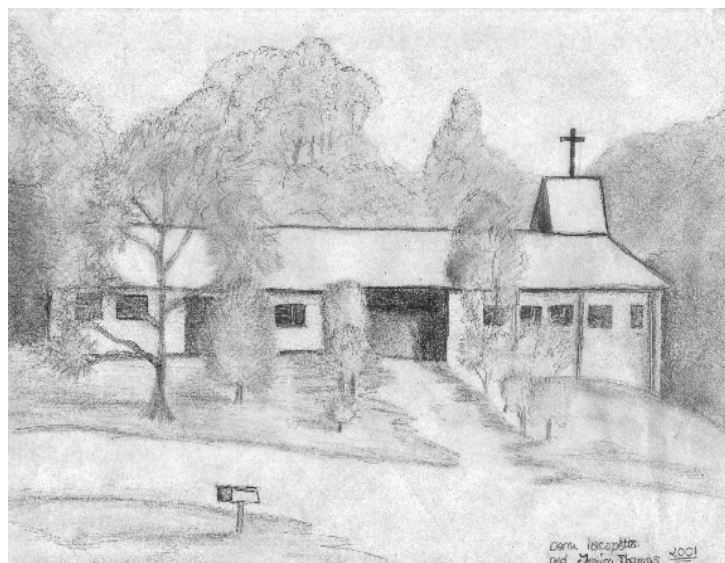




St John Fisher Catholic School Tumbi Umbi

2005 Annual Report



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1. School Profile

1.1 Introduction

St John Fisher Catholic School is a K to 6 co-educational school in the Diocese of Broken Bay and is one of two primary schools in the Parish of Wyong. The school is situated in a rural setting where residential development is increasingly encroaching, enjoying the bush surroundings of the Glenning Valley. 2005 saw the building and completion of the new Administration Block, and Learning and Resource Centre (LARC). Also completed is the refurbishment of four classrooms and fencing of the school site. The school community appreciates the work of the Catholic Schools Office in ensuring these works were undertaken.

The school enjoys a very positive profile in the community due to the reputation of the dedicated staff and the understanding that St John Fisher has developed a safe and supportive school environment in which all participants are committed to 'growing in faith and knowledge'.

1.2 Student Profile

The following information describes the student profile for 2005:

Girls	Boys	LBOTE*	Indigenous	Total
192	171	22	5	363

*Language background other than English

Our enrolment figures remain relatively stable throughout the year.

1.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolments Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

<http://www.cso.brokenbay.catholic.edu.au>

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

The Diocesan Enrolment Policy is implemented by the school's Parish Priest and Principal. Priority in enrolment is in

accordance with the Diocesan policy.

1.4 Staff Profile

The school's Leadership Team consist of the Principal, Assistant Principal, Religious Education Coordinator and the Literacy Coordinator. The structure of Learning Teams ensures that leadership is shared and is the responsibility of all.

The school has:

- Fourteen classroom teachers
- Learning Support Teacher (0.4)
- Two Teacher Assistants
- Three Administrative Assistants one of whom is full-time
- Reading Recovery Teacher (0.5)
- Literacy/Numeracy Support Teacher Assistant provided through large class allocation (0.4)
- Personal Development Health and Physical Education Teacher (0.4)
- Learning and Resource Centre Coordinator (0.5)
- Information Communication Learning Technology Teacher (0.4)

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

- a) have teaching qualifications from a recognised higher education institution
- b) have qualifications from a recognised higher education institution but no formal teacher education qualifications
- c) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

a	b	c	Total
23	0	0	23



2. Catholic Life and Mission

2.1 Catholic Heritage

In 1988, St John Fisher Catholic School began with a group of children consisting of twenty-six students in a composite class for Kindergarten and Year 1. Over the years the school has grown to an enrolment of three hundred and sixty-three children from Kindergarten to Year 6.

The school seeks to educate and form students in Catholic Discipleship through closely adhering to the new Diocesan Religious Education Curriculum and providing opportunities for children to reach out to others through prayer and action. The school strives to provide authentic teaching and learning experiences which match the needs of the child and encourage each one to share, help, affirm and support each other as they grow in their understanding of being followers of Jesus.

During the year children were led in prayer and praise by a visiting musician, Andrew Chinn, singer and writer of songs which the children sing regularly at Liturgical Celebrations. A youth worker from St Vincent de Paul spoke of her work with homeless people in Sydney. Mission activities throughout Lent and the collection of a significant amount of money for Project Compassion signifies children's concern and desire to reach out to those in great need.

