



# St John Fisher Catholic Primary School Tumby Umbi

## 2012 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 Catholic School, Tumbi Umbi. 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 (P&F) 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 2012 and our hopes and dreams for the future that are outlined in the following Annual Report.

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

2012 was another successful year in the life of St John Fisher. 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 students praying of the Examen at school translated to prayer at home for many of the children.

The school worked towards improving the Reading of students and parent in-service was given in Literacy and Numeracy. A number of new Literacy resources were purchased by the school and the teachers continued to use technology efficiently to make teaching and learning more motivating.

All children took great joy in the building of the new playground equipment which was funded through the previous sport-a-thons. We were thankful to receive a generous donation which allowed us to build a shade structure over the playground.

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. The sub-committee continued its work with the Helping Hands initiative assisting 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.

The major fundraising initiatives were the sport-a-thon and raffle which together with a number of smaller projects, allowed the P&F to make its contribution to the payments to the Covered Outdoor Learning Area (COLA).

New parents were welcomed into the school with morning teas and information sessions. Social events included Mothers' and Fathers' day Stalls 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. Students enjoyed after school activities such as ice-skating, the Monster Mash Disco and the Trivia Night for parents. There was an excellent working bee which performed many tidying up tasks as well as lay the sponsored pavers with family names.



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.

Parent Meetings continued to pass on information to parents especially in the key strategic areas of Mathematics and Reading. All parents were also consulted on a wide range of matters. Parents were very happy to be consulted through a very comprehensive online survey to provide insights which will guide the 2013 School Review.

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 Erina Fair and the children in Years 5 and 6 were involved in the Australian Arts Alive (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 Southern Cross Outdoor Education Centre experiencing the team building activities and Year 6 participating in the visit to Canberra as a culmination to their learning unit on Government.

In all it was a very successful year for the school community and we look forward to 2013.

The President of the P&F

### 1.3 Message from the Student Body

In 2012, St John Fisher was an active community – active in our learning, active in our faith and active in our sport.

Each Grade learnt many new and exciting things in Science and Human Society and its Environment. All of our learning was complemented by an excursion to further our knowledge. Some of excursions included Year 5 camp and Year 6's trip to Canberra.

Every student was encouraged to do their personal best in English and Mathematics and we really enjoyed Visual Arts and music. Once again this year, many students participated in the Dance Fever interschool challenge and had a great time. We also enjoyed visiting St Peter's Catholic College to see 'Back to the 80s'.

This year was also a time to build our faith and each class was involved in praying the Examen. We also created a living rosary out of helium balloons on the side oval to celebrate the rosary in October. We farewelled both our parish priests – Father Stephen Hamilton and Father Stephen Wayoyi. Although this was a very sad time, we were delighted to be gifted with Father Vlad, Father Raul and Father Alex, who helped lead our religious celebrations throughout the year.

We had our school carnivals throughout the year, including the swimming, athletics and cross country events. We also had numerous gala days to play against other students in the area. These were always times when the community spirit of our school shone.

We were excited to have new play equipment built in our play areas and the 'Friendship Seat' was added to the quad to make sure everyone had a friend and felt safe.

2012 was an amazing year in which we all grew in faith and knowledge.

Year 6 Students



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
182	192	12	17	374

\*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.csodbb.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:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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 2012 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 100%.

