

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St John the Baptist
Ferntree Gully

2016

REGISTERED SCHOOL NUMBER: 1406



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Contact Details

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Minimum Standards Attestation

I, Cathy Mason, attest that St John the Baptist is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

Reflecting on the PAST
Embracing the PRESENT
Growing towards the FUTURE
Living in the SPIRIT
Responding to GOD in all

Our School Mission



“I have come that you may have life and have it to the full.”
John 10:10

We will be **Christ centred**, where all are valued since we are made in the image and likeness of God.

We will have a focus on **Whole person formation**, where each young person will be a person of competence, conscience and compassion.

We will develop **Relationships**, where we recognise that the strength of our community is in collaboration and service with and for each other and our wider community.

We are one body of many parts. 1 Corinthians 12:12-27

School Overview

School Context

St John the Baptist Parish Primary School was established in 1936 by the Parish of St John the Baptist, and the education and care of students was entrusted to the Presentation Sisters (Victorian Province), at the invitation of the then Parish Priest, Fr T. McCarthy. Since its humble beginnings, our Parish school has consistently endeavoured to deliver to the children of our Parish, an inclusive education within the Catholic tradition.

Our programs and teaching are delivered in a manner that support and promote the whole child. This includes our commitment to:

- Education in Faith: which includes providing children with the opportunity to contextualise their prayer in, and their belonging to, the faith community;
- Developing a child that is a contributor to our world;
- The promotion of reverence and respect for all;
- A focus from staff on promoting and developing the best teaching and learning practices available at the time in order to support the individual learning needs of the students of our school; and
- The development of the broader sense of belonging to our Parish community.

Parish Links

Fr Alan Fox is parish priest at St John's. The school is located on the same site as the church and we witness our faith to the wider community by celebrating mass as a school community.

School Environment

St John the Baptist School is comprised of four main buildings providing 12 classrooms, our school hall, Information Resource Centre, Language Room, Music Room, Canteen and Resource Rooms. The school has three main play areas featuring a fully synthetic oval, running track, long jump pit, well protected and shaded adventure playground equipment, and marked netball and basketball courts.

Teaching and Learning

Our curriculum is based on the the Victorian Curriculum. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](#).

Specialists' programs include Physical Education Music, Italian and Library.

The children have the opportunity to participate in our extra-curricular activities of gardening club, dance club, choir, guitar and piano lessons and chess and computer club. We are committed to providing a comprehensive and inclusive curriculum taking into consideration students' individual needs and learning preferences. Underpinning all programs is the development of the social and emotional wellbeing of our students and we use a number of resources to develop skills and strategies.

Out of School Hours Care

Camp Australia operates before and after school care programs on our school site. The program offers quality care for students in a safe environment and provides a range of activities to suit all ages.

Accountability

School policies and procedures are guided by those provided by the Catholic Education Office Melbourne (CEM) and Catholic Education Commission of Victoria (CECV).

Data

In 2016 surveys prepared by Insight SRC were distributed to parents, students in Year 5 & 6 and staff. Data was supplied by Catholic Education Victoria Network (CEVN).

Principal's Report

In writing the Annual Report to the Community I would like to commence by thanking all those associated with St John the Baptist Parish School for their contribution to school life. St John the Baptist has a dedicated and committed staff who work collaboratively in teams and value the opportunity to improve their own skills, knowledge and performance. Our students feel a connectedness to their school and to their peers and are motivated to achieve personal success. Parents are supportive and enthusiastic to assist the school in many ways and work with the staff on school improvement.

The Annual Report is an opportunity to highlight the 'value added' and 'achievements' that have been the result of fulfilling the intended outcomes of our Annual Action Plan. The Religious Education Leader and Parish Priest worked closely together to guide and support our teaching staff in the delivery of our Sacramental Program. This brought staff, students and parents together in a spirit of co-operation to develop their faith and bring a sense of connectedness in our community.

This year staff continued to work with our Learning and Teaching Team to strategically plan professional learning for the year. A Literacy focus formed our learning and development in pedagogies around writing with the support of our Literacy Coach from Catholic Education Melbourne.

Finally I'd like to express my thanks and gratitude to all the families of St John the Baptist Parish School for the contribution they have made to the life of our school. The discussion and advice on school matters provided by the School Board, the social and fundraising events and activities organised by our Parents and Friends Association and those from the wider community who have enriched the teaching and learning. Our parish priest, Fr Alan Fox provides spiritual leadership to us all and is a great source of guidance and support to our school community. This is greatly appreciated and makes St John the Baptist a wonderful place of learning, laughter and life.