The preparation and prayerful presentation of Holy Week and Advent Liturgies enrich and enhance the children's understanding and knowledge of their faith. This year the children presented the *Christmas Star* which was a prayerful experience for both parents and children.

2.2 Liturgical Life

Whole School Masses are celebrated to commence the school year, for the Feast Day of our Patron Saint, St John Fisher and other special occasions. A Parish Mass is conducted each Friday and classes are involved with the preparation of readings, prayers and hymns. Two classes attend Mass each week. At the conclusion of the

school year, a Mass is celebrated to pray for and bless our Year 6 students as they move on to secondary school studies. The Sacrament of Reconciliation is celebrated during Lent and Advent. All children (usually from Stage 2 and 3) have the opportunity to receive the Sacrament. Those who have not made their First Reconciliation or are not Catholic may choose to receive a blessing from the Parish Priest.

This year an official Opening and Blessing ceremony was held to celebrate the completion of the Administration Block and the LARC Centre.

A special Blessing Ceremony was also conducted for the opening and blessing of the Stephen Sanig Memorial Garden. Many members of the Sanig family were present.

Other Liturgies and communal prayer experiences are held during the year. Ash Wednesday Liturgies are conducted to mark the commencement of Lent. Prayer services were held to commemorate Anzac Day and Remembrance Day. Year 6 students lead children in prayers for Harmony Day and World Environment Day. Whole school prayer is celebrated for World Children's Mission Day.

Children pray in class each day. On many occasions students take responsibility for preparing their own class prayer sessions.

2.3 The School in the Life of the Parish and Diocese

Students attend the Year 6 Cluster Mass each year and several children from various grades travel to the Annual Diocesan Mission Mass. This year children participated in both the Gospel and Offertory Processions. On Fridays, children attend Mass and prepare prayers, readings and hymns.

The school linked up with the St Vincent de Paul Society to form a *Mini Vinnies* group of students. This group has been successful in raising a significant amount of money for a cheque to be presented at the Diocesan Mission Mass. Students also promoted the *Annual Christmas Hamper* collection which was highly successful in providing quality



foods for disadvantaged people in our community.

This year a parent taught the school choir songs to sing for a visit to the local nursing home at Bateau Bay; the school band also participated. The performances were of a high standard and all who attended enjoyed the session. Both children and residents benefited greatly from the experience. Stage 2 children also made cards and wrote messages to the residents. The cards which were highly prized were given out during a session break.

A monthly Children's mass is prepared by a parent who is assisted with music and other resources by the REC. The Masses are proving to be a positive link between school and parish.

Catechists also access music resources for their lessons. This is another positive link with school and parish.

The school works closely with the Parish in supporting the Sacramental Programs. Religious Education units are always planned to coincide with the Parish Sacramental Program and the school promotes meetings and any other information required through the school newsletter. The Parish Priest is invited to all special school occasions and enjoys a warm and positive relationship with the children

2.4 Religious Education Curriculum

Teachers are now using a variety of strategies to further enhance the teaching of the new Diocesan K to 12 Religious Education Curriculum. New resources have been acquired to assist teachers who are now beginning to integrate Religious Education into other KLA areas in particular the Literacy block.

All teaching staff has been involved with sequencing the modules to be taught throughout the year with teaching programs written based on the new curriculum. The Religious Education curriculum is consistent with other Key Learning Areas in that it is outcomes-based. When the modules are planned for the year, they are aligned with

the Parish Sacramental Program in order to support and reinforce the Parish input session.

Examples of student learning and achievement are evident in the way the children are inclusive of all and the way they treat each other. Children are also sensitive to the needs of those less fortunate than themselves in their generosity towards fund raising and mission activities held during Lent and Mission Week.

Children generally demonstrate a good knowledge of their faith as well as a keen interest in Religious Education lessons. Student preparation of daily prayer and liturgies demonstrates skills in using Bibles, the appropriate use of hymns and prayers, as well as drama to interpret Gospel stories.

2.5 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. 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 donates money and resources to global charities such as the Society of St Vincent de Paul, Caritas, Project Compassion, the Red Cross, Cancer Research, Columban Missions and other needs as they arise.

2.6 Parent Participation

Parents participate in the Mass and prayer celebrations. They also provide hospitality/refreshments after special Liturgies as well as other school events including enrolment days for new students and the end of year Mass for Year 6 students.



