



St John the Baptist Catholic Primary School Clinton

2022 Annual School Report



Catholic Education
Diocese of Rockhampton

St John the Baptist Catholic Primary School, Clinton

Catholic Education Diocese of Rockhampton

Principal

Mr Jamie Emerick

Address

15 J.Hickey Ave
Gladstone Qld 4680

Total enrolments

588

Year levels offered

Prep-6

Type of School:

Co-educational

School Overview

St John the Baptist Catholic Primary School, a three-stream, Prep to Year Six, co-educational school with an enrolment of approximately 585 students, is located in Gladstone, Central Queensland. Construction has commenced that, when completed, will allow us to transition into a four-stream school. The school opened in 1977 under the guidance of the Marist Sisters and Priests. As St John's continues to grow, accepting children from all religious backgrounds, we strive to preserve a culture of support for one another, intertwined with the values and beliefs of our Catholic faith tradition. St John's is a learning community that recognises and honours each child's right to feel safe, right to learn and responsibility to respect others. Staff provide teaching and learning programs that are inquiry based and innovative, and that support intellectual rigour, collaboration, and creativity. The school has a strong emphasis on Literacy and Numeracy, enhanced through the school-wide effective use of contemporary technologies which are integral to all learning areas. Our modern facilities include recently refurbished buildings providing state of the art learning spaces with flexible environments and extensive outdoor learning areas and playgrounds. The school operates a healthy tuckshop, Outside School Hours Care and an extensive instrumental music program.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

As a Catholic School, we remember and celebrate the contribution of the Marist Sisters to our school and we are inspired by the example of St John the Baptist. This finds expression in the values we promote. We provide a rich Religious Education program intertwined with the teachings of the MJR (Making Jesus Real) program.

Australian Curriculum subjects are taught through meaningful units of work and through a wide variety of strategies. Teachers make a conscious effort to differentiate programs to meet individual needs, to support small group collaboration and to group students so that growth and progress can be maximized. The school is fortunate to have an abundance of resources to support teaching and learning.

Extra Curricula Activities

- Students are provided with opportunities to participate in Sacramental Programs within the Parish Community.
- Students are able to play in school teams for soccer, netball, rugby league and touch football. They also participate in Interschool Athletics and Cross Country.
- Students are able to join the school choir and enter the Gladstone Eisteddfod as class groups or as individuals.
- Students can learn an instrument through our Instrumental Program for Years 4 to 6. Once a year, children are also able to take part in an Interschool Music Workshop.
- Students can be involved in a kitchen / garden club and sustainability opportunities.
- During lunch times, students can access games and puzzle groups, chess, and technology enhancement.
- Some extra curricula activities had to be curtailed due to the COVID 19 pandemic and construction occurring on our site.

How Information and Communication Technologies are used to assist learning

The school has a Technology Lab containing thirty desktop computers. A number of desktop computers are also stationed in each classroom, with an additional bank of laptop computers available for use. In Years 4 to Year 6, a one-to-one iPad program exists where each student uses this device as part of the teaching and learning process. Interactive Whiteboard technology is incorporated into classroom practice throughout the majority of classrooms. Portable devices such as iPads and Chromebooks are used as part of English and Mathematics rotations. Software programs such as the NESSY Educational Program, Mathletics, Robotics and Typing Tournament are available to support and extend student learning. STEM (Science, Technology, Engineering and Mathematics) activities are also incorporated throughout the curriculum.

Social Climate

Strategies to Promote a Positive Culture

Religion is a core learning area, which integrates religious knowledge with children's personal and social development in ways which nurture Christian living in children's daily lives.

- Making Jesus Real (MJR) is also an integral part of the culture at St John's.
- Students take part in a multi-age 'buddy' system where older classes are paired with younger classes for the year. Classes meet each week to share a book together, complete set tasks and occasionally have a shared lunch.
- Year 6 children are involved in various leadership opportunities throughout the year.
- A full time school counsellor has been employed to assist students and their families.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Catholic Education, Diocese of Rockhampton policies on Acceptable Use Agreements for students and staff.

- The school regularly communicates to parents and the school community about cyber safety issues.
- We have appropriate policies in place to deal with the use of mobile phones and other electronic devices.
- Our school has social/emotional learning programs in place to assist students in guarding against bullying at school.
- The school community is kept up to date about developments in this area.
- All Catholic Education, Diocese of Rockhampton and school policies are reviewed on a regular basis.

Strategies for involving parents in their child's education

- The Parents and Friends Association (P & F) supports the school in a range of ways including being a forum for communication, working bees, social events and fundraising.
- The School Board provides pastoral support and guidance to the principal on strategic directions, policy and other challenging issues. It is comprised of parents, staff and parish members.
- St John's School is fortunate that many parents volunteer to assist with literacy and numeracy activities, camps and other class activities and sporting events.
- In addition to helping in the classroom, many parents volunteer to help with school or across class activities. These include the Class Support, Book Club, Mothers' Day and Fathers' Day Stalls and Tuckshop.