Cathy Mason

PRINCIPAL

Education in Faith

Goals & Intended Outcomes

To strengthen the Parish School's Catholic Identity

- That staff and students demonstrate the school's Catholic Identity in day to day school life
- That student engagement in Religious Education improves.

Achievements

- Professional Development - Faith Enhancement Day with Michael Yore
- Regular meetings and planning between REL, Principal, staff, leadership team, parish staff and volunteers as well as Parish Priest.
- Collegial planning of Religious Education Program using pro-forma and RE Exemplar Units
- Participation in REL Network meetings - unpacking new curriculum, Horizons of Hope
- Participation in the "Enhancing Catholic Identity Project" and completion of surveys by all staff, senior students and a small number of parents
- Regular newsletter items regarding RE events
- Attendance by Year 6 Leaders at the annual mass at St Patrick's Cathedral to celebrate Catholic Education Week.
- Parents and students attendance and active involvement in preparation and celebration of the Sacrament of Confirmation Family Night and masses
- Parents encouraged to attend all masses and liturgical celebrations and support student participation
- Year 4/5 students regular attendance at First Friday masses, providing and serving refreshments to elderly parishioners and sharing their time and company after each of these masses
- Christmas Carols Night for whole community and gift donations to support St Vincent de Paul
- Participation in Caritas Project Compassion during the season of Lent
- Redevelopment of our school mission statement

VALUE ADDED

The major goal articulated in the School Improvement Plan is to; strengthen the Parish School's Catholic Identity. As a school we have redeveloped our mission statement so that it is reflected across our whole school community in our words and actions. We have embedded Catholic Social Teaching Principles into our Inquiry Units of work ensuring that we are a community of Faith reaching out to all in our community and beyond.

Learning & Teaching

Goals & Intended Outcomes

To improve student outcomes through purposeful, authentic contemporary learning experiences.

Achievements

- Professional Development on the use of a dialogical approach to teaching to support a contemporary learning classroom
- Held regular professional learning meetings with an emphasis on evidence of student data and progress
- Fostered a culture that promotes high expectations for all students
- Planned opportunities for teachers to share practice with one another
- Development of a shared understanding of the purpose and use of teaching and learning strategies in reading and writing lessons
- Reading Recovery teacher and classroom teachers worked together to best meet the needs of students at risk
- Implemented the Grrread approach in year P/1/2 to support children at risk in reading
- Purposeful writing opportunities increased e.g. Poetree, newsletter, Anzac ceremony etc.
- Continued to build on teacher's pedagogical content knowledge around comprehension across the school
- Developed teachers knowledge around the strategy of Interactive Read Alouds across the school
- Literacy leader worked shoulder to shoulder with CEM coach to build teacher capacity in the teaching of reading and writing
- School Closure Day focussing on the teaching and learning of writing
- Implementation and analysis of Pre and Post Tests to inform the teaching of Mathematics
- Development of teachers' pedagogical knowledge of the Teaching Sequence when problem solving by sharing and modelling strategies, providing guided support, independent practice and opportunities to reflect and share learning
- Built teachers' capacity to ask effective, probing questions in order to develop students' capacity for deeper conceptual understanding in Mathematics
- Professor Maths Incursion provided extended opportunities for students to enjoy problem solving together in innovative ways
- Mathematics Challenges in School Newsletter that built excitement around the process of problem solving
- St John the Baptist has achieved eSmart accreditation, which means that we provided have evidence that our school is one where the smart, safe and

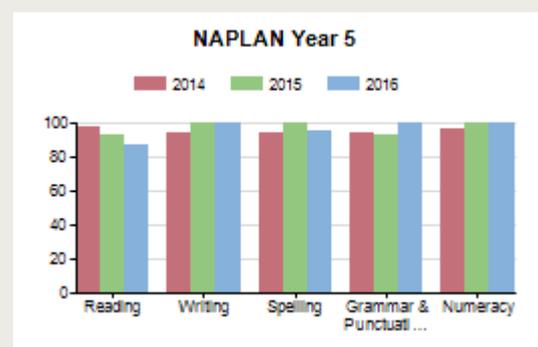
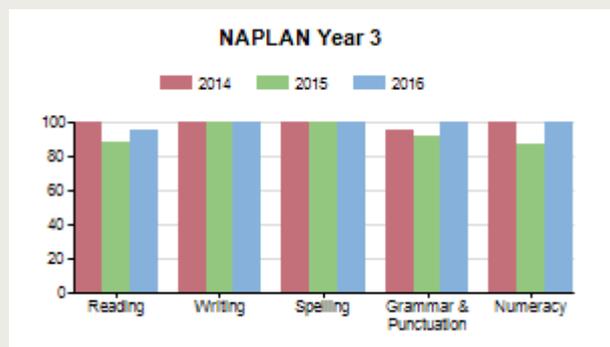
responsible use of information and communications technology is a cultural norm.