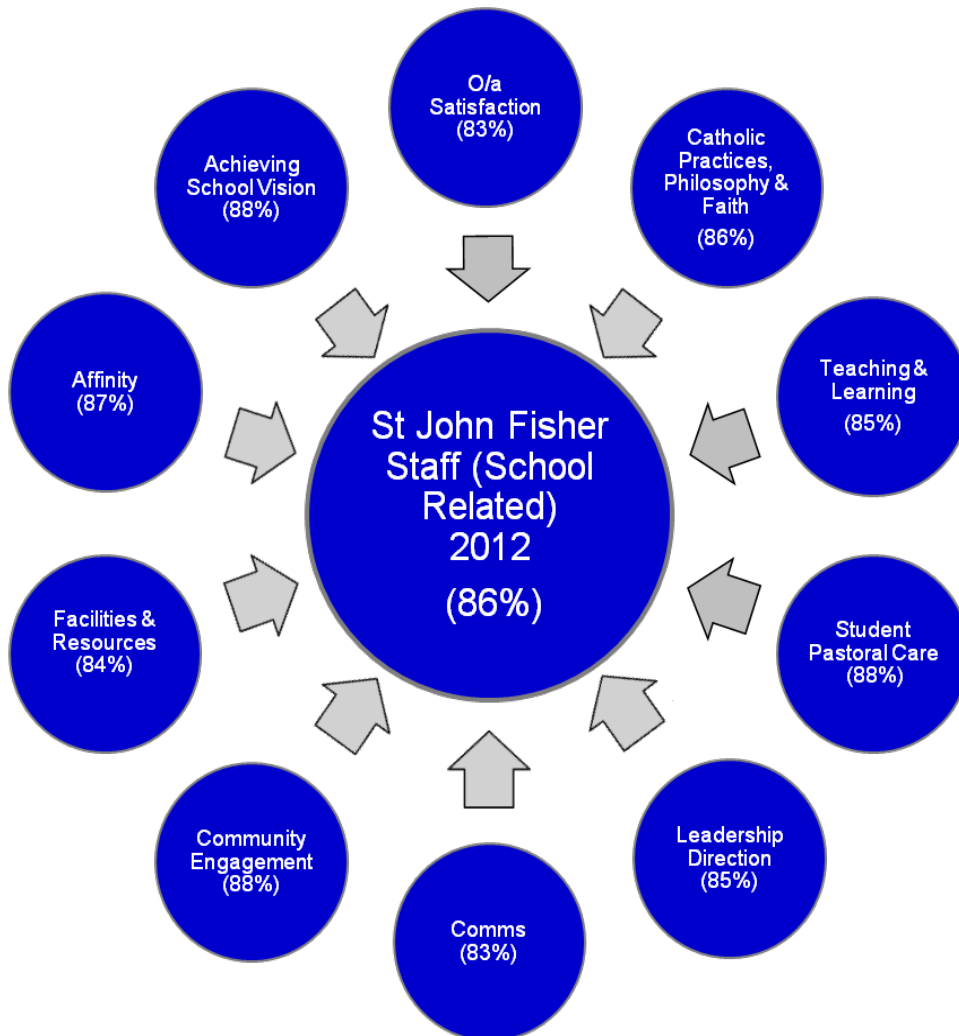
### 2.5 Teacher Satisfaction

The school surveyed staff, parents and Years 5 and 6 students using the Macquarie Marketing Group (MMG) survey instrument. The survey was completed in an on-line format in 2012 to gauge satisfaction levels on a range of areas including school choice, expectations and leadership.



The Overviews of Key Areas in the area of staff satisfaction, as stated by MMG, are presented below:

- The overall score is 'very high' at 86%.
- St John Fisher achieved 'very high' scores on 10 of the 10 areas.
- These scores suggest the School is in 'very good' overall health from a staff perspective and is above the 80%+ MMG benchmark level.
- School of first choice, strong advocacy and loyalty, positive word of mouth (WOM) and strong conversion of waiting lists result from schools achieving overall 'very high' status.





## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	94
2	96
3	93
4	95
5	96
6	91

The average student attendance rate for 2012 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; and
- 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.

