



St John Fisher Catholic Primary School Tumbi Umbi

2013 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 Primary School, Tumbi Umbi. 2013 was a year to celebrate 25 years of working with students, parents, teachers, family and parishioners to develop students to grow in faith and learning. In our anniversary year we enjoyed a dinner dance, musical and reunion. 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 through involvement in spiritual, cultural, intellectual, social, 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 (P&F) work 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 2013 and our hopes and dreams for the future that are outlined in the following Annual Report or to visit our website at www.dbb.org.au/schools/tumbiumbi.

1.2 Message from the Parent Body

2013 was another successful year in the life of St John Fisher as we celebrated our 25th anniversary. Events to celebrate this event included a reunion picnic, a dinner dance, a school musical and the production of an Anniversary Book of Recipes.

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. 2013 began with an extremely successful community event known as 'The Big Arvo' which included a BBQ, jumping castles, a disco, face painting and great networking. The students in Year 6 came together with students from all other Catholic primary schools on the Central Coast 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 Mathematics and Reading of students and parent in-service was given in these areas. A number of new Mathematics resources were purchased by the school, and the teachers continued to use technology efficiently to make teaching and learning more motivating.

The KidsMatter Parent Committee worked on mental health education for families, directing them 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, Bunnings BBQ and raffle, which together with a number of smaller projects, allowed the P&F to make its final contribution to the payments to the Covered Outdoor Learning Area (COLA) which has proven to be an extremely valuable community building and learning structure.



The P&F General Meetings provided a venue to welcome new parents and offer an open forum to discuss school issues, even trialling a daytime meeting. Students enjoyed after school activities such as the Disco and Gingerbread Making night for families. There was an excellent working bee which performed many tidying up tasks around the school.

The school has continued to develop a very solid link with the Diocesan Parent Council with many parents attending the various forums.

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 including a forum with the panel conducting the School Review process.

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. All children experienced the joy of drumming with the 30 beautiful djembe drums which we share with St Cecilia's, Wyong and Our Lady of the Rosary, The Entrance. In Term 1 all children participated weekly in Dance Fever which culminated in the parent performance. Many students also took the opportunity to experience guitar lessons culminating in an excellent concert at the end of each term.

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 2014.

The President of the P&F

1.3 Message from the Student Body

In 2013, St John Fisher was a place of great learning, great faith and amazing sporting opportunities.

Each grade learnt many new and exciting things in all of our key learning areas. There were a number of exciting excursions to help this learning and create a better and wider learning environment.

Along with many exciting learning experiences, we also had the opportunity to develop our creative and artistic side. Students in Years 5 and 6 visited St Edward's College, East Gosford to watch their musical which celebrated their fiftieth anniversary. In Term 1, we participated in Dance Fever and we were very excited to perform the musical, 'ParABBAbles', which recognised our school's 25th anniversary. While some classes held an Art Gallery, other grades made Bali masks and had Space and Pirate days to share their learning with the school community.

In 2013, we continued to develop our faith through Masses and liturgies as a whole school and in our classes. The parish priests visited a number of classes to answer questions and talk about the Gospel readings. The Year Six class of 2013 donated class Bibles to ensure our Religious Education lessons were filled with scripture and deep learning.

We had our school carnivals throughout the year, including the swimming, athletics and cross country events. All of these events helped students to gain athletic and sporting skills and develop a sense of good sportsmanship.

2013 was a massive year for St John Fisher and we all continued to grow in faith and knowledge.

From Year 6, 2013



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
177	193	12	16	370

*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:

- 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 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 92%.



