About this report

Mt St John’s Primary School 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 2011 following its submission to the Board of Studies.

All information in this Report is public and its contents are open for discussion at various parent forums.

Further information about the school or this Report may be obtained by contacting the school on 02 6657 2552 or by visiting the website at www.dorplism.catholic.edu.au.
Principal’s Message

The primary purpose of Mt St John’s 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. Mt St John’s offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school has 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 combine to ensure that our school’s mission is lived out daily in the life of the school.

A building and refurbishment project commenced in October as part of the Federal Government’s Building the Education Revolution program. The project, comprising two new learning spaces, a library and refurbished administration facilities, should be completed midway through 2011.

The students’ achievements and accomplishments were showcased throughout 2010. Student work was proudly displayed in classrooms, on school notice boards, in the parish church and in town displays. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Mt St John’s has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- The speeches written and delivered by Year 6 students, seeking election as School Captain, were of an exceptionally high standard. The content was well thought-out and considered, while the speeches were delivered with poise, confidence and maturity.
- A Readers’ and Writers’ Theatre was held in Term 4, showcasing student literacy ability and success. A presentation evening provided an opportunity for the whole community to participate.
- Students across the middle and upper primary grades developed ICT skills that enhanced learning. An interactive video recount of the sinking of the Loch Ard, created by our Stage 3 class, was presented to parents and students.
- Senior students worked with the National Parks and Wildlife Service artist-in-residence, Guy Crosley, to create a mural tracing the history of this area from creation to present day. The mosaic now forms part of the entrance to Dorrigo Rainforest Centre.

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.

Core celebrations held in 2010 were:
- School Captains’ Induction Mass
- Ash Wednesday Mass and prayer service
- Holy Week and Easter re-enactment and prayer service
- School Feast Day
- End-of-year whole-school community Mass incorporating a graduation and blessing of Year 6 students
- Dance Fever program and inter-school challenge.
Mt St John’s was involved in the local community throughout 2010. Some examples include:
- taking part in the local ANZAC Day march
- involvement in the Dorrigo Rainforest Welcome Wall project
- visits to and from Dorrigo Pre-School
- participation in Schools Clean Up Day.

An excursion to Canberra, as part of studies in Government and Democracy, was undertaken in Term 4 by our senior students. They were repeatedly complimented on their manners, enthusiasm and level of cooperation.

Students performed well at various sporting events during the year. A staff versus Year 6 students touch football match was the sporting highlight on the 2010 school sports calendar. The staff won easily with a score line of 6 – 4.

There were many people who assisted in the school’s quest for excellence. In particular, I extend special thanks to the parent body and the school staff for their generous efforts. Mt St John’s is indeed blessed to have such dedicated and enthusiastic community members.

Greg Ryan
Principal

A Parent Message

It has again been a pleasure to be involved in Mt St John’s Parents and Friends (P&F) Association. Mt St John’s is indeed a wonderful small school, which has always welcomed parent involvement in all activities.

In 2010, Mt St John’s P&F raised approximately $2000 towards the purchase of new class readers as well as the future purchase of new furniture and fittings on completion of BER building works. Fundraising during 2011 will also focus on classroom and library needs after students have moved into their new buildings.

Although Mt St John’s is a small school, fundraising efforts are well-supported by the local community and we are continually delighted by the response and positive feedback provided about the school. Street stalls, raffles, the Dorrigo Show BBQ, and especially the very popular cake trolley have all contributed to a steady flow of fundraising income throughout the year. A big thank you must go to all parents and carers for their generosity in volunteering, supporting, baking and BBQing at all our fundraising events.

The school canteen volunteers also deserve many thanks for all their hard work during the year, especially Sally Duckett and Alison Davies, our canteen co-ordinators.
This year Parents and Friends were able to access some of the fantastic opportunities provided by the Catholic Schools Parent Assembly. Two parents attended an excellent practitioner training course in Lismore entitled “1-2-3 Magic and Emotion Coaching”. This course will be presented to other parents by those who attended, during 2011. Parents also attended a seminar by well-known author Maggie Hamilton, and are keen to participate in future seminars provided by the Parent Assembly.

I would like to welcome new members to the P&F, and look forward to another year of activities and fundraising for the benefit of all students at Mt St John’s School.

