



# St John Fisher Catholic Primary School Tumbi Umbi

## 2011 Annual Report



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## **1. Message from Our School Community**

### **1.1 Message from the Principal**

As a Catholic school, our primary aim is to provide the best possible Catholic education for all students attending St John Fisher. The children are fortunate in that they enjoy a range of opportunities offered to help them grow and develop as good role models for all. We believe that our successes are the result of a strong relationship between school, home and parish. Staff, priests and families work co-operatively to ensure that the students have the best opportunities and experiences in learning, whether in the classroom or involvement in spiritual, cultural, intellectual, social, and sporting and community events. These opportunities have been further enhanced through the use of information communication learning technologies (ICLT) which are integrated in all Key Learning Areas (KLAs). Our Parents and Friends Association works co-operatively to ensure the best possible environment for both staff and children. The school's strong Catholic community focus is reflected in the many initiatives and learning opportunities included in this report.

I welcome you to share many of our achievements of 2011 and our hopes and dreams for the future that are outlined in the following Annual Report.

### **1.2 Message from the Parent Body**

2011 saw four of our classes move into their new rooms provided by the funding from the Building the Education Revolution program. Soon after the whole community were enjoying a new Hall and COLA as a gathering point for our many school community functions. The P&F supported the school by funding half the cost of the new COLA as it fell outside the BER funding program.

The school brought the community together to celebrate Masses and Liturgies each term with large numbers of family members coming to commemorate events such as the opening and closing Masses, Ash Wednesday and Easter Liturgies and Mothers' and Fathers' Day Masses. The students in Year 6 came together with students from all other Catholic schools for the Year 6 Cluster Mass. The Staff displayed their commitment to their own spirituality with a staff development day working on prayer and visiting the historic North Sydney site of Mary MacKillop Place.

The KidsMatter Parent Committee worked on matters of mental health education for families pointing families to appropriate courses as well as providing regular pertinent information in the newsletter. A sub-committee was formed to set up the structure for the start of the Helping Hands Committee. This group assisted families at times of need.

The P&F continues to provide well structured support to the school in its four key areas of Social, Education, Fundraising and Maintenance.

A major community focus of 2011 was the Spring Fair. This brought together an inspired Co-ordinating Committee and many parents came forward to organise stalls. The day was a great success both financially and in highlighting the excellent community spirit at St John Fisher.

New parents were welcomed into the school with morning teas and information sessions. Social events included Mothers' and Fathers' day Stall and Breakfast and providing supper for all parents at the Christmas Evening. The P&F General Meetings provided a venue to welcome new parents and offer an open forum to discuss school issues.

The parents were instrumental in raising money to support the school through a number of minor fundraising activities aimed at providing services to parents such as the Hot Cross Bun Drive as well as the major fundraisers of the Sport-a-thon and Spring Fair.

The school has developed a very solid link with the Diocesan Parent Council. As a school community we were very pleased to host the Diocesan Parent Council Cluster meeting at St John Fisher.



Parents were consulted on changes to the student reporting procedures and this new report format was delivered during 2011. Parent Meetings continued to pass on information to parents especially in the key strategic areas of Mathematics and Spelling as well as keeping parents informed on the development of the new school hall and classrooms. All parents were also consulted on a wide range of matters.

The children continued to enjoy a range of events that developed a broad education. There were many sporting events which gave children the chance to be involved and shine in their chosen endeavour. In music the choir took delight in performing at the Central Coast Catholic School Choral Performance and the children in Years 5 and 6 were involved in the a3 lessons and performance. All children experienced the joy of drumming with the 30 beautiful djembe drums which we share with St Cecilia's and Our Lady of the Rosary. In Term 1 all children participated weekly in Dance Fever which culminated in the Stage 1 Parent Performance and the Dance Fever Challenge for Stages 2 and 3. Many students also took the opportunity to experience guitar lessons.

All children enjoyed excursions outside the school grounds including the Year 5 children spending three days at Challenge Ranch experiencing the team building activities and Year 6 participating in the visit to Canberra as a culmination to their learning unit on Government.

In the academic dimension the school has gone from strength to strength with the Maths program in its third year and the whole school approach to Spelling showing real improvement, especially in the NAPLAN exams as indicated on the government's My School website. In the technology area interactive whiteboards continue to motivate the children and give them excellent access to the latest technology.

