



St John Fisher Catholic Primary School Tumbi Umbi

2010 Annual Report



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4. 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. 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 cooperatively to ensure that the students have the best opportunities and experiences in learning, whether in the classroom or involvement in spiritual, cultural, intellectual, social, and sporting and community events. These opportunities have been further enhanced through the use of Information Communication Learning Technologies (ICLT) which are integrated in all Key Learning Areas (KLAs). Our School Board and Parents and Friends (P&F) Association work cooperatively 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 the achievements of 2010 and our hopes and dreams for the future that are outlined in the following Annual Report.

1.2 Message from the Parent Body

2010 was another exciting year for the community of St John Fisher. We started the year moving demountable rooms to make way for four new classrooms but found the building program to be a slow process. By the end of the year we could see the classrooms and new multipurpose hall taking shape to be ready around Easter. We are very grateful for the support of the Australian Government for this wonderful initiative.

The school brought the community together to celebrate Masses and Liturgies each term with large numbers of family members coming to commemorate events such as the opening and closing Masses, Ash Wednesday and Easter Liturgies and Mothers' and Fathers' Day Masses. The students in Year 6 came together with students from all other Catholic schools for the Year 6 Cluster Mass. St John Fisher hosted the Parish Picnic on our school site for the first time with a great response from our Parishioners.

The Staff displayed their commitment to their own spirituality with a staff development day working on prayer.

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

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

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

The parents were instrumental in raising money to support the school through a number of minor fundraising activities aimed at providing services to parents such as the Hot Cross Bun Drive as well as the major fundraisers of the Sport-a-thon and Raffle. The funds raised through the P&F has put money away for a future playground as well as providing new notebook computers for use of the students. The P&F have committed future funds to pay for half the cost of a new COLA over a multipurpose court.



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

Parents were consulted on changes to the student reporting procedures being considered as a Diocese. Parent Meetings continued to pass on information to parents especially in the key strategic areas of Mathematics and Spelling as well as keeping parents informed on the development of the new school hall and classrooms. Sessions were also offered by the Principal to inform parents on various matters pertaining to the Catholic faith. All parents were also consulted on a wide range of matters through the Research Australia Development and Innovation Institute (RADII). The results of this are reflected in this Annual Report.

The children continued to enjoy a range of events that developed a broad education. There were many sporting events with a highlight of the year being the outstanding success of the students involved in the Mark Taylor Cricket Shield who were successful in winning five rounds to make the final out of 60 schools. It was a great experience to meet Mark Taylor at the final. They were also successful in winning the Waratah Shield which involved all the Catholic Schools on the Central Coast.

In music the choir took delight in performing at the inaugural Central Coast Choral Performance as well as delighting the residents of Glengarra Retirement Village. All children experienced the joy of drumming with the purchase of 30 beautiful djembe drums which we share with St Cecilia's and Our Lady of the Rosary. In Term 1 all children participated weekly in Dance Fever which culminated in the Stage 1 Parent Performance and the Dance Fever Challenge for Stages 2 and 3. Many students also took the opportunity to experience guitar lessons.

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

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

In all it was a very successful year for the school community and we look forward to opening our new facilities in 2011.

The President of the P&F

1.3 Message from the Student Body

The students of St John Fisher Catholic School have had many wonderful opportunities to learn, to reach out to the wider community and to celebrate special occasions as followers of Jesus.

In 2010 St John Fisher had many opportunities to be involved in sport. Besides our usual annual carnivals, (swimming and athletic carnivals, cross country and sport-a-thon) we were able to get involved in many Broken Bay representative sport events. Our 2010 cricket team was very successful. Our good performance in this area is due to the dedication of the teachers who give up their lunch times to train the different teams.

The school also provides us with visits from experts in different fields such as, tennis, swimming and football.



In the area of learning we were able to take part in the ICAS tests, the school writing challenge, Premier's Reading challenge and the school's spelling bee. In 2010 we also learnt African drumming with our music teacher, the choir performed in many different places and as always we achieved many awards in the annual Dance Fever challenge.

Leadership is an important role in Stage 3 which is taken seriously by both teachers and students. Year 5 had once again the chance to spend three days at Challenge Ranch working on team work and cooperation. During the three days, students were in groups partaking in activities that required us to trust and help each other. The Year 6 wrote and said their pledge for the year at the Opening School Mass. They then went about performing their role. They organised welcome to big school, peer support and worked with their buddies.

