



St John the Baptist's School Koo Wee Rup

2022 Annual Report to the School Community



Registered School Number: 1416

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Minimum Standards Attestation

I, Christopher Dortmans, attest that St John the Baptist's 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Our Vision:

Inspired by St John the Baptist - we are a faith-filled community
empowering all to learn and serve.

Our Mission:

"I come that you may have life and have it to the full". John 10:10

Our mission is to provide a high-quality Catholic education where young people are supported to thrive in the world. At our school they will come to know of the love of God and see themselves as created in God's image. St John's will be a place where spiritual accompaniment will be offered and opportunities for the development of a personal, active faith provided. Our students will be supported to engage with their broader social context, and develop a contemporary knowledge and understanding of faith and the Catholic tradition.

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, parish and 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 well-being initiatives in place.

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

It is with pleasure that I present the 2022 Annual Report to the School Community for St John the Baptist Catholic Primary School.

I would like to start by acknowledging the challenges we have all experienced in returning to a sense of normality following the COVID pandemic in recent years. Restricted access, social distancing, face masks and RATs. We have worked through these challenges individually, as a family and as a school community. With this in mind, I would like to thank you all, both students and staff for a great year. Thank you for overcoming any hesitation about returning on site, and thank you for striving for excellence and being your best.

The greatest highlight this year has simply been the return of in-person assemblies and Masses, the musical 'Madagascar', sporting events, Grandparents Day, camps, excursions and incursions. Perhaps our appreciation of these has increased due to the experiences of recent years.

Further highlights this year have been:

- The outstanding work of our student leadership teams. Our student leaders have led awareness raising activities for the school community in a range of social justice incentives not only within our school and local community but also the wider world.
- The completion of our four new classrooms, library and learning areas has complemented our already well-resourced school. The out-door learning area not only supports our kitchen/garden program but is also meeting space for students and parents.
- We are also extremely proud of our new entrance and reflection area which truly encapture our identity with links to St John the Baptist and the meaning of 'Koo Wee Rup' (blackfish swimming).
- The sense of community that continues to develop, and we genuinely value our relationships with the parish, our families, local clubs and organisations, St Francis Xavier College and Mary MacKillop Catholic Regional College.

Catholic Identity and Mission

Goals & Intended Outcomes

To promote a mature faith stance through a re-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'.
- Students are assisted to a Post Critical Belief (PCB) stance.
- Develop and Maintain greater links between school, parish and community, 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

- Provided teachers with the background knowledge of scripture in order to support students in moving towards a Post Critical Belief.
- Work with DOSCEL staff for whole staff discussion, group work and at levels which supported an inquiry approach in Religious Education.
- 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.

Learning and Teaching

Goals & Intended Outcomes

To develop expert teacher practice to ensure targeted student progress

- Teachers exhibit Expert Teacher Practices

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. The focus of our Professional Learning Team meetings was to develop expert teacher practice through the teaching and learning cycle. Throughout these meetings teachers analysed 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. Teachers used the 'I do, we do, you do' approach to scaffold the learning. The VCAA learning progressions for Understanding Texts and Quantifying Number were used to support teachers in planning for the differing levels of ability across the school. Tutoring was introduced in Term 2 focusing on students who required support in reading and Maths (Place Value). We also have teachers enrolled in the Masters of Clinical Teaching and a number of others have completed the course.

In 2022, St John's continued to use the 'Essential Assessment' program 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 2022. 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.

STUDENT LEARNING OUTCOMES

Throughout 2022, teachers continuously used data to inform their teaching. Formal and informal assessments of students were used to monitor and cater for students' needs. Individual and whole school Literacy and Numeracy targets were set and monitored by teachers and Curriculum Leaders. The ongoing analysis of this data provided information regarding individual and school performance.

Formal Assessments such as PAT R (Reading), BAS (The Fountas & Pinnell Literacy Continuum, the Benchmark Assessment System), MAI (Mathematical Assessment Interview) and Essential Assessment were used to track student growth.

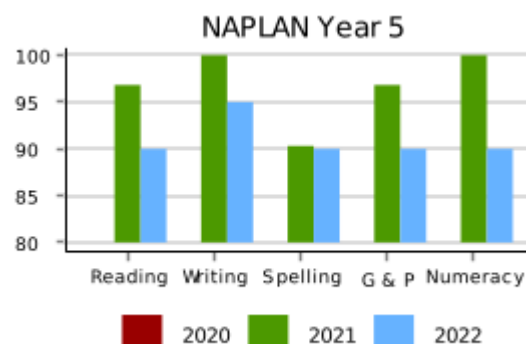
Intervention and Enrichment programs, such as LLI (Levelled Literacy Intervention), and the Tutoring program allowed additional support for many students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	96.4	-3.6
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.8	-	90.0	-6.8
YR 05 Numeracy	-	100.0	-	90.0	-10.0
YR 05 Reading	-	96.8	-	90.0	-6.8
YR 05 Spelling	-	90.3	-	90.0	-0.3
YR 05 Writing	-	100.0	-	95.0	-5.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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
- In the continued leadership of the 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 auditing and reviewing of our Child Safe practice in line with legislative standards
- Enable student agency to improve student learning outcomes