In all it was a very successful year for the school community and we look forward to 2012.

The President of the P&F

### **1.3 Message from the Student Body**

In 2011 St John Fisher had a great year of learning and interacting with the community. Our school year started off well with the Opening and Blessing of our new school hall. We had many excursions which were very much enjoyed by all students.

In 2011, St John Fisher had a fantastic sport year. We sent some students to try out for the Broken Bay representative teams and quite a few managed to get chosen. We had our usual carnivals including a Sport-a-thon, swimming carnival and athletics carnival. The Champions of these carnivals competed in the next level. We even had three students who reached a State level.

For our music curriculum, all students learnt to play rhythms with African drums and many students performed for the rest of the school. Our school choir also performed for several places outside of school. As usual we participated in the annual Dance Fever Interschool Challenge where many students won ribbons.

Our school also participated in NAPLAN and several academic competitions including the ICAS for English, Mathematics, Science and Computers, the Australian Mathematics Competition and the Newcastle Permanent Mathematics Competition where one of our students won a district award. We also competed in the Premier's Reading Challenge and a public speaking competition. A school spelling bee was also run by one of our teachers. We also had a team perform brilliantly at the Central Coast Chess Competition.

2011 was a great year in which we celebrated many things, learnt lots and had loads of fun.

Year 6 Students



## 2. School Profile

St John Fisher Catholic Primary School Tumby Umbi is a K to 6 co-educational school in the Diocese of Broken Bay and is one of two primary schools in the Parish of Wyong. The school is situated in a rural setting on the edge of residential development, and enjoys the bush surroundings of the Glenning Valley. The school enjoys a very positive profile in the community due to the reputation of the dedicated staff and the understanding that St John Fisher has developed a safe and supportive school environment in which all participants are committed to 'growing in faith and knowledge'

### 2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
182	180	12	15	362

\*Language background other than English

### 2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csoddb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
20	0	0	20

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

### 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 93%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.



## 2.5 Teacher Satisfaction

The most current surveys were conducted by Research Australia Development & Innovation Institution to survey teacher satisfaction and the following trends were evident through the data.

The results were extremely positive with examples showing that staff strongly agreed that:

- the school provided an environment where faith is nurtured;
- the Catholic Worldview is promoted through the curriculum;
- the Catholic school community is student centred, safe and supportive;
- the school has a strong commitment to the pastoral care of the students;
- there is a whole school approach to quality pedagogy which teachers implemented in consistent ways;
- the school promotes the use of ICLT to support student learning; and
- the school provides a range of professional learning opportunities linked to identified student and staff needs.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94%
1	95%
2	92%
3	96%
4	92%
5	92%
6	95%

The average student attendance rate for 2011 was 94%.

**Management of non-attendance:** In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise



- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.7 Student Satisfaction

The most current surveys were conducted by Research Australia Development & Innovation Institution to survey student satisfaction and the following trends were evident through the data:

Almost 70% of children indicated that they learned a lot about God and the Church while at school which is obviously a very heartening statistic of which to be aware, as educators at a Catholic School. Another encouraging and positive statistic in support of the school Pastoral Care program was the fact that 100% of students agreed that they knew the school motto. One area which has provided the school with contemplative thought concerned the relatively low number of students who expressed high levels of enjoyment of Religious Education lessons.

Another gratifying response on the survey related to students knowledge of school rules – an important component of the Pastoral Care Plan. One hundred percent of students expressed agreement of some degree to knowing the school rules. While a low 9% of students responded negatively to feeling safe at school, a zero negative response would always be desirable with this crucial aspect of school life. Allied to this was the response to the bullying question which indicated that a relatively small number of students felt that there was a degree of bullying at school. Students' perceptions of levels of safety at school will continue to be of the highest priority and conforms to one of our annual goals which revolve around developing a safe and orderly school environment.

