

Annual School Report

2018 School Year

St John's Primary School, Mullumbimby



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Mullumbimby NSW 2482

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www.mbyplism.catholic.edu.au

About this report

St John's Primary School, Mullumbimby 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 2019 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.



1.0 Messages

1.1 Principal's Message

The primary purpose of St John's Primary School, Mullumbimby 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, Mullumbimby 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 2018. 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, Mullumbimby has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated in the University of NSW Academic Competitions with High Distinctions, Distinctions and Credits achieved in these competitions.
- Received outstanding results in the Year 6 Religious Education test.
- once again participated in the local ANZAC Day parade.
- Performed at the Mullumbimby Music Festival.
- Performed at the Coolamon Aged Care Home.

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 2018 the school:

- All students displayed artworks in our Art Expo. The evening was accompanied by students singing and our Senior Rock Band.
- All students performed in Drama and Singing items at the end of year School Concert.
- Students performed in the choir and Samba band at the Mullumbimby Music festival.
- First place in the Recycled Garden Competition in the Mullumbimby Show.
- Entered students in the Zone Public Speaking Competition.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Students were successful to Zone and Diocesan level in Swimming, Cross Country and Athletics. With several students successful at Polding level in AFL and Cross Country.
- Students were entered in the Rugby Tens Competition and competed in the finals.
- Students were entered into the local district Netball Gala Day.
- All senior students participated in the Zone Sports Gala Day.
- All students in Years 3-6 competed in either Soccer, Basketball or Touch in a local sports day with St Finbarr's Byron Bay.

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, Mullumbimby is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Renay Condon
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.
- Co-ordinate forum lead social events and fundraising.
- Co-ordinate parent volunteer positions such as uniform shop co-ordinator, garden club, bookclub, etc.

In 2018 the main focus of our parent forum was the organisation and holding of a whole school disco in the first half of the year as a major social event for the students and their parents to engage in an enjoyable and social atmosphere.

In the second half of the year the main focus of our parent forum was the organisation of a school fete, which was a community event and the major fundraiser for the parent forum. With the funds raised from the school fete our Parish School Forum purchased the school three new shade tents.

In 2018, our forum also committed financially to providing each class teacher an amount for class resources; an additional donation to purchase new readers and also a contribution was given to Year 6 for their building project of a gaga pit in the school grounds.

Nikki Abbott
President
St John's Primary School Parish School Forum

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 108 years of Catholic education.

The parish administrator Deacon Chris Wallace is involved in the life of the school.



St John's Primary School, 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 activities such as:

- Participation in social justice activities such as Caritas and supporting St Vincent de Paul.
- Inviting families to weekend Family 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.

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 2.5 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, Mullumbimby 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 2018	TOTAL 2017
Male	5	11	2	11	10	13	7	59	59
Female	7	1	7	8	11	5	5	44	57
Indigenous <i>count included in first two rows</i>	1	0	0	1	0	1	0	3	4
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	3	0	3	4

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, our staff as part of their duty of care monitor attendance each day. 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 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	95.8%	91.1%	88.8%	92.1%	91.1%	89.6%	89.5%	91.1%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	2
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	10
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	10
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	5

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.43%. 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:

- During 2018 students were involved in a range of outreach activities, including termly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Outstanding citizenship was recognised at the Graduation Assembly with the St John's Award along with awards from the Lions Club and our local Member of Parliament.
- 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 2018, the school held special parent, student and staff information sessions to deepen knowledge and understanding of our Restorative Practices within the school community. Our senior students were trained to be Peer Mediators on the playground to support positive social interactions in the playground and have a strategy in place for when things go wrong. 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.

- All parents and all students from Years 3-6 were able to participate in the DOLSIS survey delivered through the Catholic Schools Office.
- There were frank and open discussions held in Parish School Forum meetings to gain feedback from parents with a further invitation offered in the School Newsletter.

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 Kindergarten, Year 1, Year 2, Year 3 and Year 5.
- Reading intervention programs including MiniLit and MacqLit we offered to vulnerable students in Kindergarten through to Year 6.
- Success Together As Readers intervention ran for Year 1 students in Semesters 1 and 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 Project Stay Afloat 2018: Rising to the Challenge in Semester 1 this year. They were required to use thinking skills and capabilities of the design process towards solving a contextually relevant and real-world problem - rising sea levels. The engagement 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 by:

- Continuing to work towards developing a rigorous understanding of contemporary curriculum. In 2018 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, 17 students presented for the tests while in Year 5 there were 17 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, 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 information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St John's Primary School, Mullumbimby students in each band compared to the State percentage.