- Our school is now resourced so that every child from Year Three to Year Six has access to an individual netbook or Chromebook, which makes it much easier for teachers to plan and implement work which caters to children's individual learning needs, and to monitor their progress, and allows for flexibility and spontaneity within class. Younger children in Prep to Year Two also have one device per child, but these are shared devices and include both netbooks and iPads
- Since 2015 St John the Baptist has used the Google Apps for Education suite, which means that teachers and students can collaborate on work and access resources from any device with an internet connection. In order to help teachers interact effectively with their students and to allow for better monitoring of student activity, we have now installed a program called Hapara Teacher Dashboard. This allows classroom teachers to manage students' folders, assign tasks and collect work from a single monitoring screen. Teachers can also view students' activity online, check that all students are safe and on task, and, if necessary, restrict and control their internet use during school hours.

STUDENT LEARNING OUTCOMES

The table shows that our Year 3 2016 results show an improvement in the areas of reading, Grammar and Punctuation and Maths. Our results in the area of writing and spelling have been consistently high over the three years. Our Year 5 results show an improvement in the area of Grammar and Punctuation and maintained the improvement we showed in 2015 in the area of Writing and Mathematics. We have showed a slight decrease in our results in the areas of reading and spelling, however our results in these areas continue to be above the National results.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014-2015 Changes %	2016 %	2015-2016 Changes %
YR 03 Reading	100.0	88.0	-12.0	95.5	7.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	95.2	92.0	-3.2	100.0	8.0
YR 03 Numeracy	100.0	87.5	-12.5	100.0	12.5
YR 05 Reading	97.3	92.9	-4.4	87.5	-5.4
YR 05 Writing	94.6	100.0	5.4	100.0	0.0
YR 05 Spelling	94.6	100.0	5.4	95.5	-4.5
YR 05 Grammar & Punctuation	94.6	92.9	-1.7	100.0	7.1
YR 05 Numeracy	97.2	100.0	2.8	100.0	0.0



Student Wellbeing

Goals & Intended Outcomes

To develop a culture of resilience, responsibility and respect throughout the school community

- That students are more engaged and responsible for their learning
- That consistent student management practices will improve behaviour.

Achievements

- All Year 6 students have a leadership role in the school
- Attendance at the Young Leaders Day held at The Convention Centre
- All classes have a Buddy class with the Prep children having a Year 6 Buddy
- Social and Emotional Learning is embedded in the curriculum
- Students' sense of Wellbeing continues to be supported by Positive Behaviour and there is consistency of expectations across the school
- Participation in the National Day of Action Against Violence and Bullying and Day for Daniel

St John the Baptist has a high student attendance rate. The student attendance roll is marked twice daily. Parents ring the school or post a message on our school app on the morning of a student's absence and provide written communication explaining their child's non-attendance on the child's return to school. Reasons for a student's absence are recorded on the roll and kept as a record at the school. The students attendance rate is reported twice yearly on each students report and is marked at a satisfactory or non-satisfactory attendance rate.

VALUE ADDED

- Twilight on The Green for families
- Assemblies
- Buddy program
- SRC – 2 representatives from each class Year 3-6 and led by Year Six SRC Leaders
- Chess/Computer Club
- Dance Club
- Running Club
- Gardening Club
- Choir
- Swimming Program Prep – Year 2
- School Sports Carnival
- Inter-school Sports Competition – Years 5-6

- Participation in Zone and Regional swimming and athletics
- District Cross Country
- School Excursions/Incursions
- Years 3,4, 5 & 6 outdoor education focus camps

STUDENT SATISFACTION

Our insight SRC data provides information about how our students experience school at St John the Baptist. The three key indicators that reflect how students experience our school are wellbeing, engagement and relationships. The majority of the student's responses place us in the middle 50% of all Victorian Schools.