We got to celebrate lots of special occasions together on the quad; for instance Mothers' Day, Fathers' Day, our sacraments and many more.

2010 was an exhilarating year full of fun and learning.

Senior Student Representatives



2. School Profile

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

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
187	186	11	15	373

*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 2010 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.



2.5 Teacher Satisfaction

During 2010 the Catholic Schools Office (CSO) employed RADII to survey teacher satisfaction and the following trends were evident through the data;

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

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

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	93
1	91
2	96
3	95
4	91
5	92
6	95

The average student attendance rate for 2010 was 93%.

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

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



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

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

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

The CSO 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

An extensive survey conducted by RADII on a representative student sample provided much useful data about prevalent pupil attitudes at St John Fisher. Almost 70% of children indicated that they learned a lot about God and the Church while at school. This is obviously a very heartening statistic for educators at a Catholic school. Another encouraging and positive statistic in support of the school Pastoral Care program was the fact that 100% of students agreed that they knew the school motto. One area which has provided the school with some food for thought concerned the relatively low number of students who expressed high levels of enjoyment of Religious Education lessons.

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

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



3 Catholic Life and Mission

3.1 Catholic Heritage

St. John Fisher Catholic Primary School is a two stream K-6 school based on the Central Coast. The majority of families at St. John Fisher identify themselves as 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, Wyong or Our Lady of the Rosary, The Entrance on Saturdays and Sundays.

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

3.2 Religious Life of the School

In 2010 the school continued to work on improving student participation during Masses. An established cantor group consisting of Year 6 students confidently lead the school in learning the sung responses to the Eucharistic Prayer for Children II and a repertoire of songs to use in future celebrations. The Principal further supported this by attending Friday grade masses with the cantor group to accompany Eucharistic prayer responses on guitar.

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. Particularly for Friday grade masses, teachers used songs that had or were being learnt as a school, had 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.

Major Feast days continued to be observed in 2010. The canonisation of Mary MacKillop was marked in the school's religious life by implementing the Mary MacKillop units of work compiled by Mary MacKillop College Warnervale in the lead up to the event. The school community gathered together on the quadrangle in the week after the canonisation to celebrate Australia's first Saint with a whole school Mass.

For the teachers and administration staff, staff prayer continued to occur 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.

Religious Education continued to be an important and central part of the day. Teachers ensured adequate time was allocated daily and that the scope and sequence was followed. Teachers continued to ensure Religious Education was taught and assessed with the same integrity as other key learning areas. Presentation of content, sequence of concepts and assessment were adjusted to suit different styles of learning and special needs of students.

The School in the Life of the Parish and Diocese

The school continued to work closely with the parish in maintaining and supporting the increase in enrolments to the sacramental program. It was reported by the parish that 2010 saw the highest number of children receiving the sacrament of Confirmation. In order to continue to increase the profile of the sacramental program and continue to see an increase in numbers, trials began this year to see if there is a possibility of coordinating enrichment style days for the children in the



school prior to receiving their sacraments. Year 2 was the trial year where a day was organised to involve the students in Confirmation activities throughout the day. It was well received by the parish, parents and particularly the students. The school is looking at working with the sacramental team to organise a similar day for the sacrament of Eucharist.

Both the sacramental team and school agreed to stop offering the 'catch up' sacramental program offered in 2009 for stage 3 students. It was agreed that the 'catch up' program will be offered again in about 4-5 years time to give families whose children did not attend St John Fisher Catholic School from kindergarten an opportunity to receive their sacraments before high school. The aim is to monitor new families as they enter the school and remind them of the already existing sacramental program on offer. The sacrament of Baptism, mainly targeting kindergarten and new to the school children, was still promoted and run at school with two children being baptised.

The school also worked closely with the Parish in the preparation of Christmas Masses by promoting and advertising the masses at school assemblies, sharing music and organising a list of children interested in participating.