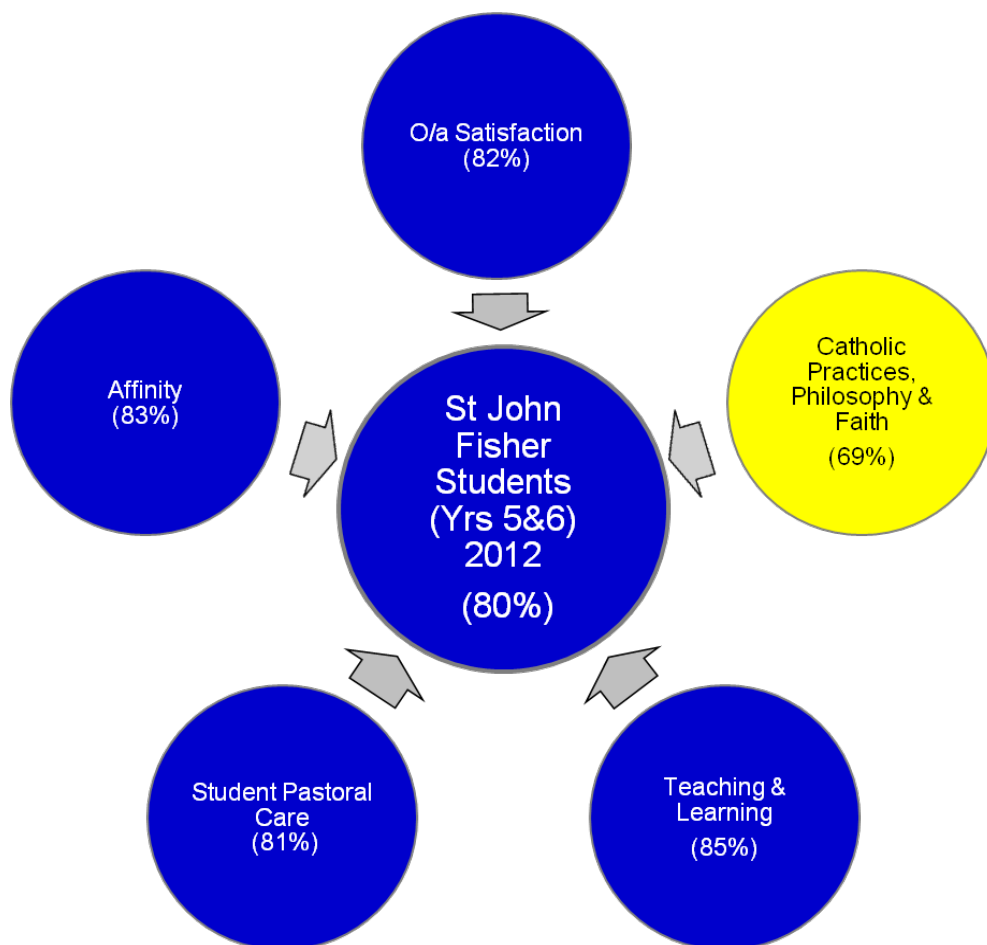


## 2.7 Student Satisfaction

The school surveyed Years 5 and 6 students using the Macquarie Marketing Group (MMG) survey instrument. The survey was completed in an on-line format in 2012 to gauge satisfaction levels on a range of areas including school choice, expectations and leadership.

The Overviews of Key Areas as stated by MMG as presented by students are presented below:

- the overall score is 'very high' at 80%;
- St John Fisher achieved 'very high' scores on 4 areas and a 'moderate' score on the remaining area;
- these scores suggest the School is in 'very good' overall health from a student perspective and is on par with the 80%+ MMG benchmark level; and
- school of first choice, strong advocacy and loyalty, positive word of mouth (WOM) and strong conversion of waiting lists result from schools achieving overall 'very high' status.







### 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

The Strategic goal in this area was to enhance students' awareness of God in their lives with the annual goal to improve the practice of prayer in the classroom.

Our targets included:

- all students pray the Examen in class weekly;
- students follow a school Scope and Sequence for formal prayer; and
- students are engaged more in the Mass through increased knowledge of prayers.

A vocal group consisting of Years 3-6 students was broadened to include other classes 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 2012.