Possibly the most confirming response about how students felt about their school was the statement "I like my school and I am proud to be a student here". Over 91% of students agreed with this statement. Only 6% of students expressed disagreement. The survey strongly demonstrates that the vast majority of students are proud of their school, like to attend daily and feel it is a good place in which to learn.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

St John Fisher Catholic School is a two stream K-6 school based on the Central Coast. The majority of families at St John Fisher Catholic School identify themselves as Roman Catholic. There is a strong culture amongst families to attend Friday grade/parish Masses and special liturgies. Many families also worship at St John Fisher, St Cecilia's, Wyong or Our Lady of the Rosary, The Entrance on Saturdays and Sundays.

St John Fisher Catholic School has a strong commitment to the faith formation of students. Students engage in quality experiences of prayer and liturgy, formal Religious Education instruction and active opportunities to reach out to others.

#### **3.2 Religious Life of the School**

In 2011 the school considered the critical indicators of progress from the document Catholic Schools at a Crossroads. One of the key indicators considered in 2011 was to progress toward significantly increased attendance at Sunday Mass, and deeper involvement in the life of the local Church by students and ex-students.

To develop this area a cantor group consisting of Year 6 students was established to confidently lead the school in learning the sung responses to the Eucharistic Prayer for Children II and build up a repertoire of hymns and songs for the Liturgy. Rostered Monday parish Masses and Friday grade Masses were maintained. Teachers used these opportunities to reinforce the concept of reverence and involvement in the celebration. For Friday Masses, teachers used songs that had or were being learnt as a school, involved children singing the responses to the Eucharistic Prayer for Children II, continued to use scripture passages and themes that had been studied in class (except for Feast days) and had children actively engaged in the celebration through, song, dance and prayer. Parent and parishioner attendance remained high. Students from the local Catholic High School were invited to take a leadership role in our Ash Wednesday celebrations. Major Feast days continued to be observed in 2011.

To develop progress on the indicator which states that all Principals, Assistant Principals and RECs are practising Catholics who understand and profess the Catholic faith, model it in their own lives, and can teach it effectively, the teachers and administration staff, continued the practice of staff prayer every Thursday morning. Teachers continued to share different styles and forms of prayer that focused on a variety of themes and topics. A strong attendance has continued to be observed this year. The teachers developed a stronger faith connection and knowledge of the life of Saint Mary of the Cross MacKillop by travelling to the shrine and museum at Mary MacKillop Place in North Sydney.

The whole school recited the school prayer every Monday during assembly and engaged in daily class prayer. Classes maintained a central prayer focus that reflected liturgical time of the year or Religious Education units being studied as well as the work completed in understanding the Ignatius Examen.

In line with the progress indicator, continued development and deployment of curriculum, methodologies and resources such as texts which promote high levels of Catholic Religious Literacy, Religious Education continued to be an important and central part of the day. Teachers ensured adequate time was allocated daily and that the Scope and Sequence was followed. Teachers continued to ensure Religious Education was taught and assessed with the same integrity as other Key Learning Areas. Presentation of content, sequence of concepts and assessment were adjusted to suit different styles of learning and special needs of students. As suggested in the critical indicators of progress the students in Year 6 trialled the Religious Education Test being used by a number of schools in the Diocese.



### **The School in the Life of the Parish and Diocese**

The school continued to work closely with the parish in maintaining and supporting the increase in enrolments to the sacramental program. It was reported by the parish that 2011 saw a large number of children receiving the sacrament of Confirmation.

The Religious Education Co-ordinator and Sacramental Team aim is to monitor new families as they enter the school and remind them of the already existing sacramental program on offer. The sacrament of Baptism mainly targeting Kindergarten and new to the school children was still promoted and run at school during school time with children being baptised.

The school also worked closely with the Parish in the preparation of Christmas Masses by promoting and advertising the Masses at school assemblies, sharing music and organising a list of children interested in participating. Mass times were included weekly into the school newsletter.

St John Fisher Catholic School continued to have a very passionate and driven Mini Vinnies team who were in charge of raising both awareness and funds in response to different social justice issues both locally and abroad. The Mini Vinnies team led the school in such areas as raising awareness and funds for Caritas, Christmas hampers and the winter appeal for the local community.

As is tradition, St John Fisher Catholic School was involved in Diocesan events such as the Year 6 Cluster Mass, Annual Mission Mass and the Diocesan Mass for teachers.

After the Monday and Friday Masses our two Priests are always invited to stay and visit the classrooms.