St. John Fisher Catholic Primary School continued to have a very passionate and driven Mini Vinnies team who were in charge of raising both awareness and funds in response to different social justice issues both locally and abroad. The Mini Vinnies team led the school in such areas as raising awareness and funds for Caritas, Christmas hampers and winter appeal for the local community and established a very successful crotchet club that made blankets for the homeless. They also led the school in prayer for such days as National Harmony Day.

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

The school and parish continued to celebrate Mass together every Monday and Friday after which the Parish Priest is always invited to stay and visit the classrooms.

3.3 Catholic Worldview

St John Fisher Catholic Primary 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 to global charities such as the St Vincent de Paul Society, Caritas, Project Compassion, Red Cross, cancer research, and other needs as they arise. Furthermore the Bounce Back program studied in Personal Development, Health and Physical Education (PDHPE) across the school allows students to explicitly apply a Catholic Worldview perspective when exploring and discussing issues such as bullying, tolerance and core values.

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



3.4 Professional Learning in Catholic Life and Mission

In 2010 further exploration of prayer continued. A Catholic educator was invited to lead a staff spirituality day in which Christian meditation was explored. The response by teachers was extremely positive and many of the techniques practised were then shared with students. Prayer has been identified as a focus area for next year. A staff meeting led by Education Officer Mission Services on prayer at St John Fisher was held to collect data. Teachers were asked to complete surveys about prayer in their classroom and what they would like to learn more about in order to better engage children in prayer.

A staff meeting was also held to better equip teachers to navigate the new Religious Education Modules which will be incorporated into the scope and sequence in 2011.

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

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



4. Pastoral Care

4.1. Diocesan Policies

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

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

4.2. School Implementation of Diocesan Policy

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

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

4.3 Pastoral Care of Families

During 2010 the Kidsmatter Parent Committee continued to work on Component 1 – 'A Positive School Community', and Component 3 – 'Parent Education and Support'. The small group of eight members met twice per term discussing issues dealing with social events for the school community, appropriate parent information for the Kidsmatter brochure stand (located in the foyer in the office) and developing a 'helping hands' initiative.

The 'helping hands' initiative aims to bring assistance to any families that are in need of support due to sickness, grief, financial stress etc. A phone tree has been established to ensure the right channels of communication have been utilised to ensure commitment and privacy between the helper and person in need.

In conjunction with the P&F, the Kidsmatter Parent Committee has held morning tea get togethers for both new and old families. Other community social events include evening dinners for parents, trivia nights and School Balls.

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

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

Many support structures exist for families within the St John Fisher Catholic Primary 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.



The Seasons for Growth program continues to provide support for children experiencing grief and loss. The School Board are looking to develop a program to offer Pastoral Care to families at times of crisis.

4.4 Resolving Issues

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

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

4.5 Occupational Health and Safety

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

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system. An audit was held at Saint John Fisher during 2010 which strongly endorsed the quality of the policies and procedures in Occupational Health and Safety.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The two key areas of professional learning for 2010 were in Literacy and Numeracy.

During 2010 a School Based Spelling Program was implemented by all classes with the underlying philosophy of Synthetic Phonics. Flipcharts were made to support all spelling units. The staff were involved in a number of staff meetings to develop a common understanding and language around spelling at St John Fisher. Students were given spelling folders which consisted of scaffolds to assist them with spelling. These included: have-go-books, sight word lists, extension word lists and word towers. During 2010 there was whole school Spelling Bee with participation from all grades. Classroom procedures for teaching spelling were developed which included pre and post testing of spelling words.

In Term 4 the staff looked at developing flipcharts to support the writing process. We also revisited the proof-reading policy and writing process. Staff were given support materials for the classrooms for both of these processes. The Literacy assessments that students undertake were also revised to align these with what is being taught in the classrooms. New Literacy folders were made to support Literacy in the classroom.

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

Analysis of NAPLAN 2009 results was undertaken. A small group of year 3 children were withdrawn and supported by Literacy co-ordinator in writing. This was done once a week for 45 minutes.

St John Fisher was again part of the Raising Awareness in Numeracy (RAiN) program during 2010. The continuation of Commonwealth funding for Numeracy development meant that the school could vigorously promote Mathematics learning by the students while at the same time developing teacher expertise in this critical area. Teachers became more proficient at administering the Clinical Interview technique for student assessment and the data that resulted was used to inform teaching programs as well as to identify pupils whose numeracy development may have been "at risk". The Numeracy Champion worked with intervention groups throughout the year to provide more intensive support for these students in Years 2 and 3. An active Numeracy committee provided leadership for Mathematics teaching and learning in the school and several important initiatives occurred as a result of committee's actions.