Achievements

Across the school in 2022, we developed student's personal and social capabilities through our inquiry-based unit '*Learning to Learn*'. Students explored resilience, positive learning behaviours, relationships and feelings, to support their social, emotional and academic success. Other strategic actions used to promote student well-being included creating a 'Wellbeing Support Officer' role who developed support group programs, our student buddies program and the introduction of student 'W.A.L.K Ambassadors'. We also continued to liaise with a school counsellor, to support students who required more targeted and intensive support.

VALUE ADDED

At St John's, we take pride in being 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. In 2022, we have achieved this by encouraging active participation from staff, students and parents in a range of extra-curricular events such as Grandparent's Day, Father's Day Breakfast, Madagascar the Musical School Concert, school sporting events, open mornings and school and class masses. Our success in this area is highlighted by the attendance rates at these events.

The KidsROAR, protective behaviours program, was revisited across the school as a refresher to those involved 2 years ago, and as an introduction for new students and families.

Again we utilise the SeeSaw parent communication app. This enabled our school to provide our parents and families with another way to access what is happening in the classroom, such as student achievements, work samples and what they are learning about each week.

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 2022 Insight SRC Survey, student well-being aggregate data indicates very strong student/teacher relationships and high engagement in their learning. The students feel more connected to school and a greater desire to learn since returning to face-to-face learning.

STUDENT ATTENDANCE

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. Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents contacted in the event of unexplained or regular student absence. The Principal contacts families where non-attendance is significant and when students are absent on a regular basis.

When deemed necessary, appropriate intervention plans are put in place.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.4%
Y02	82.6%
Y03	87.6%
Y04	88.8%
Y05	82.1%
Y06	84.3%
Overall average attendance	85.8%

Child Safe Standards

Goals & 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 1359 and maintains this through its school policies, staff training and ultimately, through the strategies and procedures used to support the students and families within our school community.

Achievements

- Provided professional development for all staff to understand their professional responsibility towards enacting the Ministerial Order 1359 regarding Child Safe Standards. This required the development of policies, protocols, processes to ensure compliance with the new 11 standards and the cultivation of a child safe culture.
- All staff members completed the online Mandatory Reporting module that outlines the legal requirements for certain professionals to report a reasonable belief relating to child physical or sexual abuse to child protection authorities.
- Ensuring that all CRTs, volunteers and contractors are aware and responsible for upholding of the School's Child Safe Policy and Code of Conduct.
- Staff were provided with annual professional development around the Reportable Conduct Scheme including what it is, staff requirements and responding to a report.
- Child Safety was an ongoing agenda item at all weekly staff meetings
- Circulated, adopted and implemented the Reportable Conduct policy and processes to all staff.
- Rights, roles and responsibilities of all staff positions were made available.
- Continued to implement the Child Safety Policy.
- Collaborated with senior students to create a student friendly version of the school's Child Safety Policy.
- Maintained Codes of Conduct for each of the following; staff, volunteers, contractors.
- Maintained registries to reflect up-to-date compliance of staff, volunteers and contractors in regard to Child Safe requirements.
- Ensured that all school staff signed off on the Child Safety Code of Conduct and were bound by this Code of Conduct.
- Ensured that all volunteers contractors, clergy, School Advisory Council members and all visitors have signed off on the Child Safety Code of Conduct and were bound by this code of conduct

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 Well-being /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 completed a major building plan developing flexible Learning Areas with shared breakout zones and collaborative zones.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 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
- De-escalation training
- 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 2022	26
Average expenditure per teacher for PL	\$822

TEACHER SATISFACTION

The staff at St John the Baptist 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.

Teachers collaborate, share ideas, and solve problems together, leading to a shared understanding of the team goals and school vision.

All staff at St John's truly live by our motto: *"Everything we do is for the kids"*

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.3%
Graduate	12.5%
Graduate Certificate	6.3%
Bachelor Degree	81.3%
Advanced Diploma	6.3%
No Qualifications Listed	6.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	14.6
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	6.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

That the school community connectedness and inclusiveness grows.

Achievements

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 2022, 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, School Musical, 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.

PARENT SATISFACTION

The most recent Insight SRC data shows high parent satisfaction in the following areas:

- Parent Partnership
- Approachabilities
- School Improvement
- Parent Input
- Behaviour Management
- Stimulating Learning
- Connectedness to School
- Classroom behaviour.