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 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 Ignatian Examen.

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. Year 6 continued to trial the Religious Education Test being used by a number of schools in the Diocese.





### 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 English. 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 2012 staff further explored the use of the Examen in the classroom with teachers regularly sharing best practice in Professional Learning Meetings. Staff continued to reflect on their personal prayer life and continued 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.

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) 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 including Student Welfare and Anti-Bullying, 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

During 2012 the KidsMatter committee developed the following initiatives to enhance the pastoral care of the families at St John Fisher.

#### Positive School Environment

- welcome morning tea for new Kindergarten parents;
- opening School Mass/ Morning Tea;
- develop process/ plan to welcome new families incorporating the P&F;
- posters displayed in classrooms and around school;
- implement/ train Staff/ plan to welcome new families; and
- Mothers' Day Mass/ morning Tea.

#### Social Emotional Learning

- redesign the student support sessions to make them easier for the student leaders to follow;
- induct new staff – explaining Bounce Back and resources;
- inform/ remind staff about curriculum topics for the term;
- implement Student Support sessions (Core Values & Bullying);
- place order for new Bounce Back Books;
- inform staff of new Teacher manuals; and
- accession new Bounce Back books and inform staff.

#### Parent Education & Support

- newsletter snippets (KidsMatter/ Bounce Back quotes with a special topic on mental health each week);
- maintenance of the Parent resources;
- regular meetings of the Parent Committee (set Goals);
- workshop/display at Mother's Day Breakfast – different things that are happening in the school to inform parents (KidsMatter/ Sound Waves/ Go Maths/ Seasons For Growth/ Let's Do Lunch/ RE sacraments etc.); and
- update KidsMatter brochure stand.

#### Early Intervention

- review processes with Learning Support teacher, School Counsellor and staff about any children who are 'at risk';
- remind staff about the KidsMatter resources online/ folders;
- teachers to speak to last year's teacher to flag any issues and update records; and
- weekly Administration and Executive meetings introduce "KidsMatter Time" where teachers share any concerns.



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

#### Teacher Inquiry and Knowledge Building Cycle (TIKBC)

Based on the 'Leading Learning Program' the Leadership Team have been using the TIKBC as a scaffold for the introduction of change in the school. Teachers are aware of the model and will be introduced to new programs using the model but it is the Leadership Team who use the model for decision making.

Key high yield strategies for this model which are being used in the school in our Literacy National Partnership School Plan include:

- Open to Learning Conversations;
- Practice Analysis Conversations; and
- Collaborative Analysis of Student Learning.

#### The Introduction of Learning Goals and Success Criteria

During 2012 our Strategic Plan involved improving the student's outcomes in the area of Reading and also looked at developing the students as independent learners. To meet this goal the English Committee and then the staff developed a range of student based learning goals based on the syllabus outcomes. We then built professional learning around the development of success criteria. While the use of learning goals is more widespread it will be one of the topics for the beginning of year Open to Learning Conversations for 2013.

A significant amount of professional learning was based on understanding the role assessment played in increasing student outcomes. The staff reflected on current practices and analysed tasks based on the difference they made to learning and teaching strategies. As a staff we looked to streamline assessment tasks and agree on tasks that are purposeful in developing efficient differentiation.

The school successfully applied to be involved with the EMU (Extending Mathematical Understandings) Program and the school leaders attended a number of preparatory in-service days to lay the foundations of the upcoming professional learning in Mathematics. The Mathematics Committee was influential in developing deep knowledge of the project and the build-up of resources. Two Parent Mathematics workshops were held with around 30 parents attending.