### **3.3 Catholic Worldview**

St John Fisher Catholic School has a particular task of presenting quality education as an expression of the Catholic Worldview. Therefore, the school seeks to offer opportunities to apply that Worldview to all aspects of school life and those outside the school. The Catholic Worldview permeates all Key Learning Areas and is supported by our key values of respect, responsibility and reconciliation. It is particularly evident in Human Society and Its Environment, Science and Literacy. Respect, tolerance and acceptance of people of other faiths and cultures, as well as care for the environment and reverence for all life, are promoted.

Children are involved in activities that seek to promote social justice. The school seeks to build understanding of people in need, both in Australia and overseas. Activities are organised to raise money and resources for local and global charities such as the St Vincent de Paul Society, Caritas and Project Compassion. Furthermore the Bounce Back program studied in Personal Development, Health and Physical Education (PDHPE) across the school allows students to explicitly apply a Catholic Worldview perspective when exploring and discussing issues such as bullying, tolerance and core values.

Students build an understanding of Catholic spirituality through daily prayer. In Year 6 the first Religious Unit studied is Missioning Rite which sets the tone and expectations for the students of servant leadership.

### **3.4 Professional Learning in Catholic Life and Mission**

In 2011 further exploration of prayer continued. An Education Officer from the Catholic Schools Office and the Director of the Loyola Institute worked with the staff to develop a deep understanding of the Ignatius Examen. Staff reflected on their personal prayer life and began to develop strategies to use the Examen in their teaching and learning.



Professional reading continues to be provided regularly through Religious Education journals and other articles. There are many internet sites for teachers to peruse and the Catholic Schools Office provides regular articles and information for teachers to access and use in Religious Education.

The Diocese of Broken Bay has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

Derived from Diocesan policies, St John Fisher Catholic School has a Pastoral Care and Anti-bullying policy. Copies are available from the school office or available to view on the school website.

### 4.3 Pastoral Care of Families

To reinforce the school Pastoral Care Policy, the school developed a Scope and Sequence of Personal Development units with a common theme through all Grades. This allowed us to reinforce the school values at the same time across the school but at the appropriate level. It also allowed us to integrate the student support sessions as a concluding activity at the end of each area of study.

During 2011 the KidsMatter Parent Committee continued to work on their key areas of Component 1 – 'A Positive School Community', and Component 3 – 'Parent Education and Support'. The group of members met twice per Term discussing issues dealing with social events for the school community, appropriate parent information for the KidsMatter brochure stand (located in the foyer in the office) and developing a 'helping hands' initiative.

The 'helping hands' initiative was very successful with many parents assisting in the "cook up" in our new hall kitchen. The food produced brought assistance to many families that were in need of support due to sickness, grief, financial stress etc. A phone tree has been established to ensure the right channels of communication are utilised to ensure commitment and privacy between the helper and person in need.

The newsletter has been an avenue to promote parent education seminars such as the 'Parent Factor', which gives parents advice on how they can assist their child's learning. Events within the community as well as workshops and courses (separation, grief etc.) have also been advertised in the school newsletter. The brochure stand has information ranging from coping with a child with a diagnosed disorder to issues such as anxiety and grief. This information is on display and is made available to the school community. This stand is updated regularly.

The staff attended a session led by our school Counsellor on identifying and assisting students with anxiety and other mental health issues. All students from K – 6 spend 45 minutes twice a Term in Student Support Sessions. These sessions are designed to assist the explicit teaching and learning of the PDH Curriculum, particularly the Bounce Back (resilience) units. These sessions are led by the senior students (Years 5 & 6). They are mixed age groups including at least one child from each year group. The themes are based on issues such as bullying, core values, learning about strangers, relationships, emotions, bouncing back, celebrating success and seeing humour.

Many support structures exist for families within the St John Fisher Catholic School community. The class teachers, learning support team, Assistant Principal and the Principal all work closely with parents during the year to provide whatever support is required in relation to issues concerning their child. Where necessary, families were referred to local health and counselling agencies for professional support. As part of their leadership role, the Year 6 students are paired up with the Early Stage 1 children to act as mentors or "buddies" for those children throughout the year.

The Seasons for Growth program continues to provide support for children experiencing grief and loss.



#### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

#### 4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

The two key areas of professional learning for 2011 continued to be in Literacy and Numeracy. The School-based Spelling program was continued with an emphasis on the strategies students use in the Writing process. The funding for the Raising Achievement in Numeracy (RAIN) Program continued until the end of Term 2 with the Commonwealth funding for Numeracy development meaning that the school could vigorously promote Mathematics learning by the students while at the same time developing teacher expertise in this critical area. Teachers became more proficient at administering the Clinical Interview process for student assessment and the data collected was used to inform teaching programs as well as to identify pupils whose Numeracy development may have been "at risk". The Numeracy Champion worked with intervention groups throughout the year to provide more intensive support for these students in Years 2 and 3. An active Numeracy committee provided leadership for Mathematics teaching and learning in the school and several important initiatives occurred as a result of the committee's actions.

Analysis of NAPLAN 2010 results was undertaken and an area for development in 2011 was to improve the students' achievement in Reading. A major focus was the development of deep knowledge in the teaching of Reading. Staff analysed Syllabus documents including the Draft National Curriculum and broke down Reading strategies into student based goals. These were trialled with students and adapted to meet their needs. These goals will form the foundation of a scaffold which teachers will use in assisting students become more self-directed in their learning.

Two Parent Reading Partner workshops were held with around 30 parents attending. These parents then began listening to children read in classrooms. Parents were given "prompt" cards to assist them when listening to students read.

The initiative to develop a whole school plan in the instructional teaching of technology in the Learning and Resource Centre was implemented for all classes in 2011. A series of booklets were developed and implemented by the ICLT Co-ordinator in liaison with the Librarian and Principal.

The school began to develop resources for teachers to link the teaching of Physical Education by the specialist teacher with games and drill which could be performed by the students in classroom sport

### 5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.



- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 50 students in Year 3 and 56 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	2.0	5.9	3.9	35.3	11.8	41.2	98
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	3.9	21.6	52.9	21.6	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	5.9	9.8	25.5	31.4	27.5	100
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	2.0	17.6	19.6	31.4	29.4	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	2.0	19.6	27.5	21.6	29.4	100

### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	8.9	7.1	28.6	17.9	23.2	14.3	91
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	1.8	1.8	25.0	42.9	23.2	5.4	98
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	10.7	30.4	26.8	17.9	14.3	100
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	3.6	1.8	26.8	19.6	30.4	17.9	96
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	5.4	7.1	35.7	25.0	19.6	7.1	95

In viewing the above figures as well as the school's results as displayed in bands on the MySchool website it is apparent that Year 3 has performed significantly above State average and generally above the average of similar schools in all areas. Year 5 have performed above State average in all areas with very pleasing results in Writing and Grammar and Punctuation.

There has been a marked increase in the Spelling scores for both Year 3 and Year 5 which gives favourable data to support our new Spelling program. This year for the first time we were able to track our students in Year 7 who displayed significant growth in Spelling.

An identified area for development is the growth between Year 3 and Year 5, especially in the area of Reading. This will continue to be our key focus area for 2012.



### 5.3 Extra Curricula Activities

St John Fisher Catholic Primary School is committed to offering a variety of opportunities to cater for children's needs and interests.

#### Music

The school enjoyed the enthusiasm and expert tuition of a weekly lesson from a music teacher. In these sessions all children experienced the playing of instruments as well as singing. A highlight for 2011 was the second year of the drumming program made possible by the purchase of 30 djembe drums. The drumming classes were integrated into the music lessons following a course of professional learning in drumming by the music teacher.

The school choir worked very hard to build a great repertoire of songs and performed at a number of school liturgies and the end of year Carols Night. A highlight for the choir was performing before parents and other schools at the second Central Coast Choir Presentation at St Peters' Catholic College Tuggerah.

A teacher from the Gosford Conservatorium of Music worked with a large number of students teaching guitar who then performed a concert for students and parents each term.

The school enjoyed a visit from Jon Madden, The Marimba Man, who performed and involved all children from Kindergarten to Year 6. This was an extremely entertaining, cultural, professional experience and many facets of the program were integrated into the Creative Arts curriculum.