Reducing the school's environmental footprint

- St John's is a Reef Guardian School.
- A Stewardship Program runs throughout the school, with a different focus for each year level.
- Sustainability programs include a Kitchen Garden program, recycling, composting, World Environment Day.
- Clean-Up Schools' Day, Eco Leaders, Nude Food Days.
- Water from the drink bubblers is caught to use for watering gardens.
- The school has several water tanks and a significant solar generation and battery system.

Characteristics of the Student Body

Students at St John's come from a wide range of social, economic and cultural backgrounds. We have a number of Indigenous students, as well as an increasing number of students who have English as a second language. These children come from a variety of cultures including African, Indian and Asian backgrounds. In recent years, we had a number of families join us who came from overseas seeking employment with local industries. All classes from Years 4 to Year 6 learn Japanese. Gladstone is a fairly transient area with changes in enrolments occurring regularly.

Average student attendance rate (%)

The average student attendance rate for 2022 was 90.68%.

Management of non-attendance

While non-attendance is not a major factor at St John's, teachers maintain a close connection with families. The School Office sends a text to parents where students are absent, and parents have not made contact before school commences. Parents of students with prolonged unexplained absences are contacted by the principal.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40.00	37.00	1.00
Full-time equivalents	35.73	22.73	0.40

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	2.70%
Bachelor Degree	94.59%
Diploma	2.70%
Certificate	

Major Professional Development Initiatives

Student Protection (Diocesan Student Protection Coordinator) – All School Staff

Learning Intentions and Success Criteria – All Teaching Staff

Bishop's In-service Day – All Staff

Workplace Health and Safety – All Staff

Making Jesus Real – All Teaching Staff

Google Drive – All Year 4-6 Teachers

Trauma Informed Practice training

First Aid – 15 Staff

Caritas – All Teaching Staff

Phonemic and Phonological Awareness training with Speech Pathologist – Years 1&2

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$65,800.

Average Staff Attendance and Retention

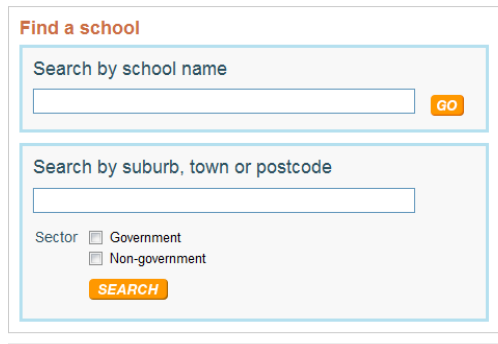
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 90.75%.

Percentage of teaching staff retained from the previous school year was 97.50%.

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).



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GO

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SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

NAPLAN results over the past two years have shown improvement across the cohorts. Our teachers and leadership are focused on the use of quality class and school-wide data to inform teaching and learning; and the practice of setting high expectations and differentiation for students within the school to ensure that we consistently challenge our students and focus on their growth. We continue to interrogate our data utilising a range of tools and strategies both at cohort level and as a school.

Strategic Improvement Progress and Next Steps

Strategic progress in 2022

Our school has 4 overarching concepts that guide our focus:

- Keep the big school small
- Evangelising school – authentic witnesses
- A clear and concise curriculum
- Preparing the way – opportunities for student wellbeing.

In 2022 the priorities within each pillar were:

- Enhancing pastoral opportunities for students through vertical pastoral care and buddies program
- Embedding of Making Jesus Real program and having this language used consistently throughout the school. MJR group to present on assembly and lead focussed projects throughout the year
- Develop a school-wide professional team of highly-able educators
- Articulate and implement evidence-informed, high-yield teaching and assessment practices
- Use rigorous data analysis in English and Mathematics to enable effective differentiated instruction and early intervention
- Develop opportunities for student voice so that students are able to contribute to specific projects that impact on them in the school. Focus on the provision of additional student support for their wellbeing.

Strategic Priorities for 2023

- Goal 1: Continue to develop the Catholic Ethos and Catholic Identity of the School
- Goal 2: Revisit the School Curriculum Framework and make it a lived document
- Goal 3: Continue to develop the understanding and use of Data
- Goal 4: Continue to implement a focus on differentiation of curriculum
- Goal 5: Continue to investigate ways to keep the big school small.

Parent, Teacher and Student Satisfaction

Our most recent School Improvement Process at St. John's involved a parent survey and interviews with a selected group of parents. The results showed that 81% of parents stated they agreed that the school was meeting the educational needs of their child. 17% slightly agreed. 89% indicated an overall satisfaction with their child's progress at St John's. Staff Meetings, together with Year 6 Student Forums, provide positive feedback about life at St John's. Community satisfaction is also often a key agenda topic at P & F Meetings and School Board Meetings.