Another area of development in 2010 saw the initiative to develop a whole school plan in the instructional teaching of technology in the Learning and Resource Centre. A series of booklets were developed by the Information, Communications and Learning Technologies (ICLT) Coordinator in liaison with the Librarian and Principal to be implemented in Term 1 the following year.

5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".



- **In Year 5 students** in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 49 students in Year 3 and 43 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	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	4	6	10	33	18	29	96
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	2	20	49	29	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	6	18	16	39	20	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	6	8	6	14	35	31	94
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	6	4	18	24	31	16	94

Following reflection on the above data, as well as the My School website, it can be observed that in terms of overall student achievement for Year 3, St John Fisher was substantially above or above statistically similar schools as well as national means in all areas. This was particularly evident in writing where only 2% of students were in bands 1-3 compared with 20% nationally. The results in spelling continued to improve which is encouraging for the new whole school spelling approach. While the results in reading are pleasing it is an area which is targeted for improvement in 2011.

Whilst two students were placed in Band 1 for Numeracy the school had fewer students in Bands 2 and 3 than both the State and National averages. St John Fisher had more students in the upper Bands of 5 and 6 than both State and national averages. Notwithstanding the 6% of students in Band 1 the school still had 94% of students at or above the National Minimum. A Mathematics intervention group has been formed of students in Year 3 2011 who may be at risk of falling in Band 1 this year.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	7	14	16	21	26	16	93
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	2	16	42	23	16	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	2	14	21	30	26	7	98
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	5	23	19	28	26	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	16	26	23	23	12	100

Year 5 Literacy results displayed excellent results again in writing with only 2% in the bottom two bands compared with 16% nationally. Results have shown a steady improvement in spelling in line with the whole school approach to spelling. Reading results are only minimally ahead of State results which have given us the direction to take reading as an area of development in 2011.

In Year 5 in Numeracy there were no students placed in the lowest level - Band 3 which meant that 100% of students were at or above the National Minimum. Whilst the school had more students above the National average but below the State average in the highest Band (8) there were more students at St John Fisher in Band 7 than both State and National averages. Having more children in Band 4 than the State or National average is of concern and so NAPLAN analysis has been undertaken to modify teaching and learning programs accordingly.

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 2010 was the drumming program made possible by the purchase of 30 new 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 Glengarra Village and as well as supporting a number of school liturgies and the end of year Carols Night. A highlight for the choir was performing before parents and other schools at the inaugural Central Coast Choir Presentation at St Peters' Catholic College Tuggerah.

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

Musica Viva was offered to all children Kindergarten to Year 6. This is an extremely entertaining, cultural, professional experience and many facets of the program were integrated into the Creative Arts curriculum.



Sport

Swimming carnivals, athletics carnivals and cross country runs were enjoyed by the school in 2010. 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 swimming and athletics carnivals
- representative at the CCC, Broken Bay, Polding swimming and athletics carnivals
- school-based selection trials for CCC Cross Country
- Broken Bay Summer/Winter individual selection trials for Polding sports teams – Broken Bay Diocese
- Early Stage 1/Stage 1 compulsory swimming lessons (optional for Stage 2/3)
- Open and 11 Year Rugby League, Soccer, Cricket and Rugby Union Competitions
- A Walla Rugby Gala Day for students in Years 3 and 4
- School based tennis lessons as well as a Tennis Gala Day

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

Children participate in physical education activities on the top oval as well as in the quad which has a shaded area for sun safe play.

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

Highlights

Other highlights to the year included the following activities:

- A group of students visited Coast FM highlighting our choir and sporting achievements
- The staff attended the Central Coast Catholic Schools Combined Staff Trivia Evening which raises money for charities.
- The school cricket team won the Central Coast Waratah Shield and made it to the final out of 60 schools to the Mark Taylor Shield
- Children participated in the Central Coast Debating and Public Speaking competitions

5.4 Professional Learning

In line with the 2009 – 2012 Strategic Plan, the overall aim of professional learning in 2010 was to improve student achievement. As detailed in the Quality Teaching and Learning section, the key curriculum areas that were the focus of professional learning included a consolidation of the achievements in numeracy, spelling and the integration of interactive whiteboard technology. After the installation of IWBs in all classrooms there was an onus on the school to provide significant professional learning in the best use of these learning tools.