Child Safe Standards

Goals and Intended Outcomes

As a Catholic school community St John the Baptist Parish School places the highest priority on the care, wellbeing and protection of children and young people. Founded in Christ and sustained by faith, our school seeks to fulfil our mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured and safeguarded by all.

Achievements

St John the Baptist has done much to strengthen our wellbeing and protection environment and we remain committed to continuous improvement and review of our policies, procedures and practices.

There has been a review of our school policies and procedures to ensure we comply with the introduction of new Victorian Child Safe Standards, which came into effect for all Victorian schools in 2016.

The Victorian Child Safe Standards

On 26 November 2015, the Victorian Parliament passed the *Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015* (Vic.) to introduce Victorian Child Safe Standards (the standards) into law. The standards were phased in from 1 January 2016 for most organisations working with children and came into force for schools from **1 August 2016**.

[Ministerial Order No 870](#) has been made and was gazetted on Thursday 7 January 2016. The Ministerial Order, developed in consultation with stakeholders from government and non-government school sectors, specifies the actions schools must take to meet each of the child safe standards.

Regulatory compliance took effect from 1 August 2016, to give our school time to familiarise ourselves with the child safe standards and to prepare to meet the requirements of the Ministerial Order. Catholic Education Melbourne and the VRQA provided information and support materials to assist our school to implement the standards.

What are the Victorian Child Safe Standards?

The standards were publicly released on 29 September 2015 after consultation with stakeholders. They are aimed at creating child safe environments and promoting cultural change in the way organisations manage the risk of child abuse and neglect.

As a Child safe organisation we have:

- Implemented strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- Developed and implemented a child safe policy and had it ratified by the Education Board
- Developed and implemented a code of conduct that establishes clear expectations for appropriate behaviour with children and had it ratified by the Education Board
- Strengthened screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel (resources developed from Catholic Commission of Victoria CECV)
- Strengthened processes for responding to and reporting suspected child abuse (following the PROTECT guidelines)
- Further developed strategies to identify and reduce or remove risks of child abuse
- Strengthened our strategies for promoting the participation and empowerment of children.

- Ensured that all staff had completed the Mandatory reporting module so that we are all aware of our roles and responsibilities of protecting the children in our care.

In complying with the child safe standards, we have included the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability

Leadership & Management

Goals & Intended Outcomes

To embed a whole school approach and commitment to school improvement

Achievements

- Whole school planning and auditing of curriculum scope and sequence
- Review of timetabling and student learning entitlement
- Reallocation of staff deployment to improve team effectiveness
- Timetabling of back to back planning sessions to facilitate collaborative/high quality team planning
- Participation of leaders in collaborative planning sessions
- Develop strategies for providing feedback to students about their learning.
- Staff to increase sharing of practice through modelling bet practice
- Further unpack what 'expert' teaching 'looks like', 'sounds like', 'feels like'
- Staff meetings and PLTs dedicated to building teacher capacity and being more data (evidence based)
- Commitment of leadership team to Professional Learning Meetings
- Enabled professional learning in the area of leadership between CEOM coach and the literacy leader

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

In 2016, approximately \$40,000 was spent on Professional Development of all staff at St. John the Baptist. This figure includes replacement costs of staff when attending in-services and guest speakers who attend our school. Some of the Professional Learning activities were as follows:

- Outer East Zone Networks: Principal; Deputy Principal; Religious Education; Curriculum; Literacy; Numeracy; Library; Student Wellbeing; E-Learning; Maths
- P-6 Literacy Leaders Cluster
- Reading Recovery (training)
- Faith Development
- Literacy Coaching
- Writing (Supporting consistent practice P-6)
- Growth Mindset

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

20

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2000

TEACHER SATISFACTION

Our insight SRC data provides information about how our staff experience school at St John the Baptist. The two key indicators that reflect how staff experience our school are morale and level of distress. Four indicators of school climate that are the most important drivers (or causes) of staff wellbeing and motivation are empathy (the extent to which leaders understand the needs of staff members); clarity (the extent to which staff members have a sense of purpose and know what is expected of them); engagement (the extent to which staff members collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals) and learning (the extent to which staff members feel their efforts are being recognised and their capability is being developed through appropriate learning and development opportunities). The staff's responses place us in the top 25% of Victorian schools in most of these areas.