### 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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 54 students in Year 3 and 52 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 *MySchool* 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
<b>Reading</b>	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	3.8	3.8	21.2	23.1	25.0	23.1	96
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	15.4	30.8	42.3	11.5	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	1.9	5.8	9.6	28.8	30.8	23.1	98
<b>Gr. &amp;Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	5.8	3.8	11.5	15.4	23.1	40.4	94
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	5.8	26.9	21.2	34.6	11.5	100



### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	1.9	9.6	25.0	26.9	30.8	5.8	98
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	5.8	32.7	34.6	21.2	5.8	100
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	7.7	19.2	36.5	26.9	9.6	100
<b>Gr. &amp;Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	5.8	9.6	25.0	30.8	11.5	17.3	94
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	3.8	9.6	28.8	48.1	5.8	3.8	96

NAPLAN data in all areas has been analysed by the school over a 4 year period for both Years 3 and 5. While it generally indicated the school is sitting in between the State and Diocesan scores it displays a very significant variance depending on the cohort. This is backed up by tracking the cohort from Years 3 to 5 over the two year period. (For this reason we have put more emphasis on looking at school trends for the growth of students).

The table of NAPLAN Growth indicates growth from Year 3 to Year 5 for the years in which we have had NAPLAN. Some inferences which can be drawn include:

- Growth in Spelling has been steadily improving over the three years which may be a result of the Whole School Approach to Spelling;
- Numeracy results have not shown adequate growth for the school while the NSW Catholic Education Commission (CEC) results have gained;
- Reading results dropped significantly in 2010 then displayed a marked improvement in 2011; and
- Grammar and Punctuation has been inconsistent.

Some conclusions we are able to make is that the Spelling program has produced significant growth, especially in Year 5 students. Numeracy will be targeted through the involvement in the Extending Mathematical Understandings (EMU) program in 2013. The school will be looking to improve the number of students in the top Band through its strategic direction in meeting the diverse needs of each learner.



### 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 2012 was the third 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 Christmas Presentation. A highlight for the choir was performing at Erina Fair.

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. These students performed on stage at the end of the year.

A volunteer teacher worked with a number of interested children in the Marimba Band.

#### Sport

Swimming carnivals, athletics carnivals and cross country runs were enjoyed by the school in 2012. These carnivals allowed for children to be selected for the Central Coast Catholic Schools Cluster, (CCC) 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 congratulated 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;
- representation 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 including the Rugby Union team representing the Diocese at the State Catholic Carnival at St Joseph's Hunters Hill; 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 2012 was to improve student achievement in the area of Reading. Teachers worked in Stage and whole school groups to further develop their understandings of the Reading process and the use of 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 discuss the use of learning goals in reading. 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 (including skilling teachers in the use of the Mathematics Assessment Interview (MAI));
- Spelling;
- Whole School Approach to the Literacy Block;
- Reading Comprehension;
- Anaphylaxis training and CPR; and
- Child protection.

Some examples of individual professional learning include:

- NAPLAN Writing Assessment;
- Sound Waves in the Classroom;
- Ministry for Teachers;
- First Aid;
- Kodaly Music Theory; and
- Extending Mathematical Understanding (EMU) Project.



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

#### Catholic Life and Mission

**Strategic Goal:** Enhance students' awareness of God in their lives.

**Annual Goal:** Improve the practice of prayer in the classroom.

**Strategies and Achievements:**

- Review the Examen with staff. Provide teachers with resources to introduce to students.
- Launch the use of the Examen in the classroom. A whole school approach.
- Continue to pray the Examen focusing on our awareness of God in our daily lives.
- Survey Year 4 and Year 6 students in regard to their experience of the Examen.
- Develop and implement the use of mini units of work developing the students understanding of prayer in the Mass.
- Develop and use a traditional prayer Scope and Sequence.

#### Learning and Teaching

**Strategic Goal:** Improve the student' outcomes in Reading.

**Annual Goal:** Review procedures for differentiation in teaching and learning.

**Strategies and Achievements:**

Develop school plan for Instructional Learning involving the:

- review of student Assessment.
- analysis of agreed Assessment.
- strategies for differentiation of learning strategies.