This year a Parent Prayer Group commenced led by one of the parents initially assisted by the Principal and the REC. The group is flexible and the numbers fluctuate from five to twelve or more participants.

The welcoming atmosphere at the school is greatly enhanced by parents. Many regularly participate voluntarily at the canteen, in class activities, school excursions and whole school events such as various sporting carnivals. Parents also assist with transporting children to the Diocesan Mission Mass.

Fundraising, mission activities, collection of used stamps for the Columban Missions, donation of comfort packs are all generously supported and encouraged by parents as well as the end-of-year Christmas Hamper collection.

2.7 Professional Learning in Catholic Life and Mission

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

<http://www.cso.brokenbay.catholic.edu.au>

Teachers participated in the school's annual Spirituality Day. Several teachers attended the Ministry for Teachers and the Teachers' Retreat and one is completing a Masters in Theology. All teachers are accredited to teach Religious Education. Two teachers participated at inservices on Social Justice and reported back to the whole staff. The Religious Education Coordinator (REC) attended the seminars by the Education Officer-Aboriginal Education on Aboriginal Perspectives. The Catholic Schools Office provides ongoing inservicing in implementing the new Religious Education Curriculum.

Professional Reading is 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.



3. Pastoral Care

3.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

<http://www.cso.brokenbay.catholic.edu.au>

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

3.2 School Implementation of Diocesan Policy

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

3.3 Pastoral Care of Families

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 for those children throughout the year.

3.4 2005 Initiatives

Peer Support Program– Implemented as a whole school program K to 6. Year 5 and 6 children are trained as leaders and over two terms an active peer support program is appreciated by all. Through the program students develop skills for positive, socially responsible, participation through the creation of a caring, safe and supportive environment. They work cooperatively and collaboratively with others and actively contribute to the life of the school and the wider community. Through this leadership the children come to appreciate the

similarities and differences between themselves and others.

3.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

<http://www.cso.brokenbay.catholic.edu.au>

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



4. Excellence in Teaching and Learning

4.1 Curriculum Overview

The curriculum for Primary schools is mandated and there are six Key Learning Areas: English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts and, Personal Development, Health and Physical Education. As a Catholic Primary School, St John Fisher also includes Religious Education as a Key Learning Area.

Special programs to support student learning included:

Literacy Project – Stage 2: A Literacy facilitator worked with Stage 2 teachers one day per week developing their programming and practice of the literacy block. The teachers were given professional readings, attended fortnightly meetings and worked in collaboration with the facilitator in their classrooms.

The Reading Recovery Program continued in 2005 to support Year 1 children experiencing reading difficulties. This program was offered to 11 children. Children from previous years have continued to be monitored.

Literacy within all Key Learning Areas has continued to be a focus. This has been assisted in Stage 1 and Stage 2 through large class support.

Curriculum provision for special needs students: Individual Education Plans for students with special needs were developed in collaboration with class teachers and the learning support teacher for children who receive funding to support their learning. The reading recovery programme also supports the special literacy needs of Year 1 children.

Review of school practices in 2004-5:

As science was a key focus area, pedagogy and practice in Science and Technology were reviewed. A learning team conducted several staff meetings to support all teachers.

The school English assessment and evaluation overview was reviewed and minor changes made.

A review of the assessment of children's writing led to the development and use of annotated writing as a means of assessing what the children can do and what they need to do next.

4.2 Approach to Teaching and Learning

Whole school staff requested and consequently attended Observation Survey Training held on-site over a three week period. This is the second year in a row that this professional learning opportunity has been strongly supported by all staff.

Assessment is viewed as a starting point for teaching and learning and has a whole school focus. Data should include an overview of the school as a learning community, outlining student centred learning strategies and assessment and reporting practices.

Learning Teams developed a scope and sequence for every Key Learning Area which will be the focus for future programming.

In conjunction with the Diocesan initiatives for the Quality Teaching Framework, the leadership team attended professional learning provided by the Catholic Schools Office. The staff also took part in a staff day where the framework was explored and a commitment was made for its implementation and development.

Six staff members attended "Habits of Mind" professional learning and as a result the whole staff has been introduced to the "Habits of Mind" framework and has had the opportunity to include aspects of this theory of learning into their learning environments. The staff has made a commitment to further implement this next year.