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	State	School	State	School	State	School	State	School	State	School
Reading	27.7	41.0	24.7	35.0	20.2	18.0	12.8	6.0	7.2	0.0	3.8	0.0
Writing	10.9	18.0	36.0	35.0	24.3	29.0	18.4	18.0	5.4	0.0	2.8	0.0
Spelling	25.8	18.0	25.0	24.0	21.0	35.0	13.7	18.0	8.0	6.0	4.4	0.0
Grammar and Punctuation	30.9	29.0	16.8	24.0	23.2	24.0	12.5	12.0	8.2	6.0	4.2	6.0
Numeracy	17.8	18.0	25.7	24.0	26.5	41.0	16.6	18.0	10.1	0.0	2.1	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	State	School	State	School	State	School	State	School	State	School
Reading	17.4	8.0	20.9	6.0	23.8	29.0	19.6	24.0	11.2	18.0	4.5	6.0
Writing	4.6	0.0	11.5	0.0	27.2	6.0	35.9	47.0	11.5	41.0	7.0	6.0
Spelling	14.6	0.0	22.7	24.0	31.1	24.0	17.7	18.0	9.3	35.0	3.6	0.0
Grammar and Punctuation	18.1	12.0	18.1	6.0	29.1	24.0	16.2	18.0	11.0	18.0	4.9	24.0
Numeracy	12.5	0.0	19.7	19.0	25.9	19.0	26.3	38.0	12.1	25.0	2.6	0.0

As can be seen from the table the percentage of students in the top three 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 numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing and Grammar and Punctuation. The high



percentage of students achieving well above minimum standards in Year 3, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented, intervention programs and developed over the last two years.

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 2018 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	13/04/2018	Leader of Catechesis, Leader of School Evangelisation
Restorative Practices	20/08/2018	Liz and Vic O'Callaghan
Whole School Beliefs & Practices in English	15/10/2018	Naomi O'Dwyer (Leader of Pedagogy) & Greg Flint (Assistant Principal)
The potential of challenging mathematics tasks for engaging all students	04/05/2018	Peter Sullivan

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

Activity	Staff numbers	Presenter
Guided Writing	12	Lee Denton
Seven Steps to Writing Success	8	Seven Steps to Writing Success
Kids Matter Essentials	9	Kids Matter staff and Pastoral Care Officer
SCOUT Training for NAPLAN	3	Audit and Compliance Officer & Education Officer from the Catholic Schools Office
Growth Mindset	2	Dan Haesler
Extending Mathematical Understanding	1	Jo Hall (Education Officer)
Crossing Cultures Hidden Histories	2	Doreen Flanders (Indigenous Education Office, Catholic Schools Office)

The professional learning expenditure has been calculated at \$8199 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, 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. 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](#).

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.

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.



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.

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. The policy is available at the front office.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Researched and further developed understanding of our Charism. • Identified the Traditions of our school community and developed plans to ensure these traditions are linked in our Religious Education Program and celebrated in alignment with Feast days. • Worked collaboratively with the Parish to improve the Sacramental Program. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Develop teachers and students understanding of traditions including scripture and sacraments. Leading to improved confidence and engagement. • From our Tradition as a school community continue to focus on Charism and build capacity in understanding our Charism.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Implemented an inquiry as to why there was a lack of engagement and connectedness within the community. Feedback from staff, students and families helped to establish strategies for deepening connection to the school. These strategies included varied play spaces which allowed for more positive social interactions assisted by supervising staff. • A new play space was designed by parents, students and staff and construction was completed in Term 4. • Improved Restorative Practices procedures in the school for staff and students. • Transition program between Stages introduced. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Develop an integrated school based Pastoral Care & student wellbeing plan. Improved student wellbeing across the student cohort. • Introduction of the Pastoral Care and Well Being Teacher and ancillary staff member.

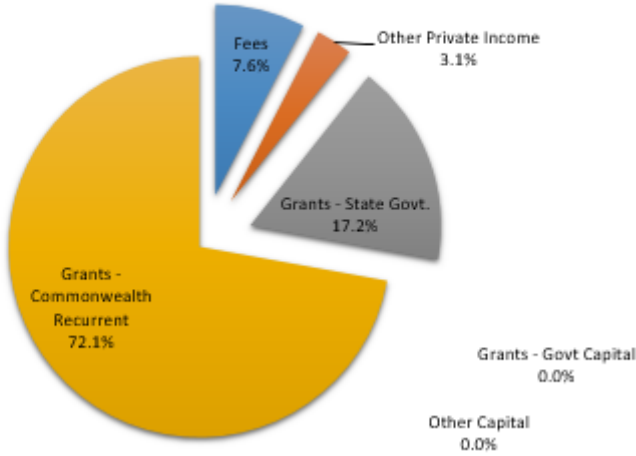
<ul style="list-style-type: none"> Improved communication between school and home with the introduction of SeeSaw software tool and a calendar is sent home each Term. 	
<p>Teaching and Learning</p> <ul style="list-style-type: none"> Reviewed the school approach to English and developed agreed Shared Beliefs and Practices for English. Improved opportunity for student voice into learning experiences. Multiple Professional Learning opportunities given to staff to improve pedagogical practices in writing. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Review our understanding of Contemporary Learning to outline our shared beliefs and practices in Mathematics. To develop consistency in whole school practice in Mathematics leading to improved student engagement and outcomes. To review spelling practices and ensure consistency of practice across all Stages. To embed the whole school beliefs and practices of writing into the English Block.
<p>Community and Relationships</p> <ul style="list-style-type: none"> Staff: Encourage and improve communication between all levels of staff. Introduction of a staff calendar and weekly staff memos. Staff: Review and consider innovative timetable strategies to support the introduction of professional learning team meetings. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> Staff: Review and consider innovative timetables for Release from Face to Face structure. Introduction of the Leader of Learning role to help develop and organise further opportunities for community celebrations and unique challenging or extension experiences for students.

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 2018 is presented below:

**2018 INCOME - St John's Primary School
MULLUMBIMBY**



**2018 EXPENSE - St John's Primary School
MULLUMBIMBY**