Staff professional learning was balanced between whole school learning which was then supported and challenged in stage learning teams. Learning teams were established in numeracy and literacy to lead these key areas.

Whole school staff development days and weekly learning meetings included:

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

Some examples of individual professional learning include:

- NAPLAN Writing Assessment
- Sound Waves in the Classroom
- Ministry for Teachers
- First Aid
- Hand drumming
- Musica Viva
- RAiN Project

To broaden our learning community St John Fisher joined the communities of St Cecilia's and Our Lady of the Rosary to build Learning Partners between the three schools. Each term the staff members from each school came together to share learning projects and set up communication networks.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

The following goals were stated for 2010 and on reflection gains were made in all areas.

CATHOLIC LIFE AND MISSION

- Further develop the relationship between school and parish through involvement at Sunday Liturgy and Sacramental programs.
- Develop a plan to integrate the scriptures into school life.
- Explore strategies for prayer in the classroom and its relationship to the learning modules.

CURRICULUM / TEACHING / LEARNING AND PROFESSIONAL LEARNING

- To improve student achievement through setting targets, developmental assessment and intervention specifically in the areas of Spelling and Mathematics.
- To review pedagogical practices and curriculum for Writing and Physical Education.
- To analyse the role of the LARC (Learning and Resource Centre) in teaching and learning.
- Continue to develop shared reflective practices among teachers in stage groups.
- Build a deep understanding and practical use of the agreed school learning attitudes.
- Continue to develop ICLT through teaching and learning.

PASTORAL CARE AND COMMUNITY

- Implement the School Pastoral Care Policy with a review of Anti-Bullying procedures.
- Continue to analyse and review practices that build a calm school which aids efficient teaching and learning.

LEADERSHIP, STRATEGIC PLANNING AND MANAGEMENT

- Manage the building program with minimum disruption to learning.
- Review the role of the School Board.
- Manage the Occupational Health and Safety Audit.

6.2 2011 Priorities and Challenges

The goals for 2011 have been designed based on input from the Leading Learning workshops led by the Centre for Educational Leadership at the University of Auckland.

Catholic Life & Mission

Enhance the students' awareness of God in their lives.

Pastoral Care

Establish a safe, calm & efficient learning environment.

Teaching and Learning

Improve student learning outcomes through the defining of learning goals and expectation. (Reading).



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 their families.

Assistance with Students Learning

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

Parents' and Friends' Association (P&F)

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

Aim: The P&F recognises and values the role the parents and carers play in the education of their children and aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their children's overall development and learning.

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

1. Sharing Parent / School Perspectives/ Parent Learning

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

Goal: To coordinate 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 2010 to meet the above needs with one of the key social events being the very successful Dinner Dance.



7.2 Parent Satisfaction

During 2010 the Catholic Schools Office employed RADII to survey parent satisfaction and all parents were offered the opportunity to respond. The following trends were evident through the data;

Catholic Practices, Philosophy and Faith

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

Pastoral Care and Community

While parents ranked the school very strongly in this section there were 6 parents that felt more could be done to keep their child free from bullying. A particular strength was noted as the school having good processes for the recognition and celebration of student achievement in all areas of student life.