Review and Clarify Reading in the Literacy Block including the:

- use of Reading Goals.
- use of Reciprocal Teaching in Stages 2 and 3.
- Improving of Resources in Stages 2 and 3.

Implementing the Teacher Inquiry and Knowledge Building Cycle in Reading including:

- Professional Learning and sharing.
- Individual Teacher Goals.
- Open to Learning Conversations to assist in the achievement of Goals.

#### Pastoral Care

**Strategic Goal:** Establish a safe, calm & efficient learning environment.

**Annual Goal:** Review KidsMatter and introduce new strategies.

**Strategies and Achievements:**

- Review KidsMatter Plan.
- Develop new KidsMatter strategies.
- Install new playground equipment and signage.
- Change afternoon student pickup routines.
- Work with parents and teachers to develop and introduce Effective Teaching Time Procedures.



## 6.2 2013 Priorities and Challenges

### Catholic Life and Mission

**Annual Goal:** To improve the engagement of students in Religious Education (RE) lessons.

**Key Improvement Strategies:**

- Pre-assessment of student's satisfaction level during RE lessons across Grades.
- Staff professional development to model engaging RE lessons.
- Develop a RE lesson scaffold using a similar schema as was used in English and Mathematics.
- Discussion with Staff of RE programs and the development of individual pathways.
- Explore resources to ensure engaging RE lessons (including technology).
- Post assessment of students' engagement in RE lessons.

### Learning and Teaching

**Annual Goals:**

- To improve students outcomes in Mathematics.
- To improve student outcomes in English.

**Key Improvement Strategies:**

- Outline to staff the Professional Learning Model based on the Teacher Inquiry and Knowledge Building Cycle, the Gradual Release of Responsibility Learning Model and School Learning Process.
- Review whole school assessment procedures, particularly in English and Mathematics.
- Literacy co-ordinator and Principal to conduct Open to Learning Conversations with staff to negotiate teacher goals around Literacy procedures in the classroom.
- Coaching offered to staff around the conducting of the Literacy block.
- Revision of student learning goals to promote independent learners.
- Literacy co-ordinator has a CASL (Collaborative Analysis of Student Learning) meeting with each staff member.
- Literacy co-ordinator coaches staff on their Literacy blocks. Teachers are encouraged to share their practices in Stage Staff Meetings and visit each others classes for sharing.
- Literacy co-ordinator and Principal have PAC (Practice Analysis Conversations) meeting with staff to highlight an area of their teaching to develop.
- Literacy co-ordinator has a follow-up CASL meeting with staff to evaluate growth in the chosen students.
- To implement the EMU (Extending Mathematical Understandings) Program.



## Pastoral Care

### Annual Goals:

- Provide students and parents with strategies for developing and sustaining positive relationships among students.
- To improve digital communication between school and parents.

### Key Improvement Strategies:

#### POSITIVE RELATIONSHIPS

- Gather data from students, parents and staff around positive relationships at the school.
- Review/implement related KidsMatter/Bounce Back units and student support groups, including the Bucketfilling Program.
- Development of signage for staff/students and parents around pastoral care policy.
- Induction of new staff and revisiting for staff around pastoral care policies.
- Review the behaviour recovery process.
- SKIPS (Supporting Kids in Primary School) Program– Pastoral Care (Term 2) for Years 5 and 6.
- To provide parent education sessions on anti-bullying and whole school approach to resolving issues.

#### COMMUNICATION

- Review processes of communication for students staff and parents.



## 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 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 has 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 2012 to meet the above needs.