4.3 Significant Initiatives

In line with the development of the School's Strategic Plan, the concept of working in Learning Teams was consolidated. This concept allowed staff to form a Learning Team in an area that was a focus for the year. The Learning Teams were Human Society and Its Environment, Mathematics and Creative Arts. Each team's role was to review policies, scope and sequences, plans



and practices in their designated area and to lead staff meetings allowing for professional learning of all staff.

To support the on-going development of literacy across the school a Coordinator 2 role was developed which assisted in consolidation and support for all staff in the teaching of Literacy.

Members of the Leadership Team linked staff from feeder secondary school to analyse data from SNAP and ELLA results.

Creative Arts Learning Team

In developing a scope and sequence the Creative Arts Learning Team supported teachers by ensuring that all strands were covered with the suggested mandatory outcomes time allocation. It was noted that Teaching and Learning should incorporate Visual Arts and Music equally each term and Drama and Dance to be taught once during the year.

The Creative Arts Team allocated time that needed to be taught for each strand, collated all Creative Art Units available and issued a list of these to all staff. Staff was inserviced on useful resources including "Arts Action" and plans are set in place to create a Creative Arts folder with suggestions for appropriate quality resources for classroom use (art boxes, quality paper, musical instruments)

Human Society and Its Environment Learning Team

2005 marked a new focus area of HSIE. From viewing the 2004 HSIE Annual Plan it was noted that a scope and sequence needed to be created and implemented. It was also noted that we as a school need to focus on a variety of pedagogical strategies.

The HSIE Team created a scope and sequence for all stages at Saint John Fisher. The scope and sequence details the outcomes, indicators, resources and examples of possible assessment strategies. It was kept in a two year cycle, with the exception of early stage one, which is a one year cycle.

It was also determined that units of work do not have to be taught in any particular term in a year, but all units need to be covered.

The HSIE Team undertook the mission of seeking out the information on the perspectives that are to be incorporated in the learning experiences. These include Aboriginal, citizenship, environmental, gender, global, multicultural and work perspectives. Members of the team have continued to liaise with the Education Officer-Aboriginal Education from the Catholic schools Office regarding developing students' understanding of Aboriginal history and culture.

The school acknowledged the need for a whole school assessment plan and as such have begun planning the types of assessment that could be used and these can be found in the scope and sequence. Further work needs to be done to determine the best form of assessment, for example, rubric, assessment procedures and practices and samples.

A blue folder was issued to each block containing scope and sequence and outcomes that meet the need to integrate specific skills into HSIE.

'Habits of Mind' was introduced to the whole staff in Term 4 and is to be taken on as a whole-school initiative as an overarching whole-brain learning strategy.

Mathematics Learning Team

The Mathematics Learning team reviewed assessment and tracking procedures in collaboration with the whole staff during a staff meeting. This showed inconsistencies across the school in assessment procedures. As a result, it was decided that assessment and tracking procedures would need to be a focus in 2006.

The Learning Team carried out a review of the consistency of Mathematics practice at St John Fisher. This consisted of surveying the staff about the current Mathematics practice in each classroom. Results were collated and used to design a draft sample of what a Mathematics block should consist of in each classroom.



As a result of the survey it was agreed that the Mathematics block should consist of:

- warm up activity, which reinforces current learning or basic facts;
- pre-test (when relevant);
- explicit teaching;
- group, pair or individual work which provides a variety of open-ended and closed tasks to meet individual needs;
- sharing time where children reflect upon their learning. During this time the students and/or teacher can plan future learning;
- assessment tasks.

This draft was presented at a staff meeting in Term 3 to trial for Term 4 and will continue into 2006.

The Mathematics learning team developed a scope and sequence for Mathematics to be used in 2006.

4.4 Student Achievement

2005 saw 51 Year 3 and 44 Year 5 students sit the Basic Skills Test. The numbers remained the same for all parts of the test. There were no students exempted in any of the tests.

Literacy

In the literacy section (Reading, Language and Writing) of the test 16% of Year 3 students scored in the highest skill band (5) with the state percentage in this skill band being 12%. 17% of Year 5 students were placed in the top skill band with the state performance being a comparable 19%.

Numeracy

49% of Year 3 students scored in the top two skill bands with the state percentage being 46. Similarly, 43% of our Year 5 students were placed in the top 2 skill bands as opposed to the state percentage of 51.

