

# Annual School Report

## 2019 School Year

St John's Primary School, Mullumbimby



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Mullumbimby NSW 2482

Phone 02 6684 2386

[www.mbyplism.catholic.edu.au](http://www.mbyplism.catholic.edu.au)

## About this report

St John's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2020 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6684 2386 or by visiting the website at [www.mbyplism.catholic.edu.au](http://www.mbyplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St John's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St John's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2019. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St John's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Children in Stage 3 worked collaboratively with a local artist to plan, design and create a ceramic mosaic installation in the school playground around the theme of sustainability.
- Sent a Stage 3 team to the Tournament of the Minds competition at the Gold Coast.
- Achieved excellent results in the Year 6 Religious Education Test.
- Students acquitted themselves very well at the Tweed Zone Public Speaking Competition.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2019 the school:

- Students performed at the celebrated Mullumbimby Music Festival, 2019 for the eighth consecutive year.
- Had all students participated in the school Christmas concert, performing songs and dancing.
- Had community celebrations/showcases of student achievements in Drama, Visual Arts, and Dance at the culmination of terms 1, 2 and 3.
- NAIDOC celebrations involving guests from the local Arakwal Aboriginal community were once again part of the school calendar in week one of Term 3.
- Children created an entry for the *School Sustainable Craft Section* of the Mullumbimby Agricultural Show and won second place.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- Students were successful to Zone and Diocesan level in Swimming, Cross Country and Athletics. With several students successful at Polding level in Hockey and Cross Country.
- Students competed in the Netball NSW Schools Cup Gala Day.
- Students were entered in the local district Touch Football Gala Day.



- Students were entered in the Rugby League Sevens Competition and finished in the top four teams.
- Several students were successful in making it to Diocesan level in Rugby League

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St John's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Brian Laybutt  
Principal

## 1.2 A Parent Message

At St John's Primary School, Mullumbimby our official parent body is the Parish School Forum. The Parish School Forum consists of representatives from the school staff and a small number of parent representatives. We endeavour to hold two meetings each school term.

The primary function of our Parish School Forum is to:

- Enhance the partnership between the school and families.
- Give parents feedback and updates on what is occurring in the school.
- Provide a link with parents.
- Assist with parent education and parent forums.
- Coordinate parent volunteer positions such as uniform shop co-ordinator, garden club, bookclub, and social club.

In 2019 the Forum met 6 times and discussed a range of issues. Prominent on the agenda for the group were issues such as parent feedback on school improvement and school based initiatives such as an improved waste management process within the school. Other matters on which the Forum members were able to advise the school administration included:

- Forum lead social events and fundraising.
- Preparations for the school fete in 2020.
- Improved and innovative ways in engaging parents in the school community e.g. class parent representatives.

Nikki Abbot  
President  
St John's Parish School Forum

## 2.0 This Catholic School

### 2.1 The School Community

St John's Primary School is located in Mullumbimby and is part of the Mullumbimby Parish which serves the communities of Mullumbimby, Ocean Shores and Brunswick Heads, from which the school families are drawn.

Last year the school celebrated 109 years of Catholic education.



The parish priest Fr David Gilby (Parish Administrator) is involved in the life of the school.

St John's Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in social justice activities such as Caritas and supporting St Vincent de Paul.
- Inviting families to weekend Masses to encourage families to participate in worship.
- Participation at School Masses held each term at the school and attended by families and parishioners as well as school Liturgies to mark and celebrate significant feasts in the Church calendar.
- Facilitating parish based Sacramental programs along with retreat days for Confirmation and Eucharist.
- Involving students in the Mini Vinnies to program to work with the parish and wider community.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

## 2.2 School Enrolment

St John's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2019	TOTAL 2018
<b>Male</b>	7	7	11	3	10	10	16	64	59
<b>Female</b>	3	4	1	7	9	12	7	43	44
<b>Indigenous *</b>	1	1	0	0	1	0	1	4	3
<b>EALD *</b>	0	0	0	0	0	2	2	4	3

\* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
92.0%	91.1%	90.2%	93.0%	92.6%	92.1%	93.0%	91.9%

## 2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 12 teacher(s) accredited with NESAs, 12 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 5 non-teaching staff.

