

St John Fisher Catholic Primary School, Tumbi Umbi

Annual School Report to the Community

2014



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Principal

Mr Barry Shanley

ABOUT THIS REPORT

St John Fisher Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

As a Catholic school, our primary aim is to provide the best possible Catholic education for all students attending St John Fisher. 2014 was a year for us to work together to achieve our vision of *St John Fisher Catholic School Community works together to develop students who are Growing in Faith and Knowledge with an emphasis on the key values of Respect, Responsibility and Reconciliation.*

Our relationship with Wyong Parish remained strong with regular Masses for both grades and the whole school coming together to celebrate special Feast days as well as school based events.

Our staff worked together to improve the engagement of the students in Religious Education (RE) lessons, improve student outcomes in reading and build positive relationships among the students.

The school community came together under the direction and energy of our Parents and Friends (P&F) to celebrate many events for the students, parents and community such as our first Grandparent's Morning. A highlight of the year was the School Fair which invited the community into our school for a fun filled event.

2014 was a very successful year.

Parent Body Message

The parents of St John Fisher contributed to the life of the school in many ways and the school P&F proved to be an agent to gel the parents and build communication between the staff and parents.

A high point of the 2014 year was the inaugural Grandparent's day which brought together hundreds of grandparents for a moving Mass and fun activities in the classroom.

The major event of the year was the School Fair which highlighted our community spirit by inviting in the people of the Central Coast to share our beautiful environment and community spirit. Other initiatives included the sport-a-thon and raffle, which enabled the P&F to contribute to the technology in the school as well as assisting in landscaping an area to develop a garden. The P&F also submitted a successful grant application to a local organisation which enabled us to purchase \$2500 worth of home readers for the students.

The P&F General Meetings and events such as the discos and Gingerbread Making ensured it was

a very successful year for the school community and we look forward to 2015.

Student Body Message

2014 was a fun year for all of us at St John Fisher. We developed new sections of the playground which are now beautiful to look at and much more fun for sport. As Year 6 student leaders we had many opportunities to lead student support groups and assist in the running of events such as the cross country, athletics and swimming carnivals.

Many of us participated in Wakakirri and were so excited to make the state finals at the top level. All classes were excited to have access to iPads in the classroom to assist us in our learning and enjoyed the many excursions and camps.

We were very thankful to our parents for organising events such as the School Fair and discos and to the teachers for all the extra time they spend with us organising choir, vocal group as well as the many sporting teams.

SECTION TWO: SCHOOL FEATURES

School Features

St John Fisher Catholic Primary School Tumbi Umbi, is a Catholic systemic co-educational school.

St John Fisher Catholic School at Tumbi Umbi commenced in 1988 with a composite class of Kindergarten-Year 1 children. It has subsequently grown to reach its potential of a two stream school. 2014 saw significant improvements to the side and top playgrounds including the levelling of areas as well as turfing of the grassed playgrounds and the installation of irrigation. The car park and internal roadways were surfaced with bitumen which was very well received by the community who were very grateful to the Catholic Schools Office who assisted with the funding of these projects.

We have approximately 370 students from Kindergarten to Year 6 and a very supportive parent body who want the best for their children. We have a common desire for the children to grow up with a love of God and a relationship with Jesus which will lead them to an understanding of their place in the world. We are an integral part of the Wyong Parish. The parish has an involved Pastoral Council and parish community. Our school motto is "Growing in Faith and Knowledge".

Weekend Masses are celebrated in the Chapel at St John Fisher as an integral part of the Wyong parish community within the Catholic Diocese of Broken Bay. The school has been developed through the generosity of the faithful of Wyong and is an important part of the parish faith community. It is in the education of the faith that the school is able to support parents and parish in the development of the religious education of the community.

The school is closely linked to the Parish of Wyong which is under the guidance of the Parish Priest and the Parish Pastoral Council.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
177	192	10	369

* Language Background Other than English

St John Fisher Catholic Schools enjoys a positive reputation in the local community. At this stage there is an understanding with Wyong Council that the school remains a two stream school which limits the number of students which can be enrolled each year.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.37 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.30 %
Year 1	93.60 %
Year 2	93.50 %
Year 3	93.90 %
Year 4	95.60 %
Year 5	93.50 %
Year 6	96.20 %

As is highlighted in research, St John Fisher Catholic School places an emphasis on regular attendance and punctuality.