Targets for 2006

The Year 3 Basic Skills Literacy Assessment indicate that, in general, our children demonstrate well developed skills in

interpreting diagrams, making inferences and identifying main ideas. However, questions involving the use of contextual clues, contractions and spelling of three syllable words were not as well answered. These will be areas to be addressed in the coming months.

In Numeracy, 3D concepts and their mental manipulation along with money and time calculations proved to be areas of strength. Formal operations on numbers were not as well handled and will be a focus for future development.

Year 5 results indicate that students were able to identify main themes and they displayed facility with subject and verb agreement. Metaphors, figurative language and the possession of apostrophe were not well handled and will form the basis for more intense classroom treatment.

Interpreting scales, working with volume and fractions and decimals were areas generally handled well by year 5 students. More time will need to be devoted to the areas of 2D and 3D as students did not perform as well as anticipated on questions relating to these substrands.

4.5 Information, Communication and Learning Technologies (ICLT)

As part of professional learning in Information, Communication and Learning Technologies (ICLT), all staff revisited the use of pedagogy with regards to applying ICLT within their classroom. Many staff has had the opportunity to develop their technology skills with team teaching in the Learning and Resource Centre (LARC). The LARC has become a hive of activity with students and teachers using a variety of digital media.

All classes K-6 now have a current and ongoing class page with e-learning folios (Elf's) and the introduction of the Learning Federation objects have become an everyday tool supporting all Key Learning Areas. Year 6 participated in a Peer Buddy system with Our Lady of the Rosary Wyoming.



With support from the Catholic Schools Office, Year 6 has played a large role in piloting the new "myPortfolio" model. The staff have received a "myPortfolio" presentation with Year 5 coming on board and using "myPortfolio" as part of the learning process.

A large number of staff have completed their ICDL course at the conclusion of 2005. The benefits of this could also be seen as staff employed these new skills and knowledge across all Key Learning Areas (KLAs). Many staff also availed themselves of the CSO 'laptops for staff' offer.

The school has also applied and received funding for an Action Research project with an ICLT focus. The focus involves the development and implementation of e-learning folios. This project is currently in the planning process. Development and evaluation will continue into 2006.

The school website continues to be a meeting point between the school and its community. It is continually updated by a parent manager. This site allows parents to access community events and school newsletters as well as providing the school with an appealing and effective presence on the World Wide Web.

The school continued to use a technology services firm to help maintain infrastructure within the school. Although this consumes a part of the school's technology budget, it has seen greater reliability and less down-time across the school network.

Wireless laptop technology has become an everyday practice as laptops have been incorporated into literacy blocks. Due to reliable wireless connectivity, laptops are now supporting all key learning areas within the classroom because of their mobility. This has resulted in students having more "hands on" experiences with using technology in the classroom and the LARC.

The laptop purchase of 2004 continues to have a great impact on children's learning across the school. These laptops are now in continual use, across all stages and play an integral part in teaching and learning. It is

anticipated that most future computer acquisition will be laptops rather than desktops for this reason.

4.6 Professional Learning

Professional learning is most effective when it is meaningful, based on recognised need and there is a long term commitment by those involved. The professional learning and development program at St John Fisher Catholic School supports this process.

The staff participated in various learning opportunities throughout the year. In supporting the commitment to our community in developing our perception of the Catholic Worldview, a Staff Development Day in Term 4 focussed on staff spirituality.

On a Diocesan level, staff engaged in experiences such as: International Computer Drivers Licence Training and testing, specific Occupational Health and Safety Training, Child Protection training, Habits of Mind – Whole Brain Learning, Broken Bay Diocesan Pedagogy Initiative.

Beginning teachers participated in the Diocesan led mentoring program. Three beginning teachers were mentored throughout the year.



5. Extracurricular Program

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

Sport

Swimming carnivals, athletics carnivals and cross country runs were enjoyed by the school in 2005. These carnivals allowed for children to be selected for the Central Coast Catholic Schools Cluster level carnivals and in some cases on to the Diocesan Carnivals with just a few elite athletes participating at the State level.

St John Fisher School places a lot of 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, from our students, within the wider community.

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

- whole School participation at the School Swimming and Athletics Carnivals;
- representative at the CCC, Broken Bay, Polding Swimming and Athletics Carnivals;
- school based selection trials for CCC Cross Country;
- representative at the Pacific School Games in Swimming;
- student received a Diocesan Award for Excellence in Sport;
- Broken Bay Summer/ Winter individual selection trials for Polding sports teams – Broken Bay Diocese;
- Central Coast Catholic Schools Gala Day (Netball, Touch Football, Soccer);
- Stage 2 Beach Safety Day;
- Early Stage 1/ Stage 1 compulsory swimming lesson (optional for Stage 2/3);

- Open Boys Rugby League Competition.

