Annual School Report
2011 School Year

St John’s Mullumbimby

Mullumbimby
11 Murwillumbah Road
PO Box 358, Mullumbimby NSW 2482

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(02) 6684 3097
www.mbyplism.catholic.edu.au
About this report

St John’s Mullumbimby is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Education Office (CEO), 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 Education Office. This Report has been approved by the CEO 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 2012 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 2011. 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.

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 led the local ANZAC Day parade.
- St John’s participated in a Bush Regeneration project with the local Land Care organisation.
- The school participated in the annual Clean up Australia Day.

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 advanced to the final round of the Casino Challenge.
- 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 2011 the school population grew 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 thereby adding 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.

Wendy Gibney
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 Catholic 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 101 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 such activities such as:

• the school sacramental program which operates in conjunction with the parish organised State school program;
• a special Healing Mass where senior students serve morning tea for the local parishioners;
• class liturgies which are combined with weekly parish Masses;
• invitations to parishioners to attend school functions;
• parish altar servers who are trained within the school;
• daily class prayers
• prayer 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 implementation of the Diocesan Daily Prayer guidelines supports 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 2011</th>
<th>TOTAL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>13</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td><strong>Female</strong></td>
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<td></td>
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<tr>
<td>Female</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td><strong>Indigenous</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Indigenous count included in first two rows</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>LBOTE</strong> (Language background other than English) count included in first two rows</td>
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<td>LBOTE</td>
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<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

There are currently 67 students enrolled in 5 classes.

**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. In every Year level children are involved in developmental and sequential programs within 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, 5 students presented for the tests while in Year 5 there were 9 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.
In both Year 3 and Year 5 there were six achievement bands with Band 6 being the highest level of achievement 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 Education 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>--------------</td>
</tr>
<tr>
<td>6</td>
<td>29.0</td>
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<tr>
<td>5</td>
<td>17.8</td>
</tr>
<tr>
<td>4</td>
<td>24.6</td>
</tr>
<tr>
<td>3</td>
<td>27.6</td>
</tr>
<tr>
<td>2</td>
<td>22.6</td>
</tr>
<tr>
<td>1</td>
<td>17.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.6</td>
</tr>
</tbody>
</table>

As can be seen from the above table the percentage of the students in the top bands in Literacy is pleasing and show a shift with 100% of the students achieving the minimum level and above. In Reading 63.7% of students were in the top two bands. In both Writing and Spelling, more than 50% were in the top three bands while in Grammar 83.4% were in the top three bands. This is a good indication of the success of our whole school implementation of a two hour uninterrupted Literacy block with the inclusion of individualised programs such as “Understanding Words”. In Numeracy 100% of students achieved the minimum standard or higher. Percentages seen in the Patterns and Algebra strand are very good, with 83.4% in the top three bands, 20% higher than the State. Teachers believe that motivation levels have improved through the increased use of interactive white boards along with the implementation of a range of teaching strategies to improve students understanding of Literacy and Numeracy. NAPLAN results will be further analysed to inform and guide the direction for further improvements particularly in the areas of Writing, Spelling and Number.
The results show that more than 50% of the students achieved minimum level or higher in all Literacy and Numeracy elements assessed. This reinforces the success of our Literacy learning block five days a week as well as the effectiveness of the school’s targeted intervention programs. In Reading 45.5% of students were in top two bands. In Writing and Spelling over 50% were in the top three bands, while in Grammar and Punctuation 72.8% were in the top three bands; very pleasing when compared to State figures. NAPLAN results will be further analysed to inform and guide the school staff with direction, planning and future focus areas. With the increased use of interactive whiteboards students appear to be more engaged with the lesson content and are willing to practise their skills using this technology. The percentage of students achieving minimum standards is an indication of the focus placed on individualised student learning programs and intervention strategies adopted by the school.
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>5</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher</td>
<td>Nil</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching</td>
<td>Nil</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>5</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 2011 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>Charles Lovitt</td>
</tr>
<tr>
<td>Spirituality</td>
<td>3</td>
<td>Marty Scroope</td>
</tr>
<tr>
<td>School Review</td>
<td>2</td>
<td>Staff</td>
</tr>
<tr>
<td>National Curriculum</td>
<td>3</td>
<td>Board of Studies</td>
</tr>
</tbody>
</table>

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

- NAPLAN Workshops
- Mathematics Workshops
- Identification of Gifted & Talented students
- Literacy
- ICT Update
- Reading Comprehension
The professional learning expenditure has been calculated at $3227.91 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 94.67%. This figure is provided to the school by the CEO.

**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 2011 was 92.9%. 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>87.5%</td>
<td>87.8%</td>
<td>95.8%</td>
<td>98.0%</td>
<td>94.6%</td>
<td>97.5%</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

**School Policies**

School policies are reviewed regularly. In 2011 St John’s Mullumbimby was involved in a school review and development process where all school policies were reviewed.

**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. 2011 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:

- promote public awareness of the school;
- work successfully through the School Review and Development process;
- secure enrolments at the school;
- provide a spirited education;
- increase the school’s link to the parish community;
- develop a more organised and professional approach to school routines;

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 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 are encouraged to communicate through the Parish School Forum meetings any area where they require more information or would like changes in procedures.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education 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 Education Office are audited annually.

The following graphs represent the income and expenditure for the year ending 31 December 2011 as aggregated from the annual report to the Department of Education, Employment and Workplace Relations and reported to the Commonwealth Government for 2011. Additional financial information is available on the MYSchool website.