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
20	8	28

* This number includes 15 full-time teachers and 5 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	20
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	The introduction of the new NSW Syllabuses in English and Mathematics
Day 2	The introduction of the new NSW Syllabus in Science and Technology
Day 3	The Wellbeing of Teachers and Strategies to Maintain Energy

Weekly professional learning (PL) meetings focussed on the development of the Annual School

Improvement Plan (SIP).

Time was spent analysing data in literacy and numeracy including NAPLAN, Mathematics Assessment Instrument (MAI), Observation Surveys as well as the results from the online Progressive Assessment Tests (PAT). Stages and grades then worked to develop activities in response to student needs.

Numerous regular professional learning programs were undertaken such as First Aid, Anaphylaxis, Workplace Health and Safety and Child Protection as well as those specific to our school needs.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Weekly professional learning meetings focussed on the development of the Annual School Improvement Plan. In Religious Education (RE) the first meeting each term involved the teachers exploring the deep understandings of the modules as well as developing and sharing engaging activities. Data gathered over a two year period displayed a significant rise in the engagement of students in Religious Education lessons, particularly in Stage 3.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Staff continued professional learning in relation to the new syllabuses for English and Mathematics. Staff developed a deep understanding of the outcomes and content of each new syllabus, developing a scope and sequence for the school. Teachers worked in stages, developing appropriate learning and teaching strategies that were relevant to the new outcomes.

The new Science and Technology syllabus was introduced ready to be implemented in 2015 across the school. The philosophy and content of the syllabus was delivered by a committee who had built up an in-depth knowledge of the new syllabus.

The literacy co-ordinator continued to work with teachers across stages in modelling reading strategies then coaching teachers in the implementation of these strategies on the classroom. The Mathematics co-ordinator worked with teachers on the analysis of the data gained through the Mathematics Assessment Instrument.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	77.10 %	49.90 %	2.10 %	11.90 %
	Reading	58.40 %	46.20 %	6.30 %	13.10 %
	Writing	81.30 %	39.10 %	0.00 %	11.20 %
	Spelling	68.80 %	43.70 %	8.30 %	14.80 %
	Numeracy	45.80 %	36.20 %	4.20 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	30.80 %	36.60 %	11.60 %	16.10 %
	Reading	42.30 %	34.50 %	11.50 %	16.30 %
	Writing	15.40 %	15.50 %	3.80 %	21.40 %
	Spelling	40.40 %	33.60 %	3.80 %	16.40 %
	Numeracy	25.00 %	25.90 %	17.30 %	18.10 %

NAPLAN Comments

The NAPLAN data overall displays the students achievement as significantly above the State norm across Literacy and Numeracy in both Years 3 and 5. Areas of particular strength include:

- Spelling results across both grades high in top two bands and low in bottom two bands.
- Year 3 writing results outstanding.
- The low percentage of students in the bottom two bands across both grades.

Areas which indicate work in the future include:

- Maintain the high levels of Year 3 in the top two bands across all areas.
- Improve the Year 5 Numeracy results to have less children in the bottom bands.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The St John Fisher Pastoral Care policy identifies key values and looks at the implication of these for students, teachers and parents. The policy includes strategies to identify and reward appropriate behaviour. It outlines consequences for children who work outside school expectations and gives information on how parents and teachers can work together to educate the children on positive choices. It also reflects our stance on quality behaviour that does not tolerate bullying. The policy can be found on the school website.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Like all aspects of Pastoral Care, the core values of Respect, Responsibility and Reconciliation form the foundation of our approach to bullying incidents. Our stance on bullying is clearly stated in our school expectations with the statement, "Do not bully or tease."

We take a proactive educational approach and include a teaching program on Anti-bullying to every class early in the year in the context of PD, Health and PE (PDHPE) Key Learning Area. We also conduct a Student Support Group at the conclusion of this unit of work so the children are also hearing the message from the senior children.

Each weekly Leadership Team meeting and Staff Administration meeting begin with an update on issues of pastoral care including incidents of Bullying and are given the highest priority.