Venita Colquhoun
President
Mt. St John’s Primary School
P&F Association

This Catholic School

Faith and Mission

Dorrigo is a small rural community situated on the edge of the New England Plateau, on the mid- north coast of New South Wales. Students come from the town itself, and from surrounding areas including Ebor, 30 minutes driving time from Dorrigo. Essentially a farming community, other employment opportunities include State Forests, National Parks and Wildlife Service, tourism and town support infrastructure.

We are a Kindergarten to Year 6 Catholic primary school of the Mary Immaculate Mother of God Parish, Bellingen, and a systemic school of the Lismore Diocese.

Opened by the Presentation Sisters in 1924, the school has a rich tradition of providing a Catholic education for the local community. The school retains its status as a small school. It commenced with 55 students in 1924 and had an enrolment of 58 students at the 2010 Commonwealth Census.

In 2010, the school was divided into three multi-age class groups covering the seven primary school grades.

Our goal is to live out our School Vision Mission Statements.

Our Vision: To be a community of learners and believers where the whole person is nurtured in mind, body and spirit guided by the hand of God.

Our Mission: To create a community of learners by fostering the uniqueness and potential of each individual, challenging them to be open to God’s plan for their lives.

Mt St John’s is a faith community of the Dorrigo community, the parish of St Mary’s, Bellingen and of the Diocese of Lismore.

We express our Catholic identity through the Religious Education program, daily prayer, classroom sacred spaces and liturgical celebrations.
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 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.

Mt St John’s caters for children from Kindergarten to Year 6. The following table indicates the student 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 2010</th>
<th>TOTAL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are currently 58 students enrolled in 3 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.

The school continues to work towards developing 21C pedagogy. Interactive technology is available in each learning space and staff members mentor each other to develop their skill levels.

A whole-school “buddy” reading support program takes place three times each week, with the senior students supporting younger children with their reading. This program also encourages positive student relationships throughout the school.
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, six students presented for the tests while in Year 5 there were six students who participated in the test.

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, space and geometry.

In both Years 3 and 5 there were 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. 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.

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

At Mt St John’s, 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 workshops and information sessions on NAPLAN and the associated data analysis.
### Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BAND</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>State School</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>28</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>Number, Patterns and Algebra</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>Measurement, Data, Space and Geometry</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
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></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>17</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
</tr>
<tr>
<td>Spelling</td>
<td>12</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>17</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>19</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>14</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14</td>
</tr>
</tbody>
</table>

Literacy results in both Year 3 and Year 5 showed that 50-83% of students were placed in the top 2 - 3 bands for Reading, Writing, Spelling, Grammar and Punctuation. Stronger results were recorded in the Year 3 cohort; however, small cohort sizes tend to skew results. Numeracy results remain strong in Year 3, with a lower overall result in Year 5. These results will be further analysed to inform and guide the direction for future development, particularly in the area of Numeracy.
**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>4</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>0</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>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>3</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Number of non-teaching staff employed in the school.</td>
<td>7</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 2010 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retreat Day</td>
<td>2</td>
<td>School Executive</td>
</tr>
<tr>
<td>Well Being</td>
<td>4</td>
<td>CEO Lismore</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>School Executive</td>
</tr>
<tr>
<td>Vision &amp; School Organisation</td>
<td>1</td>
<td>School Executive</td>
</tr>
</tbody>
</table>

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

- Religious Education and Spiritual Formation
- Literacy and Numeracy
- ICT
- Enrichment
- Additional Needs
- Indigenous Education
- Health and Safety
- School Administration.
The professional learning expenditure has been calculated at $3164.88 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 97.53%. 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. Parents are encouraged to arrange medical and other necessary appointments outside school hours. 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. 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 2010 was 91.2%. 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>100</td>
<td>87.9</td>
<td>86.8</td>
<td>95</td>
<td>95.4</td>
<td>86.3</td>
<td>93.5</td>
</tr>
</tbody>
</table>

**School Policies**

School policies are reviewed regularly. In 2010 the following policies were reviewed, updated or newly created:

- Behaviour Management
- Playground Supervision
- Evacuation
- Lock Down
- Complaints and Concerns.
Enrolment Policy

Every new enrolment at Mt St John’s necessitates parents attending an enrolment interview. The interview provides an opportunity for parents 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

“Pastoral care is central to the ethos and identity of a Catholic school and it is essential that pastoral care for students be given a high priority. The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of schools is to promote the full physical, social, intellectual, emotional and spiritual development of students. *The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of the Catholic School.* (The Catholic School on the Threshold of the Third Millennium, n9.)” (Guidelines for Pastoral Care in Catholic Schools, CEC NSW)

The following highlight the broad dimensions of pastoral care at Mt St John’s:

- school climate
- affirmation
- prayerfulness
- communication
- environment
- participation
- parental involvement
- special programs.