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.4%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2019, the school gathered feedback from parents to address these and other values identified by the school community. Many of the awards presented to students

throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

## **2.7 Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2019 the school participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

- Extending Mathematical Understanding (EMU) was offered to vulnerable students in Year 1, Year 4 and Year 5.
- Reading intervention programs including MiniLit and Levelled Literacy Intervention were offered to vulnerable students in Kindergarten through to Year 6.
- Success Together As Readers intervention ran for Year 1 and Year 2 students in Semester 2.
- STEM challenges were offered in Science Week and integrated through Book Week activities.

The school continues to work towards developing 21st Century pedagogy. This pedagogy will underpin learning across the school. Students in Years 5 and 6 participated in the 'Arts Project - Calm amongst the Chaos' aimed at using the professional capabilities of a local artist to tie together sustainability and Visual Arts. They were required to design a 3D artwork that addressed a global sustainability issue to be displayed permanently in the school. The project attempts to bring a sense of calm into the global environmental chaos of waste, materialism and consumerism. Additionally, students presented their learning and final piece in a whole school community reveal. The success of the Challenge has enthused and inspired other students to participate at next year's event.

The parish primary school offers a strong co-curricular program which includes student participation in:

- Continuing to work towards developing a rigorous understanding of contemporary curriculum. In 2019 the focus was on in-depth teaching in Writing and Numeracy. The focus was to enable student voice to help guide direction for engagement when planning units in these areas. Students showcased writing pieces with the school community in open classroom events. Mathematical problem solving tasks were shared on a digital platform with the parent community.
- Facilitating opportunities in the area of Creative and Performance Arts, as it is highly valued by the School Community. Specialist teachers in Drama and Music allowed the students to strengthen their knowledge and skills in these areas. The students were able to perform in public speaking competition, concerts, festivals and plays.



## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 10 students presented for the tests while in Year 5 there were 21 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St John's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St John's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



**Year 3 NAPLAN Results in Literacy and Numeracy  
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School										
<b>Reading</b>	22.7	30.0	24.5	10.0	19.9	20.0	13.1	20.0	9.0	10.0	2.2	0.0
<b>Writing</b>	19.4	20.0	38.6	30.0	25.5	40.0	11.3	10.0	4.0	0.0	1.2	0.0
<b>Spelling</b>	23.2	20.0	24.8	20.0	20.2	20.0	14.3	20.0	6.6	20.0	4.6	0.0
<b>Grammar and Punctuation</b>	27.9	20.0	21.8	40.0	16.4	10.0	12.9	0.0	6.8	10.0	3.5	10.0
<b>Numeracy</b>	15.3	0.0	23.4	60.0	25.9	20.0	18.6	10.0	9.5	10.0	2.8	0.0

**Year 5 NAPLAN Results in Literacy and Numeracy  
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School										
<b>Reading</b>	15.0	28.5	22.8	4.8	28.2	38.1	18.4	9.5	9.1	9.5	3.8	9.5
<b>Writing</b>	5.6	14.3	13.4	23.8	32.2	23.8	31.9	14.3	10.9	14.3	4.4	9.5
<b>Spelling</b>	13.1	14.3	25.2	23.8	27.0	23.8	20.8	19.0	7.5	9.5	3.5	9.5
<b>Grammar and Punctuation</b>	13.9	14.3	22.0	19.0	21.5	19.0	20.1	23.8	10.9	4.8	5.7	14.3
<b>Numeracy</b>	10.5	4.8	19.3	23.8	28.5	28.6	25.3	23.8	11.0	9.5	2.7	9.5

As can be seen from the table the percentage of students in the top two Bands in Reading is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in Literacy and focused intervention groups. All students in Year 3 were above minimum standard in Writing. We achieved above the expected levels of growth for the State in Year 5 for Writing and Grammar & Punctuation. NAPLAN results will be further analysed to inform and guide the direction for future improvements.