A major project in the Music Department was the design and construction of a number of new marimbas which was a joint project between the school, The Bateau Bay Men's Shed, Bunnings and Wyong Council through their Cultural Grants. The marimbas were presented to the school at a ceremony and have become an integral part of our music program.

#### Sport

Swimming carnivals, athletics carnivals and cross country runs were enjoyed by the school in 2011. These carnivals allowed for children to be selected for the Central Coast Catholic Schools Cluster level carnivals and in some cases for the Diocesan carnivals with just a few elite athletes participating at the State level.

St John Fisher Catholic Primary School places much emphasis on regular physical activity. Participation of all students is a high priority and children are celebrated for their achievements at all levels. There have been many outstanding team and individual sporting results by our students, within the wider community.

Sport is a significant part of the life at St John Fisher, as children have the opportunity to be involved in one or more of the following:

- whole school participation at the school swimming and athletics carnivals;
- representating at the CCC, Broken Bay, Polding swimming and athletics carnivals;
- school-based selection trials for CCC Cross Country;
- Broken Bay Summer/Winter individual selection trials for Polding sports teams – Broken Bay Diocese;
- Early Stage 1/Stage 1 compulsory swimming lessons (optional for Stage 2/3);
- Open and 11 Year Rugby League, Soccer, Cricket and Rugby Union Competitions; and
- Walla Rugby Gala Day for students in Years 3 and 4.

A highlight of Term 1 was the involvement in Dance Fever with weekly lessons followed by very successful involvement in an interschool dance competition.



Physical Education lessons were enhanced greatly by the access to an outstanding sporting facility in the new hall and COLA.

Physical education lessons exposed children to a variety of sporting skills and activities.

#### 5.4 Professional Learning

In line with the 2009 – 2012 Strategic Plan, the overall aim of professional learning in 2011 was to improve student achievement in the area of Reading. Teachers worked in Stage and whole school groups to analyse the content and outcomes of the English Syllabus. Staff developed Grade and Stage student learning goals.

Staff came together regularly in collaborative groups to share their strategies in using the learning goals in teaching. Members of the leadership team also met with each teacher individually to analyse student samples of work using the CASL (Collaborative Analysis of Student Learning) process as put forward by the University of Auckland. New strategies were then implemented in the classroom situation.

Staff professional learning was balanced between whole school learning which was then supported and challenged in Stage Learning Teams. Learning teams were established in Numeracy and Literacy to lead these key areas.

Whole school staff development days and weekly learning meetings included:

- Numeracy
- Spelling
- Whole School Approach to Writing
- Interactive whiteboard training
- Anaphylaxis training and CPR
- Training in the use of the new ICLT architecture
- Child protection.

Some examples of individual professional learning include:

- NAPLAN Writing Assessment
- Sound Waves in the Classroom
- Ministry for Teachers
- First Aid
- Musica Viva
- RAIN Project.

The community of Catholic School Teachers came together for a combined Staff Development Day to develop the Leading Learning agenda across all schools. Visiting lecturers from Auckland University worked with staff and Leadership Teams over the year.



## 6. Strategic Initiatives

### 6.1 2011 Priorities and Achievements

The strategic goal in the area of Catholic Life and Mission was, "to enhance the students' awareness of God in their lives". As a staff we worked with an Education Officer and the Director of the Loyola Institute to explore integrating the Ignatius Examen prayer form into classroom practice.

The strategic goal in the area of Teaching and Learning was, "to improve student learning outcomes through the defining of learning goals and expectations in Reading".

The staff worked together to analyse the Board of Studies documents and National Curriculum in relation to developing developmental goals at the level of the student. Each class is trialling the use of the goals to meet the individual needs of the students and increase their self regulation of their learning. Students have displayed an increased capacity to analyse their needs and define goals and strategies to improve.

The strategic goal in the area of Pastoral Care was, "to establish a safe, calm and efficient learning environment."

The community have worked together to analyse movement within the school and have developed the first stage of changes involving new procedures in the morning so that effective teaching time in the classrooms can be maximised. Students are quicker to class in the morning with fewer disruptions to learning.

### 6.2 2012 Priorities and Challenges

The 2012 strategic goal in the area of Catholic Life and Mission is, "to improve the practice of prayer in the classroom".