During the year, a shade cloth was erected over the quadrangle, creating a shaded area for sun safe play.

Physical Education lessons exposed children to a variety of sporting skills/activities:

- Throwing and catching
- Kicking
- Bouncing
- Athletics
- Games
- Tabloids
- Gymnastics.

Sport is a significant part of the life at St John Fisher, as children in Stages 2 and 3 had the opportunity to be involved in one or more of the following:

- Broken Bay Summer/winter selection trials for Polding – Broken Bay Diocese
- Kellyville Netball Championships
- Gala Day Central Coast Catholic Schools
- Cricket trials
- Hockey
- Rugby
- Swimming
- Athletics.

Literacy

The school community is very committed to the development of literacy skills for all children and seek a variety of opportunities for the children to experience:

- Debating – inter school debating
- Book Week – Celebration of literature
- Premier's Reading Challenge
- Guest speakers for Literacy Week
- Inaugural Children's Literacy held at Newcastle University (Ourimbah campus).

Challenge Program

This program supports Stage 3 children who have been identified as those who would



benefit most from some more specific extension work. Children from St John Fisher work in conjunction with children from St Cecilia's Catholic School, Wyong and Our Lady of the Rosary Catholic School, The Entrance on programs specifically designed to challenge their thinking and their approach to learning. The "Challenge" children mostly attended their Challenge days at St Peter's Catholic College, Tuggerah. Skills and expertise are drawn from the teachers of St Peter's and the three primary schools. The success of the program relies on the cooperation of the four school principals and staff, the Catholic Schools Office and the parents of the children who are invited to participate in the program.

Other

- Gifted and Talented – Children were provided the opportunity to further their talents in organised days in conjunction with other schools, including:
 - Information Communication and Learning Technology
 - 3 day Mathematics Camp
 - Drama
 - Physics and Chemistry
 - Religious Education
 - Mathematics.
- Musica Viva – This incursion was offered to all children K to 6. This is an extremely entertaining, cultural, professional experience and many facets of the program were integrated with the Creative Arts curriculum.



6. Strategic Initiatives

6.1 2005 Priorities and Achievements

During 2004 the school worked on its Strategic Plan for 2004-2008. The development of the plan took two terms. The School Board played a significant role in gathering, analysing and discerning the collective wisdom of the school community. Our Strategic Plan is divided into the following four priority areas:

- Building Catholic Life and Mission, Pastoral Care, Community
- Enhancing Teaching and Learning
- Fostering Leadership Stewardship
- Providing Facilities and Resources.

From the Strategic Plan an annual plan is developed along with Key Learning Area Goals. Our Annual Plan runs from Term 3 2004 to Term 2 2005 and Term 3 2006 to Term 2 2007. The following goals are drawn from the priority areas.

Annual Plan 2004-2005-2006

By mid-2006 we will have:

Building Catholic Life and Mission, Pastoral Care, Community

1. Implemented effective social justice initiatives through lived discipleship
 - 1.1 Reviewed social justice plan in light of new Mission Statement
6. Maintained and build parent participation in the life of the school
 - 6.1 Empowered parents to identify opportunities for authentic involvement

Enhancing Teaching and Learning

7. Built a learning culture in which shared beliefs, values and practices are aligned
 - 7.1 Developed shared beliefs in view of the school Mission Statement
9. Developed a shared understanding of the teaching / learning cycle
 - 9.1 Reflected on programs/practice in light of belief statement
12. Implemented effective models of professional learning.

- 12.1 Reviewed professional learning model
15. Ensured teaching programs reflect policy and practice
 - 15.1 Incorporated ICLT and cooperative learning strategies in programs
16. Identified the potential for literacy development across the curriculum
 - 16.1 Ensured literacy plan is known and implemented consistently across the school
17. Developed a share vision for the purpose and function of the Learning and Resource Centre
 - 17.1 Continued to develop and explore opportunities for maximizing learning in the LARC

Fostering Leadership/Stewardship

18. Developed a new Strategic Management Plan.
 - 18.1 Developed and implemented; monitored and evaluated annual plan 2005-2006
22. Reviewed and developed effective modes of communication within the community.
 - 22.1 Explored further opportunities to communicate with parents electronically

6.2 2006 Priorities and Challenges

- Become part of the Broken Bay Pedagogy Initiative.
- Teachers Institute / Teaching standards.
- Integration of Learning and Resource Centre into the educational endeavour of our school.
- Build a functional and efficient wireless network.
- Ensure full implementation of CASTnet into all classes.
- Fully implement scope and sequence across all KLAs.
- Promotion of common understanding among staff of the Teaching and Learning cycle, reviewing assessment and reporting practices to inform Teaching and Learning programs.