Curriculum Teaching and Learning

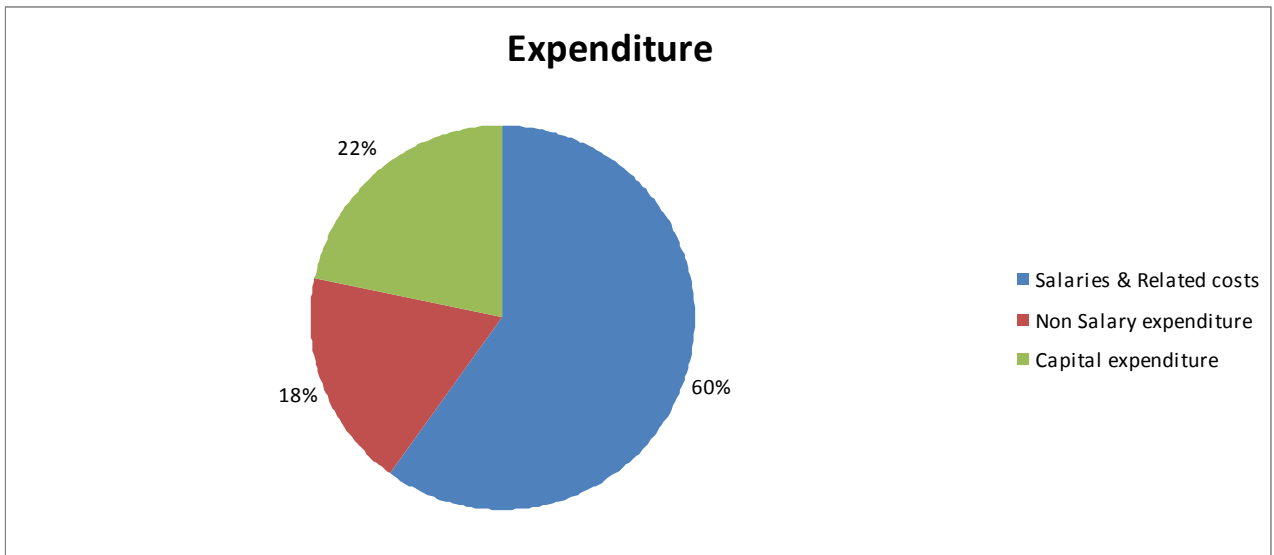
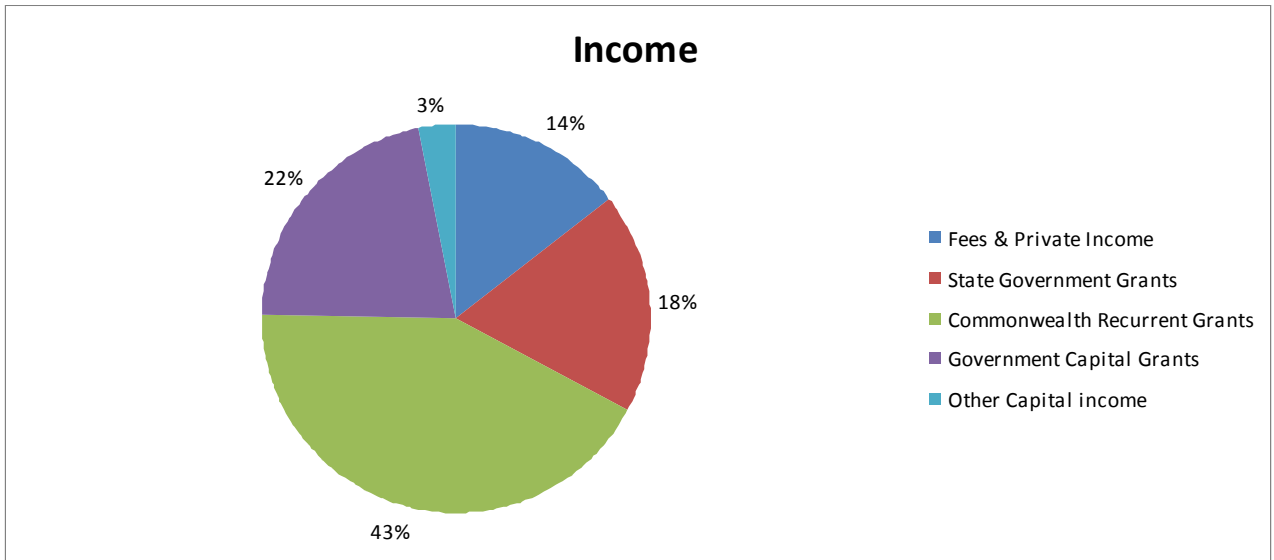
Parents strongly acknowledged the work of the teaching staff with 97% agreeing that from their experience, the teachers in the school are effective committed professionals and 100% stating that ICT was well utilised in teaching and learning.

An area where 13% expressed a need for improvement was in the area of reporting which will be reviewed next year in light of the Diocesan Student Report Evaluation Process.



8. Financial Report

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



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