We plan to have an agreed process of praying the examen which is taught to the children and communicated to the parents in the form of a book mark. We will look at the prayers offered in the context of the Mass and develop student understanding at each of the Grade levels. We will also develop a Scope and Sequence of formal prayers across the whole school.

The strategic goal in the area of Teaching and Learning is, "to review procedures for differentiation in teaching and learning".

We will develop a plan for learning at the instructional level including reviewing student assessment practices, developing an agreed process of assessment and develop strategies for the differentiation of learning.

We will clarify reading processes across the school and work with teachers to set goals to improve their teaching strategies in Reading.

The strategic goal in the area of Pastoral Care is, "to review the KidsMatter program and introduce new strategies."

The community, being led by the KidsMatter Committee, will view the four point plan to assess gains and strategic direction for the program. We will look to extend the morning supervision solution into the afternoon to assist the parents and guardians as well as the local residents through improved traffic flow. We will look to analyse means to increase effective teacher time.



## 7. Parent Participation

### 7.1 Introduction

#### ***Parent Ministry Teams***

Parents were involved in Eucharistic ministry during whole school Masses. There is a small group of parents who assist in the organisation of a special children's Mass by collecting children's artwork to decorate the church, allocating readers, and preparing music. This Mass occurs as part of the Sunday morning Parish Mass. Parents are also involved in delivering the weekly children's liturgy lessons that occur on a weekly basis during Parish Mass. Parents have also been active supporters of families experiencing hardship and loss. They have organised food hampers for these families and provided ongoing emotional support for them.

#### ***Assistance with Students Learning***

Parents are actively invited to assist in classroom activities, especially during the Literacy Block. In Stage 1 and Early Stage 1 classes they have also been invited as special guests as part of the Human Society and Its Environment units. They have accompanied classes on school excursions. They have provided refreshments for the school opening ceremony, Year 6 Graduation Mass and end of term Mass for Term 3. Parents run the Early Stage 1 orientation days during Term 4. Parents also provide transport for students when attending inter-school events, for example sport, debating, and choir performances.

#### ***Parents' and Friends' Association (P&F)***

The P&F continued to put into action their aim and roles as follows:

To provide clarity on the roles and functions of the P&F the following four areas were outlined:

1. Sharing Parent / School Perspectives/ Parent Learning

Goal: To provide a forum for open communication between the school and parents.

Goal: To co-ordinate parent learning initiatives including DPC.

2. Building Community/ Social Families Students and Adults

Goal: To build a friendly and welcoming faith filled community which seeks to involve all members.

3. Fundraising

Goal: To raise funds to provide resources and opportunities for enriching the learning environment of the school.

4. Maintenance

Goal: To assist with the maintenance of the school grounds.

The executive of the P&F have built up a positive network of parents who appreciated the time and thought that went into the delivery of each of the four areas. The P&F organised a number of events in 2011 to meet the above needs with one of the key fundraising event being the successful Spring Fair.



## 7.2 Parent Satisfaction

The most current surveys were conducted by Research Australia Development & Innovation Institution to survey parent satisfaction and the following trends were evident through the data:

### **Catholic Practices, Philosophy and Faith**

Parents scores showed above 80% agreement to all aspects of this section with 92% agreeing that they were satisfied that the environment in the school allows their child's faith to grow.

### **Pastoral Care and Community**

While parents ranked the school very strongly in this section there were six parents that felt more could be done to keep their child free from bullying. A particular strength was noted as the school had good processes for the recognition and celebration of student achievement in all areas of student life.