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Spirituality	13/11/2019	Renay Condon, Amanda Bottle
Building Cultural Capacity	14/10/2019	Ellie Bailey, Pauline East, Myree Loane & Paul Wilson
A closer look at a balanced reading Programme	12/04/2019	Sheena Cameron & Louise Dempsey
Writing and the Learning Progressions -Coastal Cluster Learning Day	29/04/2019	Kate Salmon, Paul Wilson
Know thy Impact - Learning Intention & Success Criteria	29/01/2019	Renay Condon
Child Protection Training	25/07/2019	Rachel Kearey

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
English Block	3	Deb Dwyer
Mathematics Block	3	Deb Dwyer
Graduate Accreditation Training	2	CSO Staff
STAR reading	2	CSO Staff
Christian Meditation	2	Helen Hunter
PDHPE New Syllabus Launch	3	CSO Staff
Making Jesus Real	10	Peter Mitchell
Mathematics Planning & Assessment Workshop	10	CSO Staff

The professional learning expenditure has been calculated at \$4095 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

## 4.0 School Policies

### 4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments,



within the vision of the Bishop of Lismore for the poor. Every new enrolment at St John's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the [enrolment policy](#) is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

#### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

#### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

#### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

#### **4.5 Complaints and Grievance Policy**

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.

#### **5.0 School Determined Improvement Targets**

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

<b>Key improvements achieved this year</b>	<b>Key Improvements for 2020</b>
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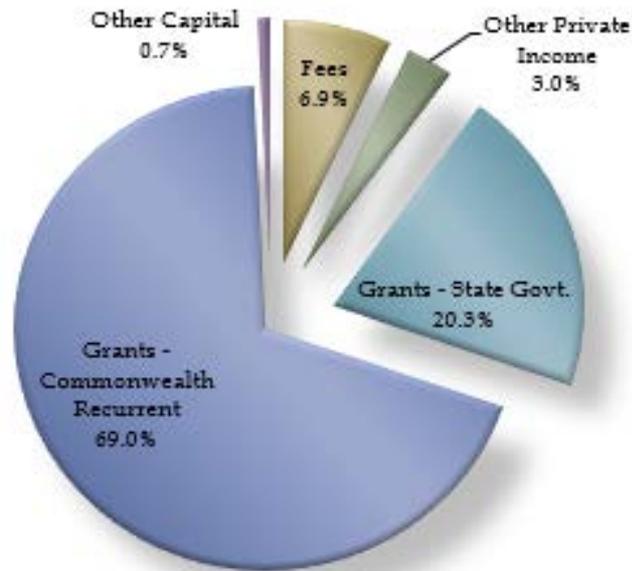
<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> <li>• Developed teachers and students understanding of traditions including scripture and sacraments leading to improved confidence and engagement.</li> <li>• From our tradition as a school community we continued to focus on Charism and build capacity in our understanding of our Charism.</li> </ul>	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> <li>• For the children to achieve the 'fullness of life' through ensuring Christ as a model and teacher is at the heart of all that we do.</li> </ul>
<p>Learning and Teaching</p> <ul style="list-style-type: none"> <li>• Reviewed our understanding of Contemporary Learning to outline our shared beliefs and practices in Mathematics. Developed consistency in whole school practice in Mathematics leading to improved student engagement and outcomes.</li> <li>• Reviewed Spelling practices and ensured consistency of practice across all Stages.</li> <li>• Embedded the whole school beliefs and practices of writing into the English Block.</li> <li>• Adoption of online learning environments to support Face to Face teaching.</li> </ul>	<p>Learning and Teaching</p> <p>To explore age appropriate pedagogy that aligns with evidence based practice in order to increase student engagement.</p>
<p>Pastoral Care</p> <ul style="list-style-type: none"> <li>• Developed an integrated school based Pastoral Care &amp; student wellbeing plan. Improved student wellbeing across the student cohort.</li> <li>• Introduced the Pastoral Care and Wellbeing Teacher and ancillary staff member.</li> </ul>	<p>Pastoral Care</p> <p>Create a strong culture of engagement and connectedness in school life and learning.</p>

## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:

## 2019 INCOME - St John's Primary School MULLUMBIMBY



## 2019 EXPENSE - St John's Primary School MULLUMBIMBY