2.5 Teacher Satisfaction

When staff were requested to make observations about the positive aspects as well as the negative aspects of life at St John Fisher during 2013 they made the following comments:

- In 2013 we had a great musical production. The preparation was a wonderful learning experience for the children and the actual performance was brilliant.
- 2013 was a year of supportive workmates who shared my personal struggles as well as the responsibility of our achievements.
- I felt I grew from the many professional learning opportunities including visiting other schools and sharing ideas about the children's learning needs in the Collaborative Analysis of Student Learning (CASL) process.
- I was extremely fortunate to obtain the position of Teacher Librarian for 2014. I was very excited as I had heard such good things about St John Fisher.
- I found it very rewarding to be a part of the implementation of the Extending Mathematical Understanding Program (EMU)
- In 2013 I felt very well supported by colleagues and enjoyed being able to take advantage of new opportunities.
- During 2013 I was most appreciative of the excellent Special Needs department, supportive executive and caring fellow staff members.
- In 2013 the behaviour management processes were made clearer for the community.
- The new technology in the Learning and Resource Centre (LARC) is excellent and we need to continue to upgrade the technological resources of the school.





2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2013 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

A forum of Year 5 students offered the following observations when queried about the positive aspects of St John Fisher during 2013 and areas that could have been improved.

Areas of positive:

- the 25th anniversary celebrations;
- updated computers in the LARC;
- active After School Sport;
- School disco;
- Musical;
- Cook book;
- Book Week Celebrations;
- Numeracy and Literacy Week Celebrations including the spelling bee and table shoot out;
- the Police Rescue Helicopter landing on our playground; and
- The Big Arvo.

For areas to improve they included: improve our ovals and to introduce an electronics day.

When the students in Year 6 were asked about their experience of being bullied at school 1 student listed often, 12 listed sometimes and 25 listed never.





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 who 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 improve the engagement of students in RE lessons.

Our targets included:

- collect data regarding student engagement in Religious Education lessons;
- analyse teaching and learning strategies;
- develop a bank of engaging strategies including suggestions made through the student surveys;
- develop a series of Professional Learning sessions including stage sharing of strategies;
- review and purchase new resources to support the units of work; and
- collect data from students to review the success of changes.

A vocal group consisting of Years 3-6 students was further developed 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 Secondary College were invited to take a leadership role in our Ash Wednesday celebrations. Major Feast days continued to be observed in 2013 including the St John Fisher Feast Day, The Assumption and the Feast Day of St Mary of the Cross MacKillop.

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 Ignatius 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 put together very meaningful responses to Bishop David's invitation for the students to reflect on their understandings of being a Catholic Disciple.



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 Education Unit studied is the Missioning Rite which sets the tone and expectations for the students of servant leadership.

3.4 Professional Learning in Catholic Life and Mission

In 2013 staff reinforced 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.

The main focus of Professional Learning was deepening the staff knowledge in the use of engaging learning strategies and relating them to the modules.

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 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 [Behaviour Management 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 2013 KidsMatter continued to develop 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.
- Mothers' Day Mass/ Morning Tea.

Social Emotional Learning

- Acknowledge positive behaviour through the weekly Bucket-filler Awards.
- Induct new staff – explaining Bounce Back and resources.
- Inform/ remind staff about curriculum topics for the term.
- Implement Student Support Sessions (Core Values & Bullying).
- Inform staff of new teacher manuals.
- Accession new Bounce Back books and inform staff.

Parent Education and 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.
- Workshop/display at Fathers' 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.).
- 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.
- 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 and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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

Australian Curriculum Development

Professional learning experiences concentrated on building a deep understanding of the English and Mathematics syllabus and developing a shared understanding of what impact this will have on teaching and learning. This included looking at programming formats to support the learning environment.

Teacher Inquiry and Knowledge Building Cycle (TIKBC)

Based on the 'Leading Learning' program the leadership team have been using the Teacher Inquiry and Knowledge Building Cycle (TIKBC) as a scaffold for the introduction of change in the school. Teachers are aware of the model and will have new programs introduced using the model but it is the Leadership Team who use the model for decision making.

Key high yield strategies being used in the school through 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 2013 our Strategic Plan included continuing to improve the student's outcomes in Reading and 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 aligned to the syllabus outcomes. We then built professional learning around the development of success criteria. During 2013 we refined the learning goals to meet the language and content of the new English syllabus.

A significant amount of professional learning was based on understanding the role assessment plays in increasing student outcomes. As a staff we identified streamlined assessment tasks, and developed tasks that show efficient differentiation.