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

St John Fisher is now in the seventh year as part of the *Kidsmatter* framework. During 2014 some of the initiatives which were continued or begun include:

- * The weekly focus on Mental Health issues published for parents and carers in the newsletter.
- * The maintenance of the "Helping Hands" program by the parents for families in need.
- * A refocus of the Student Support Groups.
- * A weekly "Values" focus at assemblies exploring aspects of playground expectations.
- * The celebration of Harmony day.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Catholic Mission

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

Key Improvement Strategies:

- plan Religious Education professional learning for Week 1 each term including:
 - pre-assessment of students' satisfaction level during RE lessons across grades
 - 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

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
- use Mathematics Assessment Interview data to inform teaching and program planning.

Pastoral Care and Community

Annual Goal: review *KidsMatter/Bounce Back* units and student support groups, including the *Bucket filling* program.

Priority Key Improvements for Next Year

Catholic Mission

Annual Goal: To proclaim the messages of reflect, pray and act as developed in The Joy of the Gospel.

Key Improvement Strategies

Reflect – to improve student engagement in Religious Education Lessons

Pray – To deepen the students’ experience of prayer and the Mass

Act – to develop regular social justice initiatives.

Pastoral Care

Annual Goal: To improve the behaviour and attitude of the students.

Key Improvement Strategies

Develop strategies to encourage calmer playground behaviour and more focussed learning behaviour.

Learning and Teaching

Annual Goal: To improve student outcomes in English and Mathematics

Key Improvement Strategies

To introduce the Science and Technology syllabus

Improve teaching and learning practices in English through the appointment of the literacy coach

Develop efficient planning and programming in Mathematics.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

A cross-section of the parent population were surveyed in regard to the degree various areas met their expectations in 2014. While responses were scattered between *meets expectations* and *significantly above expectations* the areas with the highest satisfaction included improved school facilities and a strong sense of community spirit. The area where responses were lower involved general communication.

Highlights of the year included the School Fair, Grandparent's day and Wakakirri while areas which could be improved included communication with teachers.

Student Satisfaction

A forum of senior students responded that the highlights of 2014 included Wakakirri, the School Fair, student leadership opportunities and the introduction of iPads into the classrooms. They listed the improvements of the playgrounds as important in enhancing our beautiful environment as well as providing much larger areas in which to play.

They discussed the possibility of more consequences for students who do not play fairly on the playground and the possibility of introducing more iPads for group work in the classrooms.

Teacher Satisfaction

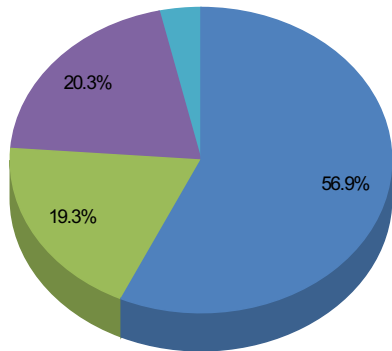
The staff were surveyed in regard to the degree various areas met their expectations in 2014. Areas of strength included the sense of team spirit, leadership support for the staff and the integration of the school's values. Areas which scored lower include professional development and the balance of education.

Highlights noted by staff included Wakakirri and the Year 6 leadership development, and areas noted for improvement included technology.

SECTION ELEVEN: FINANCIAL STATEMENT

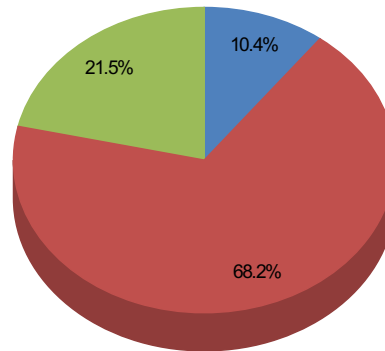
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (56.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (20.3%)
- Other Capital Income (3.5%)

Expenditure



- Capital Expenditure (10.4%)
- Salaries and Related Expenses (68.2%)
- Non-Salary Expenses (21.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,314,978
Government Capital Grants	\$0
State Recurrent Grants	\$787,174
Fees and Private Income	\$825,277
Other Capital Income	\$143,064
Total Income	\$4,070,492

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$419,088
Salaries and Related Expenses	\$2,751,834
Non-Salary Expenses	\$866,367
Total Expenditure	\$4,037,290