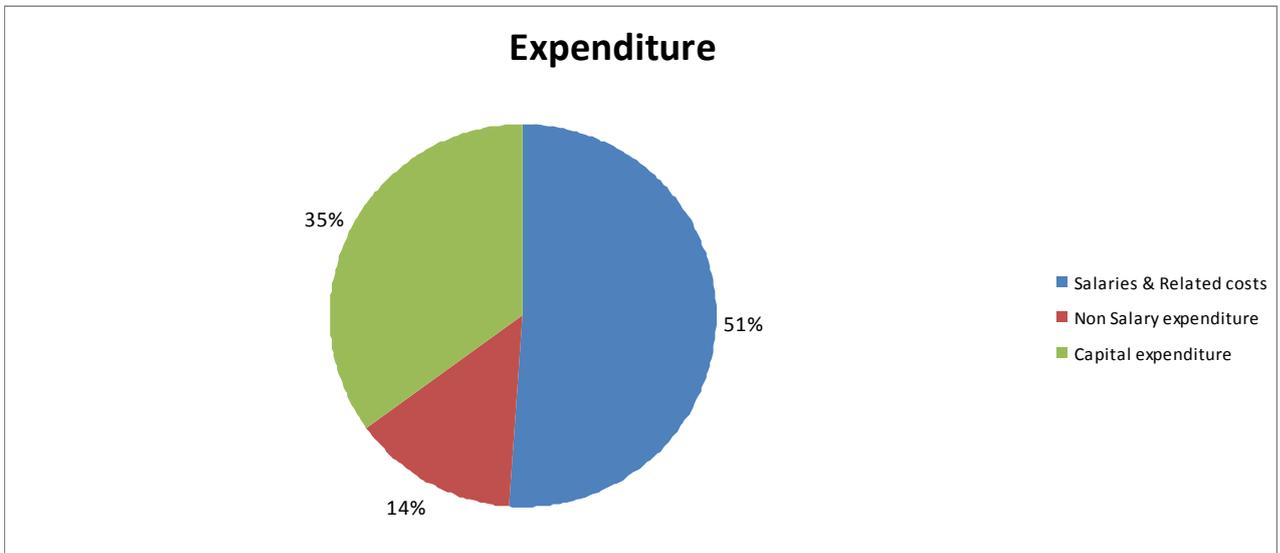
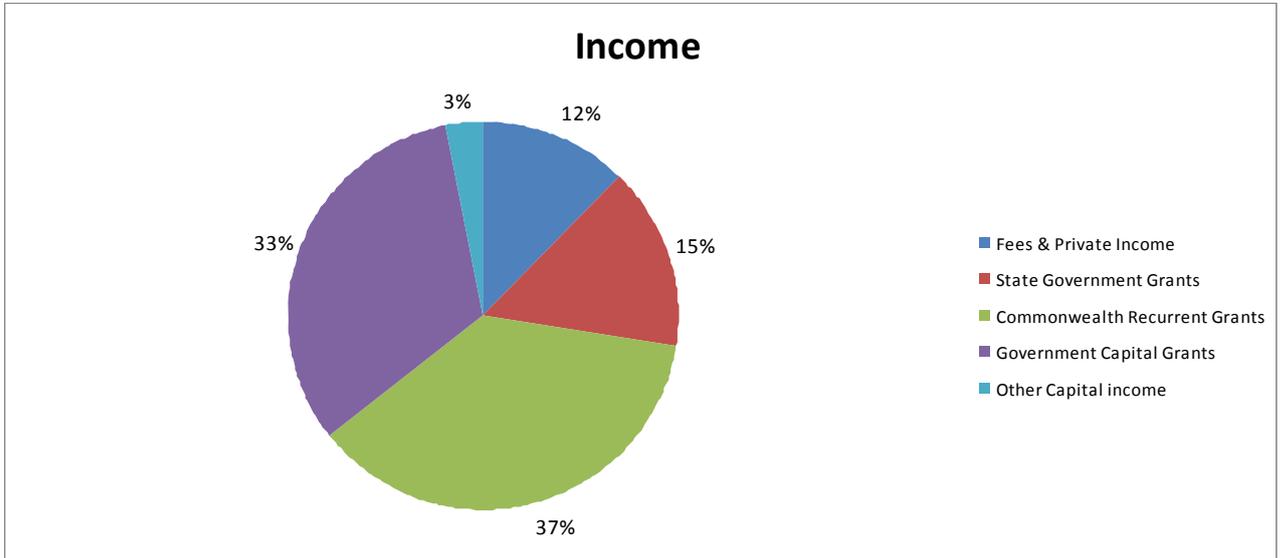
### **Curriculum Teaching and Learning**

Parents strongly acknowledged the work of the teaching staff with 97% agreeing that from their experience, the teachers in the school are effective committed professionals and 100% stating that ICLT was well utilised in teaching and learning.



## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Frances Reynolds.