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



5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(59)** students in Year 3 and **(53)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	3.6	7.1	8.9	21.4	28.6	30.4	96
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	5.2	8.6	27.6	46.6	12.1	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	5.2	0	13.8	31	27.6	22.4	95
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	3.4	17.2	19	32.8	27.6	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	5.3	1.8	22.8	29.8	29.8	10.5	95

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	1.9	22.6	28.3	32.1	15.1	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	5.7	43.4	24.5	18.9	7.5	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	1.9	1.9	15.1	41.5	24.5	15.1	98
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	1.9	3.8	26.4	22.6	22.6	22.6	98
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	11.5	36.5	23.1	17.3	11.5	100

NAPLAN data in all areas has been analysed by the school over a 4 year period for both Years 3 and 5. Data is also indicative of the schools inclusive approach to NAPLAN encouraging all students including those with validated Special Needs.

In analysing the above data as well as the more comprehensive information provided to the school the following observations can be made:

- Trend data showed that Numeracy results have improved significantly in 2013 which reflects well on the deep knowledge teachers have gained through conducting the MAI (Mathematics Assessment Interview) as well as the professional learning experienced through the EMU (Extending Mathematical Understandings) program. This will continue to be an area of development in 2014.
- While the trend data in Spelling has improved over the last several years and are strongly reflected in the Year 5 data, results in Year 3 are below our expectation. This indicates a need to



revisit our Whole School Approach to Spelling to ensure a balanced program is being delivered in Stage 1.

- Writing continues to be a strength across the years with trend data showing ongoing significant growth.
- While Reading has shown growth over the last several years there is a need to reinforce strategies that develop higher end comprehension skills that will move more Year 5 students into the higher bands. This will be an area of development in 2014.
- Grammar and Punctuation has been consistently strong.

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 2013 was the continuation 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 the bi-annual Central Coast Catholic Schools Choral Presentation as well as singing Christmas Carols 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 each term.

Sport

Swimming carnivals, athletics carnivals and cross country runs were enjoyed by the school in 2013. 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 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 cross country, swimming and athletics carnivals;
- representation at the Central Coast Catholic (CCC) Schools, Broken Bay, Polding cross country, 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 Stages 2 and 3);
- Rugby League, Touch Football, Netball, Soccer, Cricket and Rugby Union Competitions. 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 exposed children to a variety of sporting skills and activities and were enhanced greatly by the access to an outstanding sporting facility in the new hall and COLA.

In 2013 the school gained access to the government funded 'Active After School' Sports Program. This is a free program which was co-ordinated by one of our teachers and involved approximately 30 children accessing engaging sporting activities which include basketball, soccer, judo, gymnastics and hockey. Different children from Kindergarten to Year 6 can nominate for the different activities each term.



5.4 Professional Learning

A major area of professional learning for 2013 was based on the implementation of the new NSW curriculum in English and Mathematics which incorporates the Australian curriculum. The English and Mathematics committees built a deep understanding of the curriculum and developed a plan of professional learning for the staff. The committee members led a staff development day and several professional learning meetings which built understanding of the Curriculum and the implications for programming and teaching and learning strategies.



In line with the 2009 – 2012 Strategic Plan, the overall aim of professional learning in 2013 was to continue to improve student achievement in Reading and Mathematics. 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 their 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 English block;
- Reading comprehension;
- Anaphylaxis training and CPR; and
- Child protection.

Some examples of individual professional learning include:

- Ministry for Teachers;
- First Aid;
- Kodaly Music Theory; and
- Extending Mathematical Understanding (EMU) Project.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Catholic Life and Mission

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

Key Improvement Strategies:

- Pre-assessment of students' 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 the English and Mathematics;
- discussion with staff of RE programs and the development of individual pathways;
- explore resources to ensure engaging RE lessons (including technology); and
- 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.
- Professional learning on the elements of the English block.
- Revision of student learning goals to promote independent learners.
- Literacy co-ordinator has CASL (Collaborative Analysis of Student Learning) meetings with each staff member.
- Literacy co-ordinator coaches staff on the elements of their English blocks. Teachers are encouraged to share their practices in Stage Staff Meetings and visit each other's classes for sharing.
- Literacy co-ordinator and principal had PAC (Practice Analysis Conversations) meetings with staff to highlight an area of their teaching.
- Literacy co-ordinator had follow-up CASL meetings with staff to evaluate growth in the chosen students.
- To implement the EMU (Extending Mathematical Understandings) Program.