7. Parent Participation

School Board

Parents are encouraged to become members of the school board. The Board's role this year has been to review school policies. They have reviewed the Religious Education Curriculum and the Child Protection Policy. They have formed a welcoming committee to welcome new families to the school. They have begun discussions on class parent representatives which will hopefully take place in 2006. This will provide a link for communication between teachers, parents and carers and organisations such as the P&F and school board.

Parent Religious Formation

Beginning in Term 2, 2005 the school board proposed a weekly Parents' and Friends' Morning Prayer session. This is currently running each Wednesday morning commencing at 8:45am. This group is lead by a parent volunteer and all parents and friends are encouraged to attend in this community prayer session. This prayer session allows parent to come together and pray for current issues in our local and global community.

Parent Ministry Teams

Parents are involved in Eucharistic ministry during whole school masses. There is a small group of parents who assist to organise a special children's mass by collecting children's artwork to decorate the church, allocating readers and music. This mass occurs as part of the Sunday morning parish mass. Parents are also involved in delivering the weekly children 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 their families.

Classroom Help

Parents are actively invited to assist in classroom activities, especially during the literacy block. In 2005, they have assisted

with Stage 2 and 3 thematic days. In Stage 1 and Early Stage 1 classes they have been invited as special guests as part of the Human Society and Its Environment units. They have accompanied classes on out of 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 netball, debating, chess competition.

Parents and Friends Association

The P&F is responsible for the coordination of social events for all members of the school community. They play a vital role in fundraising for the school with their excellent contribution of a shade shelter in 2005. Their main fundraising events for 2005 were the Chocolate sales and Melbourne Cup Trifecta Tickets. The P&F organise farewell assemblies and presents for teachers leaving the school and for families who have left the community. This year the St John Fisher Community experienced the loss of a parent who was terminally ill. In response, the P&F organised a fundraiser night to raise money to support this family financially.

Maintenance: The school grounds have largely been maintained due to the parent working bee. Each class was given a specific day to attend the working bee and this has proved to be very successful. Parents are then provided with a BBQ lunch. The working bees are organised by a parent and communication predominantly occurs through the school newsletter.

Uniform Shop: The school uniform shop is run by parents. They have been responsible to keeping the shop stocked, taking orders and delivering orders as needed.

School Website: The school website was created by the technology team. This website has been maintained by a parent from the P&F.

School sport: Parents have been actively involved in the coordination and running of



both the athletics carnival and the swimming carnival. Parents also assist in the interschool events.



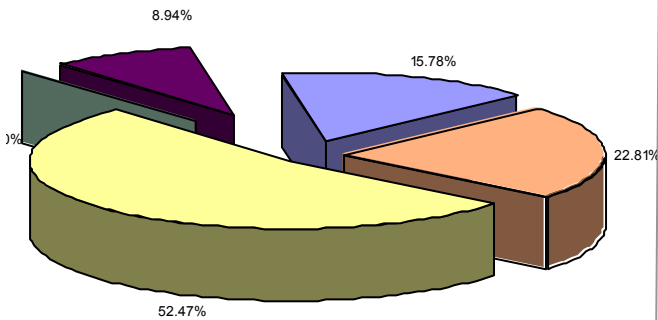
8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

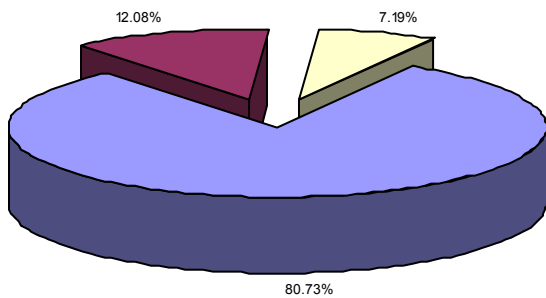
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



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