School Community

Goals & Intended Outcomes

To enhance student learning by fostering relationships and partnerships within the school and beyond.

Achievements

- Invited parents to school liturgies and assemblies
- Invited parents into the classroom with an emphasis on connecting our families to their children's learning
- Enlisted new membership on the Parish Board
- Supported Parents and Friends committee by providing a school representative
- Supported Parents and Friends and coordination of fundraising activities
- Appointed new parent class representatives and wrote new guidelines for these roles
- Continued to foster a close parish/school partnership
- Promoted the school through newsletters, parish bulletin, local papers and attendance at community events.
- Promoted student leadership to build civic and citizenship values in students
- Conducted student and parent surveys to seek feedback on specific programs
- Promoted outreach initiatives through our Social Justice leaders
- Working with St. Joseph's College on various projects including The Lighthouse Project (Yr 5/6 Boys Mentoring Program)
- Work experience students from St. Joseph's College and Mater Christi College along with past students who attend other secondary schools
- Clinics conducted by the Knox Basketball Association
- School Nursing Service
- Australian Catholic University A.C.U training students
- Choir performing at a range of venues
- Student recipient of the Knox Community Award
- Participation in 'Go for Your Life' community Walk to School Day
- Exhibition of work at Knox Festival – School Banner Competition

PARENT SATISFACTION

Our Insight SRC data provides information about how our parents perceive school life at St John the Baptist for their children. The three key indicators that reflect how the parents perceive our school are school climate, relationships and engagement. The parent's responses place us in the middle 50% of Victorian schools in these areas.

Future Directions

We are in an exciting position at St John the Baptist as we are coming to the end of our 4 year school improvement cycle. In 2017 our school will be reviewed against the National School Improvement Tool (NSIT) from ACER. Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. The NSIT synthesises findings from international research into a practical framework that we will use to investigate and evaluate current practices in our school.

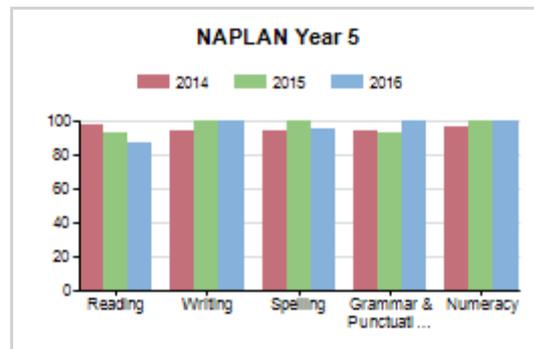
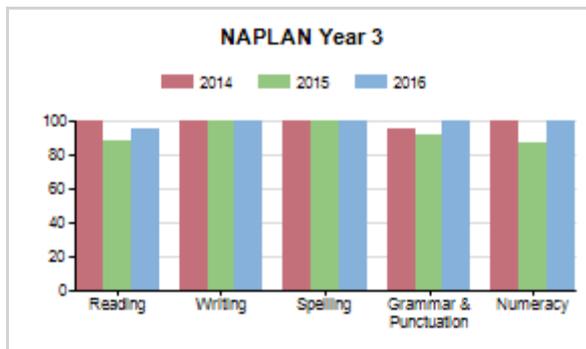
By using the NSIT in the process of developing our School Improvement plan, our school will be able to ensure we are adopting the practices displayed by highly effective schools and school leaders, and are supporting the development of our school improvement objectives with a solid base of evidence and research.

2017/2018 will also see the beginning of the implementation of Stage 1 & 2 of our School Building Masterplan. This will see the building of two new classrooms, the refurbishment of 8 classrooms, the creation of a parish/school carpark and the development of new play spaces for the children.

We look forward to all that is ahead for our vibrant school community.

**VRQA Compliance Data
E1141
St John the Baptist School, Ferntree Gully**

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	%	%	%	%	%	
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	94.57
Y05	93.19
Y01	91.99
Y06	93.39
Y04	94.88
Y03	94.73
Overall average attendance	93.79

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.51%

STAFF RETENTION RATE	
Staff Retention Rate	94.12%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	12.50%
Graduate	25.00%
Certificate Graduate	6.25%
Degree Bachelor	62.50%
Diploma Advanced	62.50%
No Qualifications Listed	6.25%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	16
FTE Teaching Staff	9.500
Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	3.130
Indigenous Teaching Staff	0