Pastoral Care and Community

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

COMMUNICATION

- Review processes of communication for students, staff and parents.

6.2 2014 Priorities and Challenges

Catholic Life and Mission

Annual Goal: To deepen students' knowledge and understanding of the concepts being taught through Religious Education modules.

Key Improvement Strategies:

- Plan Religious Education professional learning for Week One each term including:
 - reading and discussion of background knowledge;
 - identify a key purpose of the module;
 - list and share engaging strategies for the module; and
 - develop a pre and post assessment.
- Pre-assessment of students' satisfaction level during RE lessons across grades.
- As a staff, consider publicly rewarding students for their achievements in Religious Education. The Priest to give awards at the end of Grade Masses on Friday.
- To work with staff on their understanding of key elements in Liturgies. Each Grade to have one class planned Mass per year.
- Analyse the use of the examen with staff.



Learning and Teaching

Annual Goals:

- Improve students reading levels and comprehension skills across all grades.
- Improve students' outcomes in Mathematics by integrating the data from MAIs into learning and teaching and thereby reducing the number of vulnerable students in future MAIs.

Key Improvement Strategies:

- Staff meeting focusing on instructional reading (reciprocal reading and guiding reading).
- Literacy and Numeracy coaching and high yield strategies.
- Stage-based English block analysis and sharing.
- Analysis of resources and learning spaces.
- Revise the reading goals to align with the new NSW syllabus.
- Student data base developed with the Catholic Schools Office.
- Revisit Maths block structure.
- Ensure consistency of Mathematics Assessment Interview administration.
- Process developed to look at the most effective resources to meet the diverse needs of learners including professional learning for online resource support.
- Staff meeting time for consolidation of new syllabi.
- Use Mathematics Assessment Interview data to inform teaching and program planning.

Pastoral Care and Community

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 on positive relationships at the school.
- Explore the Mindup program.
- Review KidsMatter/Bounce Back units and student support groups, including the Bucketfilling Program.
- Development of signage for staff/students and parents.

COMMUNICATION

- Develop new website with improved ability to update information.
- Provide ability for parents to access newsletters and memos using mobile technology.



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 English block. In Stage 1 and Early Stage 1 classes parent have been invited as special guests as part of the Human Society and Its Environment units. Parents have accompanied classes on school excursions, and 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' (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 in 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 Diocesan Parent Council (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 2013 to meet the above needs



7.2 Parent Satisfaction

The most recent school survey of parents used the Macquarie Marketing Group (MMG) survey instrument to gauge satisfaction levels on a range of areas including school choice, expectations and leadership.