Examples of these dimensions working in our school are, comprehensive and inclusive approaches to teaching and learning, fair and just assessment practices, values education program, health-promoting programs, peer support activities, school and class award systems, liturgical and prayer life of the school, stimulating classroom environments, orientation and transition programs, behaviour management plans, parent participation and local community interaction.
Discipline Policy

Our discipline policy is grounded in both our Core Values and Code of Conduct statement. Each class agrees upon rules, at the commencement of each year, under the headings of Safety, Learning, Respect and Self-Responsibility.

Students at Mt St John’s are expected to follow all school rules. The safety and learning needs of the students are paramount. If misbehaviour occurs the following strategies will be used: rule and behaviour reminders, time out, teacher-student conferences, lunch-time reflections, behaviour notes sent home and parent meetings. If the behaviour is of a serious or repeated nature it may result in in-school suspension, suspension from school or expulsion.

Complaints and Grievance Policy

The school handbook provided to each parent on enrolment contains a section on parent-teacher contact. This school welcomes parent-teacher contact and suggests mutually acceptable times for interviews be arranged outside of class teaching time.

Early in each year, an insert in the newsletter asks parents to contact the school if there is a matter to be resolved. If a meeting with the class teacher does not resolve the issue, parents and teachers are encouraged to discuss the matter with the principal.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2010 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:

- review the school’s Vision Statement and identify its core values;
- promote best practice in Literacy and Numeracy;
- develop the professional culture of the school;
- promote the school within the local community.

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:

- The students were invited to identify the values that are central to the life of our school. They did this with both parent and staff input and we created a list of core values for our school.
- Respect is the basis of our Behaviour Management Plan and, along with responsibility, underpins class rules that are jointly constructed at the beginning of the school year.
The identified core values of respect, responsibility, integrity, service, compassion, cooperation and enthusiasm lie at the heart of our Catholic school, 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 2010, many of the awards presented to students throughout the year are indicative of these values.

Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction. 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:

- formal survey
- invitation through the school newsletter to provide feedback
- discussion of school issues at P & F meetings.

Formal surveys seeking feedback on issues such as our core values were not a priority for the parents and generated a nil return. Discussion and feedback through P&F meetings was positive, as was anecdotal evidence given informally to staff and parents.
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.

A summary of the income and expenditure reported to the Commonwealth Government for 2010 is as follows:

### 2010 INCOME - Mount St John Primary School - DORRIGO

<table>
<thead>
<tr>
<th>Income Heading</th>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mount St John Primary School</td>
<td>DORRIGO</td>
</tr>
<tr>
<td><strong>2010 INCOME</strong></td>
<td>Mount St John Primary School Total</td>
<td>Grand Total</td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>38448</td>
<td>38448</td>
</tr>
<tr>
<td>Other Private Income</td>
<td>19495</td>
<td>19495</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td>111064</td>
<td>111064</td>
</tr>
<tr>
<td>Govt</td>
<td>325699</td>
<td>325699</td>
</tr>
<tr>
<td>Govt.Capital Grants</td>
<td>537529</td>
<td>537529</td>
</tr>
<tr>
<td>Other Capital</td>
<td>4292</td>
<td>4292</td>
</tr>
</tbody>
</table>

![Graph showing income distribution](graph.png)
## 2010 EXPENSE - Mount St John Primary School - DORRIGO

### Expenditure Breakdown

- **Salary & Related Expenditure**: 60%
- **Capital Expenditure**: 31%
- **Other Expenditure**: 9%

### Table: Expenditure Details

<table>
<thead>
<tr>
<th>Expenditure Heading</th>
<th>School Location</th>
<th>2010 EXPENSE</th>
<th>2010 EXPENSE Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount St John Primary School</td>
<td>Mount St John Primary School Total</td>
<td>Data DORRIGO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary &amp; Related Expenditure</td>
<td>602148</td>
<td>602148</td>
<td>602148</td>
<td>602148</td>
</tr>
<tr>
<td>Other Expenditure</td>
<td>93440</td>
<td>93440</td>
<td>93440</td>
<td>93440</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>316757</td>
<td>316757</td>
<td>316757</td>
<td>316757</td>
</tr>
</tbody>
</table>