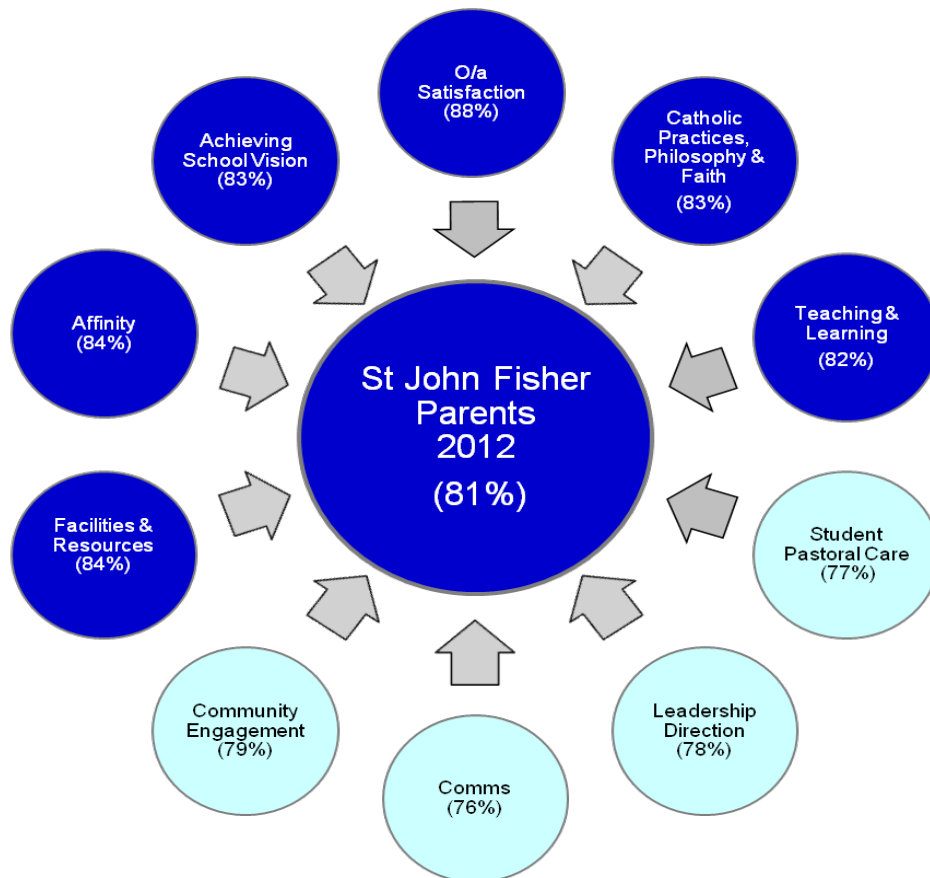


## 7.2 Parent Satisfaction

The school surveyed parents using the Macquarie Marketing Group (MMG) survey instrument. The survey was completed in an on-line format in 2012 to gauge satisfaction levels on a range of areas including school choice, expectations and leadership.

The Overviews of Key Areas as stated by MMG are presented below:

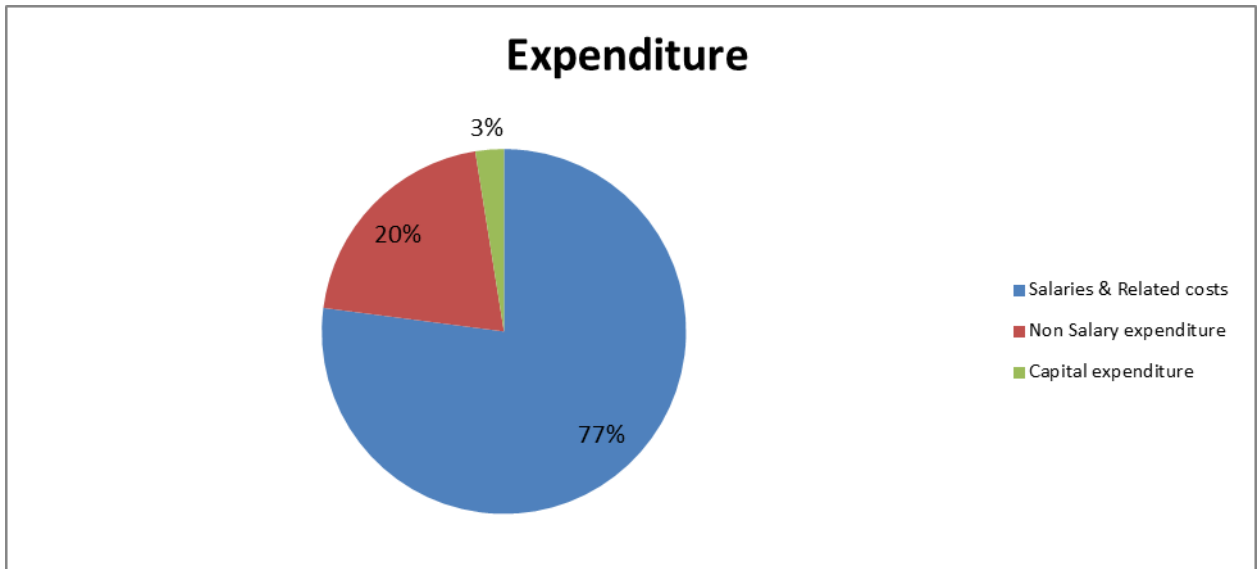
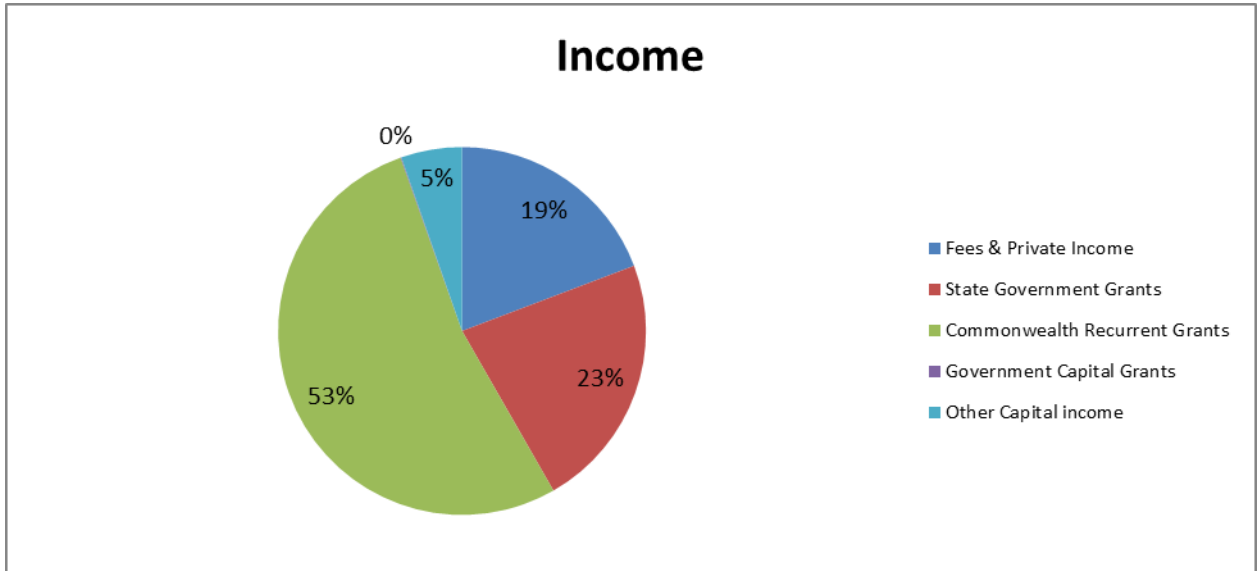
- The overall score is 'very high' at 81%.
- St John Fisher achieved 'very high' scores on 6 of the 10 areas and a 'high' score for the remaining area.
- These scores suggest the School is in 'very good' overall health from a parent perspective and is above the 80%+ MMG benchmark level.
- School of first choice, strong advocacy and loyalty, positive word of mouth (WOM) and strong conversion of waiting lists result from schools achieving overall 'very high' status.





## 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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