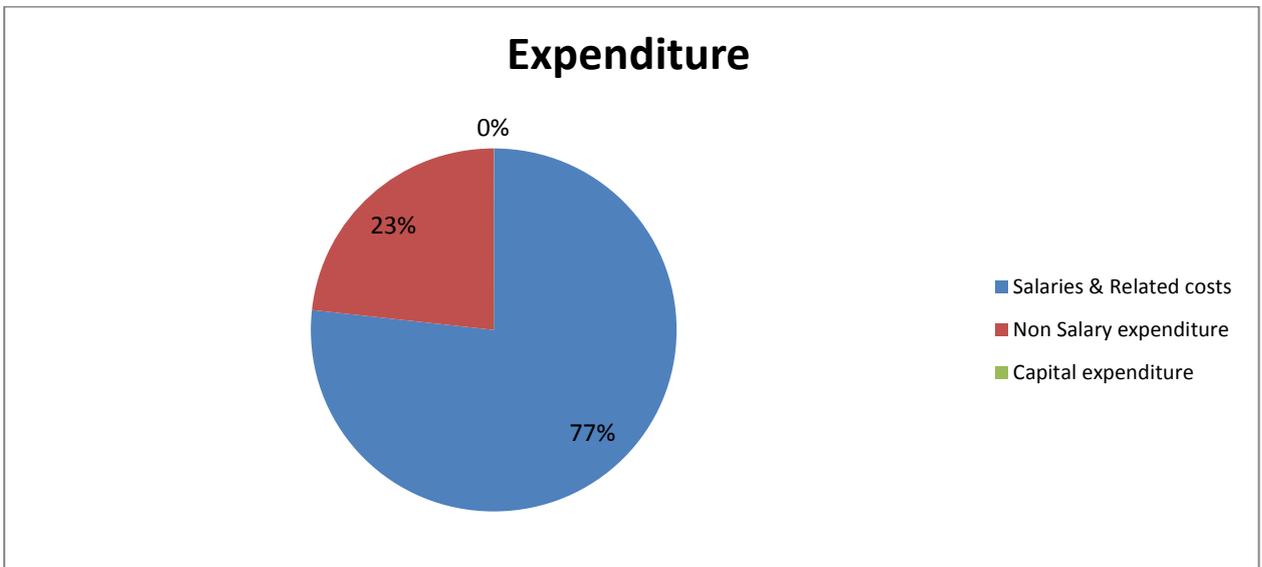
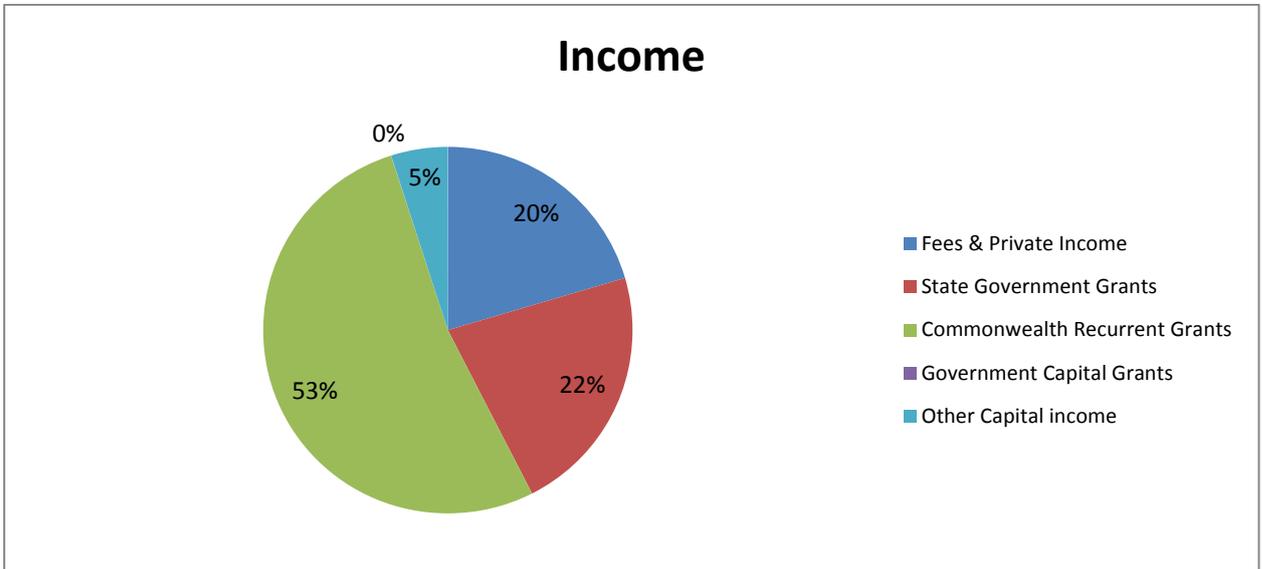
The Overviews of Key Areas as stated by MMG are presented below:

- 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 areas.
- 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.