. These leaders attended the Diocesan Learning and Teaching Network days, 'Collective' Professional Learning Sessions and supported the Learning and Teaching Leader in follow-up PLTs.

Professional development opportunities were provided for staff through Professional Learning Teams with a particular focus on Literacy and Mathematics. Professional Learning days are scheduled throughout the year, with all staff given further opportunity to attend off site professional development learning programs.

St John's has an ongoing commitment to addressing the identified infrastructure needs of the school. The school went through a consultation process with Crosier Scott Architects to develop a Masterplan to upgrade facilities. These plans focus upon Flexible Learning Areas with shared breakout zones and collaborative zones. An application will be placed in 2020 for funding to begin the process of upgrading the current school facilities.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

In 2019 St John’s staff participated in a wide variety of Professional Development, including;

- Weekly Staff and PLT meetings
- Spirituality Closure Day
- Sacramental information sessions
- Principal Meetings and Briefings
- Teaching and Learning Networks
- Setting achievable learning goals, unpacking and knowing school data
- NAPLAN Data
- Administration Conference
- Principal Conference
- Masters of Clinical Teaching
- Levelled Literacy Intervention
- School Collective Initiatives.
- Child Protection and Mandatory Reporting
- NCCD modules

First Aid, CPR, Asthma and Anaphylaxis training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	16
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 653.12

TEACHER SATISFACTION

The staff at St John’s are enthusiastic, eager and hardworking. They have a genuine care for the students they teach and feel pride in being a part of our school community.

Our insights data reflects this through individual and school morale being placed in the top 15% of Victorian Schools.



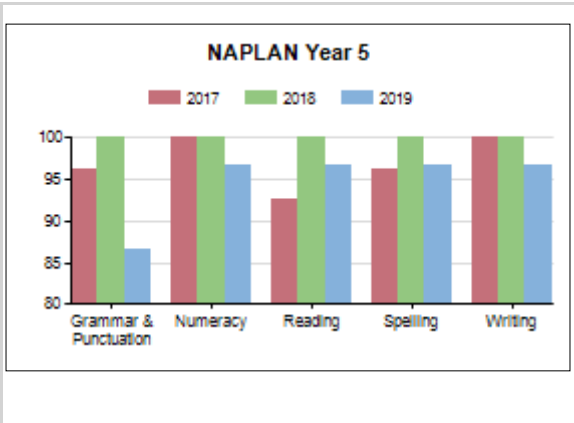
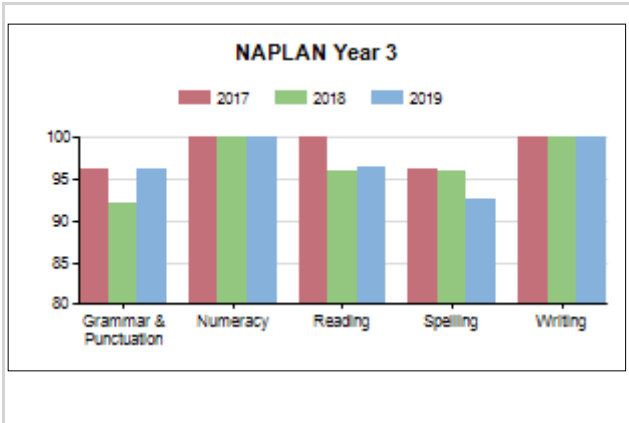
School Performance Data Summary

E4016

St John the Baptist's School, Koo Wee Rup

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	96.2	92.0	-4.2	96.3	4.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	96.0	-4.0	96.4	0.4
YR 03 Spelling	96.2	96.0	-0.2	92.6	-3.4
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	96.3	100.0	3.7	86.7	-13.3
YR 05 Numeracy	100.0	100.0	0.0	96.7	-3.3
YR 05 Reading	92.6	100.0	7.4	96.7	-3.3
YR 05 Spelling	96.3	100.0	3.7	96.7	-3.3
YR 05 Writing	100.0	100.0	0.0	96.6	-3.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.8
Y02	90.5
Y03	92.6
Y04	91.0
Y05	89.1
Y06	92.6
Overall average attendance	91.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.8%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	28.6%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	85.7%
Advanced Diploma	21.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	11.6
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	6.7
Indigenous Teaching Staff (Headcount)	0