About this report

St John’s Mullumbimby is registered by the Board of Studies (NSW) 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 to the parish school community during the year and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

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

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2013 following its submission to the Board of Studies.

The contents of this Report are able to be discussed 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 66842386 or by visiting the website at www.mbyplism.catholic.edu.au
Principal’s Message

The primary purpose of St John’s Mullumbimby Catholic 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 Mullumbimby offers students a 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 faith and spiritual growth of the students as well as opportunities 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 2012. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St John’s Mullumbimby has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Students at St John’s performed well in NAPLAN (Years 3 & 5).
- Students participated in regional Gifted & Talented workshops.
- Students performed well in Public Speaking and Debating competitions.

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:

- The school once again participated in the local ANZAC Day parade.
- The school choir performed at the Lismore Eisteddfod and Mullumbimby Music Festival.
- St John’s participated in a Bush Regeneration project with the local Land Care organisation.

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

- St John’s Rugby League team participated in the Casino Carnival.
- Individual students participated in Zone and Diocesan sport in swimming and cross country.
- The school participated in a whole school gymnastics program.

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 Mullumbimby is indeed blessed to have such dedicated and enthusiastic people.

Tim Bleakley
Principal
A Parent Message

In 2012 the school population continued to grow and St John’s community warmly welcomed many new families. Parents and carers of St John’s were actively involved in many aspects of school life and this adds to St John’s caring environment which benefits all our children. The School Forum and subcommittees continued to support the school financially and socially in partnership with the staff. I would like to express my sincere appreciation to all the staff and families of St John’s for their wonderful support throughout the year.

Lisa Emery
Chairperson School Parish Forum
St John’s Catholic Primary School Mullumbimby

This Catholic School

St John’s Mullumbimby is located in Mullumbimby and is part of the St John’s Parish which serves the communities of Brunswick Heads, Byron Bay, Mullumbimby and Bangalow. School families are drawn from the towns and communities of Brunswick Heads, Ocean Shores and Mullumbimby.

Last year the school celebrated 102 years of Catholic education.

The Parish Priest Fr. Anthony Lemon is involved in the life of the school.

St John’s Mullumbimby 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 a range of activities.

- The school sacramental program operates in conjunction with the parish organised State school program.
- A special Healing Mass is held where senior students serve morning tea for the local parishioners.
- Class liturgies are combined with weekly parish Masses.
- Invitations to school functions are offered to parishioners.
- Parish altar servers are trained within the school.
- Each class has a daily prayer focus.
- There is a prayer focus at School Assemblies.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
St John’s Mullumbimby caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2012</th>
<th>TOTAL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>60</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td>Indigenous count included in first two rows</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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.

At St John’s School Mullumbimby we aim to educate the whole child. We are concerned with the spiritual, emotional, intellectual, social and physical development of the child. At every Year level children are involved in developmental and sequential programs in each of the Key Learning Areas. We endeavour to cater for the different ability levels of the children within the context of the classroom and run special programs to extend and remediate children. Students with an identified learning difficulty work on an Individual Learning Plan.

**Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 21 students presented for the tests while in Year 5 there were 19 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry. The following data indicates the percentage of St John’s Mullumbimby students in each band compared to the State percentage.
In both Year 3 and Year 5 there were 6 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.

In Year 3, students who achieved Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieved at Band 5 and higher have achieved above the minimum standard set by government.

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

The following data indicates the percentage of St John’s Mullumbimby students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>BAND</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26.4</td>
</tr>
<tr>
<td>5</td>
<td>15.9</td>
</tr>
<tr>
<td>4</td>
<td>30.1</td>
</tr>
<tr>
<td>3</td>
<td>33.7</td>
</tr>
<tr>
<td>2</td>
<td>13.9</td>
</tr>
<tr>
<td>1</td>
<td>12.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.7</td>
</tr>
</tbody>
</table>
The summary above shows the achievement of 2012 Year 3 students. In Reading, 95% of students achieved the minimum level or above. In Writing, 100% of students achieved the minimum or above. In Writing and Spelling 60% of our students were in the top two bands. This is a good indication of the success of our increased focus on writing in our uninterrupted Literacy blocks and individual programs such as "Understanding Words". In Numeracy 100% of students attained the minimum level or above, with 76.3% sitting in the top three bands. NAPLAN results will be further analysed to inform and guide the direction of future improvements particularly in the areas of Spelling, Measurement and Number.

Year 5 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>8</td>
</tr>
<tr>
<td>State School</td>
<td>13.6</td>
</tr>
<tr>
<td>State School</td>
<td>8.7</td>
</tr>
<tr>
<td>State School</td>
<td>16.5</td>
</tr>
<tr>
<td>State School</td>
<td>20.7</td>
</tr>
<tr>
<td>State School</td>
<td>16.9</td>
</tr>
<tr>
<td>State School</td>
<td>13.9</td>
</tr>
<tr>
<td>State School</td>
<td>15.8</td>
</tr>
</tbody>
</table>

A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. Our strength in Reading is demonstrated by 73.7% of our students being placed in the top three bands. The two hour uninterrupted literacy block, incorporating structured guided reading sessions supports our data. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. As can be seen from the table the percentage of students in the top band in Numeracy is pleasing compared to State figures. In our school 57.9% of Year 5 students were placed in the top three bands. The focus on differentiation of curriculum has shown benefits for those students needing extension. The analysis of NAPLAN results will support further initiatives to support students particularly in Number, Patterns and Algebra.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>6</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>Nil</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>Nil</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>6</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>5</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2012 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Learning</td>
<td>2</td>
<td>Paul Thornton</td>
</tr>
<tr>
<td>Spirituality</td>
<td>2</td>
<td>Marty Scroope</td>
</tr>
<tr>
<td>National Curriculum</td>
<td>3</td>
<td>Catholic Office</td>
</tr>
<tr>
<td>Contemporary Learning</td>
<td>4</td>
<td>Catholic Office</td>
</tr>
</tbody>
</table>

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

- NAPLAN Workshops
- Mathematics Workshops
- Literacy
- ICT Update
- Reading Comprehension

The professional learning expenditure has been calculated at $2,544 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.
Teacher Attendance and Retention

The average teacher attendance figure is 94.48%. This figure is provided to the school by the CSO.

Student Attendance

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 their leave request.

The average student attendance rate for the school during 2012 was 93.5%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.4</td>
<td>87.6</td>
<td>93.7</td>
<td>91.0</td>
<td>88.1</td>
<td>93.6</td>
<td>97.2</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2012 the following policies were reviewed, updated or newly created:

- Homework Policy
- Election of School Leaders Policy
Enrolment Policy

Every new enrolment at St John’s Mullumbimby 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.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

The school’s Pastoral Care Policy is concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. 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 on the school Web Page.

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. The policy is available at the front office or from the school’s website.
School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2012 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

- clarify student assessment tracking procedures and the ways in which they inform teaching and review as required;
- develop a more organised and professional approach to school routines;
- implement the whole-school Literacy Plan;
- develop a whole-school Numeracy plan in line with the Diocesan plan which incorporates diagnostic testing.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- Principal Awards are presented at School Assemblies to encourage and recognize those individuals who have displayed service to the school community.
- Signs are placed strategically around the school promoting the importance of respect, self-responsibility, effort and safety.

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:

- Parents were encouraged to communicate through the Parish School Forum meetings any area where they required more information or would like changes in procedures.

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 2012 is presented below: