



St John the Baptist Catholic School Woy Woy South

2007 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

St John the Baptist Catholic School recognises the continuing challenge to provide quality educational opportunities for all students. Our Strategic Plan allows us to work towards commonly agreed to goals, with clearly defined strategies established. In 2007 we worked together on the final year of our strategic plan as determined by the school review process in 2003.

In 2007, the school continued to use the A-E reporting system as required by Commonwealth Government legislation. Parent information sessions were held to continue the conversation and dialogue between teachers and parents on reporting children's progress.

The school was successful in receiving government water conservation grant money to begin the process of refurbishing the toilet blocks and installing water saving tanks and devices. A wireless environment for technology was installed and new home and guided readers were purchased for the Kindergarten to Year 3 classrooms. The Parents' and Friends' Association (P&F) held a successful community fete that brought much needed funds into the school.

The School Board whose membership comes from the parent body, staff and parish continued to promote our Catholic school community. Moreover, their stewardship enabled positive discussion to take place on current strengths and challenges facing the school with a view to begin writing the school's new vision and mission statements.

Professional development of staff focussed on the Quality Teaching Framework and literacy and numeracy initiatives. The staff also received training on the implementation of elements of *Go Maths* into the Maths teaching and learning program.

The new permanent Principal commenced in Term 4, 2007. At the close of the year the school began preparations for Tier 1 and 2

review and development which will take place in Term 1, 2008.

St John the Baptist is a school community proud of its past and building for a bright future.

1.2 Message from the Parent Body

Throughout 2007 the parent body has made a significant contribution to the community. Through their efforts, the school has benefited in a practical, financial, spiritual and social way.

The P&F provided the school with funds to pay half of the maintenance person's wages, purchase new home readers and install a wireless internet network.

Fundraising activities included the Easter raffle, Mother's and Father's Day stalls, fete, band night, clothing pool and Christmas raffle.

The parent body has generated various social and community building opportunities: welcome BBQ, annual teacher's day luncheon, farewells for staff and families, catering, transport, supporting roles for athletic and swimming carnivals at local, Diocesan and Polding levels, as well as our school and parish fetes. We have also made a donation of meat to Mary Mac's. The parents, along with the local community, make up the Little Angels Playgroup which is held in the school grounds and provides opportunity for community support and increased school enrolments.

Parent assistance in educational endeavours includes ongoing classroom support, assistance with excursions, camps, interschool chess and debating tournaments, choir and contributions to the Learning Assistance Program (LAP). Many parents were involved in the schools entry into Wakakirri by assisting with props, costuming, hair and makeup.

Parents contributed to the practical aspect of school life through school canteen, clothing pool management, covering of library books, liaison with the RTA and local council regarding traffic flow and pedestrian activities as well as updating of the school



information board. We received a NSW Volunteers Grant and purchased six outdoor portable shades, vacuum cleaner, fridge, two warming ovens and a BBQ. Parents also contributed to school liturgies and masses and helped clean our church.

1.3 Message from the Student Body

The Student Representative Council (SRC) involves twenty-eight students. These students are selected from Years K-6, with fourteen students serving for the first semester and fourteen representatives for the second semester. The School Captains and Vice Captains are also involved with the work of the SRC.

Two staff members are responsible for assisting and guiding the SRC in their discussions and initiatives.

Each alternate Tuesday in 2007 the SRC gathered to discuss, reflect upon, plan and implement a number of events:

- The members of the SRC are commissioned at the start of Semesters 1 and 2 during a whole School Mass. Students who accept the roles are asked to reflect seriously on their responsibility and agree to take a pledge to make a valuable contribution in their role. Students are given a badge to wear, demonstrating their commitment to the role. Members of the SRC are expected to undertake special roles and responsibilities at school masses and liturgies.
- The *Environmental Awareness Program*, run by Gosford City Council on behalf of the Central Coast Joint Water Authority, where the school received special recognition for participation in the water awareness fun day room and water audits.
- *Harmony Day* celebrated by decorating the school using orange tape and ribbon and involving the students in a colouring competition.
- A missionary was invited to speak to the students during Mission Week, with a particular focus on *Missions for Peru*. The

SRC negotiated the sale of handmade crafts from Peru and the money raised was donated to these missions.

- Students from the SRC made regular contributions to the School Newsletter, keeping the whole community informed on upcoming and past initiatives.
- During 2007, SRC members brainstormed strategies to positively reinforce both the wearing of correct school uniform and adhering to rules which ensure students at this school feel safe and supported. Students discussed the strategies implemented using the school's new code of conduct with an emphasis on minor and major implications for playground and classroom behaviour.



2. School Profile

2.1 Introduction

St John the Baptist Catholic School is a primary school located in the Broken Bay Diocese on the Central Coast catering for students from K to 6. St John the Baptist Catholic School was established in 1922 in rooms alongside the Catholic Church in Blackwall Road, Woy Woy. Due to increasing enrolments the school was moved to its present site at Woy Woy South in 1979.

Students are drawn from the southern part of the peninsula from the suburbs of Woy Woy, Woy Woy Bay, Horsfield Bay, Phegans Bay, Umina, Ettalong, Pearl Beach, Empire Bay and parts of Bensville.

The school enjoys a positive reputation in the wider Peninsula community. It is seen as a school that fosters spiritual, social and academic growth in all students, with a particular focus on the pastoral needs of all community members. Academically, the school holds its own with neighbouring schools and is striving to keep pace with the demands of 21st century learning needs.

During 2007, the school leadership team and teaching staff continued to implement the school's new strategic plan for 2004-2008. Goals for the Annual Plan were drawn from our strategic plan. At the start of 2008, the school will embark upon developing a new strategic intent based on its school review process.

2.2 Student Profile

The following information describes the student profile for 2007:

Girls	Boys	LBOTE*	Indigenous	Total
161	186	2	15	347

*Language background other than English

2.3 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.

The Diocesan Enrolment Policy has been implemented by our school's enrolment committee consisting of the Principal, Parish Priest, Assistant Principal and parent representatives.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.

2.4 Staff Profile

The school's leadership team consists of the Principal, Assistant Principal, the Religious Education Co-ordinator, a Coordinator 2 for Quality Teaching and a Coordinator 1 for Science and Technology. The non-teaching staff of the school consists of three Teacher Assistants, a Library Assistant, a Canteen Manager, two Administration Assistants and Family Liaison Officer.

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

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.



a	b	c	Total
23	0	0	23

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2007 was 94.3%. This figure does not include teachers on planned leave.

The teacher retention rate from 2006 to 2007 was 90.9%.

Early in 2007, the school leadership team of Principal, Assistant Principal and Religious Education coordinator were all acting appointments. In Term 4 a permanent Principal and Religious Education Coordinator were appointed.

2.6 Teacher Satisfaction

In 2007 the school started the year with three people in acting leadership positions which placed the school on a steep learning curve with no leaders having had such experience at St John the Baptist school. Quickly the leadership team set about its work of providing direction for the year ahead. An emphasis was placed on reviewing the Successful Behaviours program that had been in existence in the school for some time. After the review the staff considered a new behaviour management system for the school that rewarded good behaviour and set out clearly defined consequences for inappropriate behaviour. As a result, by the end of 2007 the school, working with an external consultant, introduced a new code of conduct behaviour system with clearly defined expectations for playground and class behaviour.

The Quality Teacher Framework continued with an emphasis on Human Society and Its Environment. As a result teachers changed the way they programmed HSIE using elements of the QTF framework to ensure that students had a deeper knowledge and understanding of the content being taught.

Teachers felt supported by the leadership team in designing and implementing the new

Go Maths program into the Maths classroom. Essentially *Go Maths* is a program that focuses on all the strands required to be covered in the maths curriculum, with an emphasis on recall and drilling of key facts to complement the concrete work completed by the students.

The staff participated with great enthusiasm in all of the celebrations throughout the year and were heartened by the strong community involvement in the school fete and opening of the new church in Woy Woy.

2.7 Student Attendance

The average student attendance rate for 2007 was 93%.

2.8 Student Satisfaction

Students were surveyed about what they thought was appropriate for good behaviour and what should occur for inappropriate behaviour. As a consequence the students' opinions on a need for change with the behaviour management plan was listened to, and at the end of 2007 a new code of conduct was introduced with which the students were pleased.

Students also liked the opportunity to participate in the Wakakirri eisteddfod and the many carnivals held at school and at other levels. Sport continued to be appreciated by the students, particularly the after schools program in which over 50 students took part regularly each week.

Students also appreciated working with new technology such as notebooks within a wireless technology environment. The school continued to build on the amount of notebooks available for class use, which allowed for more students to gain access to online learning.



3. Catholic Life and Mission

3.1 Catholic Heritage

St John the Baptist Catholic School was established by the Sisters of St Joseph in 1922. The Sisters continued administering the school until 1992 when the first lay Principal was appointed. The School Chapel is dedicated to Blessed Mary MacKillop, founder of the Sisters of St Joseph, in recognition of the contribution the Sisters made to Catholic education within the Woy Woy Parish.

The school is a faith community in which our students are encouraged to come to know and love God as revealed in the person of Jesus Christ and inspired by the Holy Spirit.

The Catholicity of the school is evident by the rich liturgical life of the school. We have a shared ownership of liturgy coordination, staff prayer and justice and our vision and mission and code of conduct underpins all aspects of our school life. Our code of conduct, Pastoral Care and Personal Development units and our consistent united approach to anti-bullying reflects the Catholic ethos.

We are an integral part of the wider Parish community of Woy Woy and work closely with all key ministries in spreading the word of the Lord and bringing good news to all.

3.2 Liturgical Life

Prayer and devotion to God is paramount at St John the Baptist and each day, as the children gather for assembly, the school prayer is said. All classes have a sacred space and pray regularly. Staff also gather together in the chapel each Friday morning to participate in prayer and reflection prepared by a staff member.

All students attend Mass regularly at school either as a grade or stage. Our parish priest also prepares and gives reconciliation weekly to single classes from Year 3 upwards. A visiting priest worked extensively with Year 3 on living the Christian values and with Year 5 on leadership, throughout the year.

The 2007 year commenced with an opening school mass where new members of the school community were welcomed and blessed. School captains and colour house captains and class representatives, staff and parent volunteers were commissioned into their leadership role.

In Term 1, the children experienced rich liturgies on many occasions. Years 3-6 attended an Ash Wednesday Parish Mass and K-2 had a liturgy and received the ashes at school. The school also honoured St Joseph, St Patrick and all classes prepared and walked the Stations of the Cross with Jesus during Holy Week. Many of the children participated in Parish Sacramental Sessions and received their First Holy Communion. All the Year 6 children participated and celebrated in the annual Cluster Mass at Terrigal and many teachers attended the annual Diocesan Mass at St Ives Cathedral. Caritas Australia was well supported by the Mini Vinnies Committee and each class during Lent, as the Project Compassion focus.

In Term 2, an ANZAC Memorial focused the children on the proud heritage and honour of our nation. Our Lady Help of Christians feast was celebrated with a mass as was the feast of the Sacred Heart and a liturgy was held in honour of our patron saint, St John the Baptist. All teachers also attended an adult faith formation staff development day on the Trinity. Many children especially from Year 2 received the Sacrament of Confirmation and were proudly anointed by the Bishop and realised their commitment as witnesses of the faith.

In Term 3, the whole school stopped and prayed together for World Youth Day. Masses for Blessed Mary MacKillop and the Assumption were celebrated at Umina and everyone also participated in liturgies for Father's Day and Peace. The school supported Mary Mac's, particularly at the time of the feast of Blessed Mary MacKillop (a parish initiative that provides a hot meal each week day for anyone in need) and provided a luncheon for the poor and less fortunate of the parish at this centre.



In Term 4, the children were given the opportunity to celebrate Universal Children's Day and Mission in a combined Liturgy. They also were given a talk and watched a Mission presentation on the Dominican Republic and South Africa as the new Religious Education Coordinator had done volunteer work in these countries this year. This generated excellent discussion and workshop activities and the children donated to these worthy causes. The Mini Vinnies Committee encouraged all children to support the local St Vincent De Paul Christmas appeal and many wonderful gifts were donated by the generous children and families of the school. The last mass celebrated in Umina church as a school community was All Saints. The last School/Parish Mass was the evening prior to the new church opening and it was attended by the school community where the children read and served the gifts at this mass. The new church was dedicated in November and our school proudly danced in the Holy Chrism and the Lectionary for this marvellous celebration. Each Monday in Advent the school began the day with an Advent Liturgy and all classes participated. Many Year 2 children also made their first reconciliation in the new church at the beginning of December. The Year 6 children had their Graduation mass in the new church and the school liturgical year ended with a whole school Mass in the school grounds.



3.3 The School in the Life of the Parish and Diocese

All students at St John the Baptist are encouraged to take an active role in the life of the Parish. Many students regularly serve at mass and some have also begun to read at weekend masses. The Religious Education Coordinator and parents assist in preparing the children for reading and participating in one Saturday evening Parish Mass each term. The Principal or Religious Education Coordinator attends all Parish Council meetings and the REC also assists the Parish Sacramental Coordinator with Sacramental programs and celebrations throughout the year. The REC is also a member of the newly formed Social Justice Apostolate of the Parish. The Parish supported the school's fete with a stall as did the school with their mini fete. The school also assisted the Parish with resources and helpers for the dedication of the new church.

3.4 Religious Education Curriculum

During 2007 the REC worked with the teachers and an Education Officer-Mission Services from the Catholic Schools Office to formulate a new scope and sequence for Religious Education. This new scope and sequence has enabled Years 2 and 3 to cover Sacramental Modules at the same time that they are being covered by Parish Sacramental Sessions.

Quality teaching has also been incorporated into the teaching of Religious Education, and this has enabled teachers to challenge students and enrich their teaching of this important key learning area. The integration of technology is continuing, particularly with the use of CEnet as a useful tool for students' research, prayer and scripture.

All of the teachers have RE accreditation or conditional accreditation. Some teachers are still completing their certificate in Religious Education and regularly attend sessions at the St Francis of Assisi centre. A few teachers attended the Ministry for Teachers Courses and the REC attended all RE meetings and in-services throughout the year.



3.5 Catholic Worldview

At St John the Baptist the aim is to provide quality education aligned with the Catholic beliefs and understanding expressed in the Diocesan Catholic Worldview. All Religious Education modules taught clearly identify the components of this worldview. Envisioning a Catholic worldview involves creating constant opportunities for students to apply beliefs and understandings of the Catholic faith to a variety of situations. All teachers are encouraged to take up this perspective in all key learning areas. The adult faith formation offered by the Diocese to all staff members increases our knowledge and awareness of this viewpoint each year. The strict adherence to the school's code of conduct also encourages all staff and children to be tolerant, honest and open in all relationships.

Participation in liturgies and assemblies reflects the Catholic viewpoint in relation to other key learning areas. The current mission/vision statement drives all teaching and learning activities in all areas. Our code of conduct, pastoral care and personal development units and our consistent united approach to anti-bullying procedures reflects the Catholic ethos. The newsletter items, Mini Vinnies and Student Representative Council initiatives reflect social justice issues and allow the children to work for the good of all. All classes are involved in ecumenical activities and the children who are not Catholic are invited to fully participate in all school activities and religious celebrations.

3.6 Parent Participation

Parents are informed weekly of liturgical events and celebrations and the Principal and Religious Education Coordinator write in the newsletter about spiritual, sacramental and religious messages. The school leadership team, together with all staff, is integral in fostering the faith and Catholic Life and Mission within the school.

Parents play a role in school liturgies and masses and support the child in the Sacramental program alongside the school and the wider Parish.

3.7 Professional Learning in Catholic Life and Mission

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.

During 2007, two teachers continued their study towards obtaining a Master of Theological Studies through the Broken Bay Institute. Another two began their study for the Certificate of Religious Education (NSW). The whole staff participated in the Diocesan Adult Faith Formation courses in Trinity and Catholic Life and Mission. These courses are designed for staff to depth their knowledge and understanding of faith and Catholic religion.



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 the Baptist Catholic School has a Pastoral Care policy, Code of Conduct Behaviour policy, an Anti-Bullying policy and an Anti-Harassment policy. Within the Pastoral Care Policy, major disciplinary sanctions are implemented as required with the support of Catholic Schools Office personnel.

4.3 Pastoral Care of Families

Many support structures exist for families within St John the Baptist school community. The class teachers, learning support team, Assistant Principal, Principal and family liaison officer, Learning Assistance Program helpers and *Seasons for Growth* co-ordinators all work closely with parents during the year in order to provide support where necessary. On occasion, families are referred to the school counsellor, Centacare or to local health and counselling agencies for further appropriate professional support.

At the beginning of the year and at enrolment period for new prospective parents, the school counsellor facilitated workshops for parents on how best to raise children. The Family Liaison Officer also conducted parenting workshops with parents responding positively to tips on how best to parent in today's world.

As part of their leadership role within the school the Year 6 students participated in the Kinder Buddy system. Each Year 6 student is given the responsibility of being a buddy and mentor for the Kindergarten students throughout the year especially in the first three weeks of the school year.

A Parent Buddy system is in place to welcome Kindergarten parents into our school community. An "old" parent of the school community writes to the new parent introducing themselves and acting as a point of contact. This is followed by a Tears and Tissues morning tea on the first day of school.

The continued appointment of a Family Liaison Officer (FLO) to the school community has been an asset in co-ordinating support for families in need. Meals, groceries, baby sitting, pick-up and drop-off for school, and home visits are organised by our FLO.

The Learning Assistance Program (LAP) continued throughout 2007. This program is conducted by volunteers who were trained by our Family Liaison Officer. It is a one-to-one program for students experiencing difficulties in the class and helps build self-esteem. Teachers or parents may refer students to the program. Success of the program is evident in the eagerness with which the students involved look forward to their time with their LAP volunteer and the increased self confidence within the classroom environment. Volunteers meet with the Principal and Family Liaison Officer before training is approved. Co-operation between the class teacher, parents and LAP volunteer is essential for the program to be a success for each student in the program.

The school also welcomed pastoral support from a Josephite nun who regularly works with children receiving counselling or who have had counselling to support them with their learning needs.

4.4 2007 Initiatives

A Dads' Breakfast, which was an initiative in 2006, continued in 2007, but was added to with social events that included a bowls day at the local bowling club. Dads are often the 'silent partners' in the school environment, so these events provided an opportunity for dads to meet other dads and share their stories.

Parent Factor workshops were introduced into the school, which focused on raising



difficult children with some much needed hints and tips. Parents responded positively to this, which will be continued in 2008.

4.5 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.



5. Excellence in Teaching and Learning

5.1 Curriculum Overview

The curriculum for Primary is mandated and there are six Key Learning Areas: English; Mathematics; Human Society in Its Environment; Science and Technology; Creative Arts; and Personal Development, Health and Physical Education. Integral to every Catholic school is the KLA Religious Education - a seventh Key Learning Area.

Human Society and Its Environment (HSIE)

HSIE was identified as a major focus for 2007 on the school's strategic plan. To initiate interest and start the conversation regarding direction, staff were surveyed. Given the focus in the diocese on the Quality Teaching Framework the question also arose as how best to embed the elements into HSIE. A learning team of five teachers was set up in Term 2 to analyse the results and lead the future direction.

From staff responses, scope and sequence was identified as a priority to include an Asian perspective. The learning team developed a scope and sequence based on the mandatory content from the HSIE syllabus and included a two week focus on Asia. Religion, Aboriginal perspectives and text types were added for integration where appropriate. This was taken to staff for their consultation and approval was given. Staff also agreed on an overview proforma to use at the beginning of each unit which outlines the big idea; related ideas; integration; perspectives and values to be covered and, most importantly, the real world application of the learning (that is, the 'so what' factor). An Inquiry Process was implemented to ensure that elements of the Quality Teaching were embedded into units by assisting teachers to depth knowledge and ensure connectedness and real world application. The Education Officer-Gifted and Talented from the Catholic Schools Office was engaged to spend time with small groups of teachers assisting them with understanding

and incorporating differentiation in their HSIE units.

Personal Development Health and Physical Education (PDHPE)

PDHPE was identified as a focus area in the school strategic plan for 2007 following the last Primary School Review in 2003. A learning team of five members was formed to lead development in this area. From the School Review process and consultation with staff the areas of focus and improvement in PDHPE were as follows:

- development of a PDHPE scope and sequence focusing on the fundamental movement skills
- time allocation of PDHPE
- assessment of fundamental skills
- development of a PDHPE policy.

Mathematics

Developing mathematics focussed on the following:

- evaluating the maths program and identifying areas of strengths and weaknesses
- identifying the requirement for more hands-on resources, such as weight, 3D shapes and time
- strands relating to space and measurement
- implementing warm up strategies and suggested use of mental maths as a warm up across the school
- considering the *Go Maths* program and attended inservices to deepen understanding of program
- evaluating the *Go Maths* scope and sequence to ensure all concepts were covered
- implementing the *Go Maths* program across the whole school. This raised the standard of teaching maths by ensuring there was a consistency of teaching strategies across the school and ensuring all classes implemented a warm up.



- knowing that each strand is covered when it is covered and there is a sequential flow over each strand across the stages.
- increasing the level of quality teaching in maths and integrated working mathematically in all lessons.
- extending materials to enrich the mathematics experience.

Library

Library lessons cover two broad areas: information (research) skills and literature appreciation. In teaching each strand, the aim is to complement classroom learning by focussing on themes and topics that are being studied in class. In Term 4 display areas were mounted for each grade to show evolving units of works and provide a focus for ongoing lessons. This has had a very positive response from students.

Class monitors

This year we continued the class monitor system in which students from Year 3 to Year 6 check books in and out themselves each week. This system allows students to develop responsibility, gives them a deeper understanding of how the library runs, and provides an opportunity for them to see what their classmates are borrowing. The role of monitor is seen as an important one, and is carried out responsibly.

Premier's Reading Challenge

In 2007, for the first time, all students were encouraged to enter the Premier's Reading Challenge. All Kindergarten and Year 1 students, most Year 2 students and many of our Primary students completed the Challenge. Next year we hope to increase the participation rate among the upper Primary students.

Borrowing

One of our major goals since 2005 has been to increase the level of borrowing among students across all grades, and to that end, a number of new initiatives were put in place this year. We again saw an overall increase

in the level of borrowing, a trend we hope to continue in 2008.

Collection maintenance

One of our major priorities for 2007 was to update the senior fiction collection by weeding heavily and significantly increasing the number of 'series' books, which have wide appeal, particularly for reluctant readers. Senior students had direct input into selecting books to be purchased, and we were able to send a large number of older books to a new school in Tanzania through Erina Rotary as a result. A very successful Book Fair in Term 3 provided a significant boost to our library funds.

Staff and volunteers

The library has the services of several volunteers on a weekly basis, as in past years. In addition, we have several parent volunteers whose willingness to assist with the annual Book Fair, book covering and other jobs throughout the year is very much appreciated.

Literacy and Numeracy Initiative

The literacy initiative 2007 anticipated the following outcomes to be achieved :

Student outcomes

Improve student educational outcomes in literacy through implementation of high intellectual tasks.

Staff Outcomes

To continue to develop a sequential and consistent approach to effective teaching and assessment practices K-6.

To develop a learning community through inclusive practices and processes that further develop teacher knowledge, skills and expertise

Professional Strategy Implemented

The rationale of the literacy initiative was to develop and support a learning community in pedagogical issues, as well as implement whole school change.

Strategies implemented throughout 2007 included:



- development of learning teams in all key learning areas, especially literacy
- gathering data regarding present literacy practice through survey and brainstorming
- establishing data literacy focus areas
- development of literacy assessment scope and sequence
- implementation of standardised testing and proforma for tracking
- evaluating Torch and alternative assessment of comprehension / vocabulary assessment tools
- whole staff analysis of Basic Skills Test information
- development and implementation of referral process for students at risk
- discussion regarding assessment data to support referral including standardised and non-standardised, implementation of action follow up plan and learning support assistant overview
- planning and monitoring by classroom teacher in the development of comprehension skills using visual supports
- the provision of professional learning opportunities including literacy board, readings and staff meetings
- review, development and implementation of literacy plan using the quality teaching framework
- review and develop an effective home reading program whereby students are provided with opportunities to practice decoding and comprehension skills within the home context.
- review and develop a more effective method of 'housing' literacy resources.

Data

Data indicates a continued need to reflect, develop and monitor literacy practices K-6. Results indicate a slow trajectory upwards for some students, however further investigation is required regarding the best

practice to support students with literacy learning needs, as little trajectory improvement is indicated from data.

Although data indicates minimal impact on student results, initiative has enabled the following to be implemented:

- framework has been established through school documentations i.e. plans and Scope and sequences
- standardised testing scope and sequence, as well as BST analysis will enable the identification of whole school strengths, areas for focus, as well as contribute to the identifying of students with special needs
- learning teams and whole staff PD sessions have been a springboard for professional dialogue regarding pedagogy
- review of current practices
- review of resources.

Conclusion

The literacy and numeracy initiative has enabled the commencement of review of the pedagogical practices for literacy at St John the Baptist, Woy Woy. The initiative has acted as a catalyst for literacy review and change and this will continue in 2008.

5.2 Approach to Teaching and Learning

The daily timetable structure of the school which provides for two by two hour sessions and an hour session in the afternoon has seen the continuation of the morning two hour literacy session and an hour mathematics session across the whole school. Professional development for staff occurs on a weekly basis whereby staff are part of Key Learning Area focus teams such as Maths, Literacy, Quality Teaching Framework, as well as student behaviour development.

For substantial initiatives warranting parental involvement, workshops were run to take parents through the content.

An inclusive educational practice was used with the Learning Support Teacher and



Learning Support Assistants working in the classrooms to support teachers and students with identified needs. The Learning Support Team uses a collaborative approach for the referral of students experiencing specific learning difficulties.

External professionals such as speech pathologists and counsellors also work collaboratively with staff on delivering the curriculum to all students.

5.3 Significant Initiatives

In 2007 the school began using *Go Maths* as a resource to teaching mathematics. It was seen as a valuable tool for teachers to maintain a balance between students using concrete materials to gain understanding of abstract concepts as well as to know basic key concepts and facts. Several staff meetings were held to familiarise staff with *Go Maths*.

5.4 Student Achievement

Literacy – Reading and Language

In **Year 3**, 2007 there were 46 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	24	19
Band 4	37	28
Band 3	22	26
Band 2	9	15
Band 1	9	11

61% of our students achieved the top two bands compared to 47% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St John the Baptist Catholic School has been on par or above the state mean.

Year	School	State
2001	51.0	50.6
2002	53.8	50.6
2003	49.8	50.6
2004	50.7	50.5
2005	51.4	50.8
2006	52.2	50.7
2007	52.6	51.2

Writing

In **Year 3**, 2007 there were 46 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	4	16
Band 4	36	32
Band 3	40	32
Band 2	20	12
Band 1	0	8

40% of our students achieved the top two bands compared to 48% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St John the Baptist Catholic School has consistently been above or on par with state performance.

Year	School	State
2001	50.0	49.0
2002	54.8	51.5
2003	51.1	51.1
2004	52.8	51.2
2005	51.3	50.1
2006	51.5	50.2
2007	50.4	50.8



Literacy – Reading and Language

In **Year 5**, 2007 there were 48 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	19	27
Band 5	33	26
Band 4	40	26
Band 3	4	14
Band 2	4	5
Band 1	0	1

52% of our students achieved the top two bands compared to 53% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for St John the Baptist Catholic School has been on par with State performance.

Year	School	State
2001	56.9	57.1
2002	56.2	57.8
2003	58.0	57.5
2004	59.6	57.4
2005	56.7	57.0
2006	58.4	57.3
2007	57.6	57.5

Writing

In **Year 5**, 2007 there were 48 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the State.

	School	State
Band 6	29	23
Band 5	38	32
Band 4	25	28
Band 3	8	12
Band 2	0	2
Band 1	0	0

67% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St John the Baptist Catholic School has consistently been above the State performance.

Year	School	State
2001	55.4	56.3
2002	57.1	57.1
2003	56.1	56.4
2004	58.0	56.6
2005	56.5	56.2
2006	59.1	56.7
2007	58.6	57.2

Numeracy

In **Year 3**, 2007 there were 46 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	15	19
Band 4	39	27
Band 3	33	26
Band 2	13	20
Band 1	0	9

54% of our students achieved the top two bands compared to 46% across the State (Bands 4 and 5).



The following table compares Year 3 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St John the Baptist Catholic School has consistently been above or on par with the State performance.

Year	School	State
2001	54.2	52.4
2002	56.2	53.0
2003	52.7	52.8
2004	54.1	52.3
2005	52.2	53.6
2006	55.1	53.3
2007	53.7	53.1

Numeracy

In **Year 5**, 2007 there were 48 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	19	33
Band 5	31	22
Band 4	23	24
Band 3	21	15
Band 2	6	6
Band 1	0	1

50% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for St John the Baptist Catholic School has been on par with the State performance.

Year	School	State
2001	58.0	60.3
2002	57.8	60.2
2003	59.5	60.0
2004	60.7	60.7
2005	59.1	60.4
2006	61.3	61.5
2007	59.8	61.9

The scores in the table below indicate the average growth achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students, in Literacy (Reading and Language), Writing and Numeracy at St John the Baptist Catholic School and for the same cohort of students in the State. The expected growth in BST scores is between 6-7 points. The following table indicates that this cohort of students demonstrated the expected growth in Literacy and Writing and exceeded the expected growth in Numeracy. St John the Baptist students also made expected growth in writing.

Average Growth achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students

2007	School	State
Literacy (Reading and Language)	6.14	6.81
Writing	6.82	7.17
Numeracy	8.02	8.45

The Commonwealth Government has developed National benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for Reading, Writing and Numeracy.

The following two tables outline the:

Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data

	Reading %	Writing %	Numeracy %
2004	93	n/a	100
2005	95	98	98
2006	100	98	100
2007	98	96	100



Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data

	Reading %	Writing %	Numeracy %
2004	94	n/a	96
2005	91	100	91
2006	92	100	96
2007	100	94	90

5.5 Information, Communication and Learning Technologies (ICLT)

Information, communication and learning technologies continued to be an area of focus and financial investment for the school in 2007.

CENet properties were used extensively by the students and staff in the learning and communication processes. In particular, students used online learning objects to complete tasks and some were used for assessment items. Two teachers also showed the use of ICLT at the Navcon 2K7 conference held at Gosford.

The school continued to build its hardware and software inventories with an emphasis on purchasing notebooks for use on desktops in the classroom. At the end of 2007 a wireless network was placed in the school with appropriate security measures in place so that children could tap into the virtual world almost anywhere on the school site.

Two new computers were purchased for the library as well as more computers installed across school classrooms.

Staff continued professional development in ICLT use, and computers are becoming an integral part of the day for student and teacher work.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2007.

The professional development program at St John the Baptist is based on the recognised needs of the school community and the long-term commitment of those involved.

On a diocesan level, staff are engaged in such experiences as: Catholic Life and

Mission; School Review and Development: Tier One; Tier Two, Beginning Teacher Induction and Mentor program; Gifted Education; Teaching Children with Special Needs; Child Protection training; Social Justice training and network meetings; Observation Surveys; ICLT conference; Classroom Management training; Quality Teaching Framework; ICLT Facilitators and BST training.

School-based professional learning was based on the development of the school's Strategic Plan for 2004-2008. The major focus areas for 2007 were the Quality Teaching Framework and its application to Human Society and Its Environment, implementation of *Go Maths* into the Mathematics curriculum, review and implementation of a new code of conduct for behaviour management, preparation for the school review process, as well as continued focus on aspects of the literacy classroom.

Teachers used QTF to plan, program and implement Human Society and Its Environment Teaching and Learning strategies. The training focussed on upskilling teachers on how best to get a deeper understanding and knowledge of the key concepts and skills students acquire in HSIE. As a consequence, new programming guidelines were devised and the scope and sequence for HSIE has changed.

Staff participated in meetings to learn about the school review process which it will undertake in 2008. In particular, Tier 1 and Tier 2 and the kinds of evidence needed for the process and how each would be involved. At the end of 2007 staff were then divided into review teams to focus on particular domains and gather evidence required for review.

Staff also worked with the Education Officer-Behaviour Management from the Catholic Schools Office to review current policy and practice on behaviour management in the school. The end result was a code of conduct which clearly articulates behaviour and consequence, positive and negative for classroom and playground situations.



Work continued on literacy practices with an emphasis on comprehension of the reading process. Staff also went through assessment of reading practice and how best to use running records to further plan and program in the teaching and learning process.

The average expenditure on professional learning per teacher in 2007 was \$965.



6. Extracurricular Program

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

Sport

A school Swimming Carnival for Years 2 to 6, Athletics Carnival for Kindergarten to Year 6 and Cross Country Carnival for Years 2 to 6 were held during 2007, allowing children to gain selection to represent our school in the Central Coast Cluster Carnivals. Students represented Polding at the NSW Schools State Athletics Carnival.

Sport is a significant part of school life at St John the Baptist and students from Kindergarten to Year 6 had the opportunity to participate in one or more of the following activities: Gala Day, Coaching Clinics for AFL, Rugby League, Rugby Union and Tennis. We had students represent our Broken Bay Diocese in Touch Football, Swimming and Athletics.

In addition, St John the Baptist participates in the government initiative, Active After School Sport Program. This program is co-ordinated and staffed by three members of the teaching staff. The program runs for a period of eight weeks, twice a week and there are approximately forty students on each of the afternoons.

Music

Students are offered the opportunity to be part of the school choir which gathers each Tuesday at lunch time. The choir performed on many occasions including at the End of Year Mass, Peninsula Nursing Home, Woy Woy Library, St John the Baptist church opening and the Community Christmas Concert at Ettalong.

During 2007, students in Years 5 and 6 were given recorder lessons as part of their music curriculum lessons. These recorders were purchased by the school for each student. This program will continue in 2008.

Music tutors continue to provide the opportunity for students from Years 3 to 6 to receive individual instruction in brass

instruments and to become a member of the junior or senior school band.

Students from Kindergarten to Year 6 continue to take up the opportunity to enrol in keyboard lessons. These lessons are conducted in ability groups either before school or during lunchtime, two days per week.

Chess

In 2007, St John the Baptist Catholic School entered teams in the NSW Junior Chess League. Competition games were played on a weekly basis over a twelve-week period during Terms 2 and 3, involving home and away games with state, Catholic and independent schools from the Central Coast. Parent volunteers coached and transported the teams to these different school venues each week. Our school entered the most teams in the competition which was commended by the Chess League.

Challenge

The Central Coast Cluster of Catholic schools runs the Challenge program which is an enrichment program for selected students from Year 6. This program is made up of three parts. Part One is held at the commencement and conclusion of the program and is facilitated by a visiting priest. Part Two involves the students participating in workshops on English, Maths and Science and Technology, Drama and Visual Arts at St Joseph's Catholic College, East Gosford. Part Three is conducted by Stage Three teachers in each of the five schools in our cluster with the emphasis on students challenging themselves in their learning.

Debating

The Central Coast Cluster of Catholic schools conducts a debating competition each year for Year 6 students. St John the Baptist entered two teams in two debates. All students were given the opportunity to be involved in learning debating skills. The students experienced victories in both debates held.



Public Speaking

All students in Year 6 prepared a speech from a selection of topics to deliver as part of the selection process to gain a position at the Central Coast Cluster competition to which we sent two students. This event was held at St John Fisher Catholic School, Tumbi Umbi. One of our students finished third in the event.



7. Strategic Initiatives

7.1 2007 Priorities and Achievements

2007 was our fourth year of the current Strategic Plan cycle. The staff focussed on implementing the remaining goals of the current Annual Plan and identifying the goals from the Strategic Plan to form our 2007 Annual Plan.

The main goal of 2007 was to review the school's behaviour management policy with a view to devising a code of conduct which would be visible and easy for all members of the school community to follow. There are eight identifiable codes of conduct students must follow. There are also set consequences for classroom and playground behaviour where expectations have been clearly outlined.

Continued practical implementation of the Quality Teaching Framework in HSIE was a focus for Teaching and Learning which was completed by Term 4.

The school board began the process of reviewing the schools vision and mission statements with a view to have these finalised for launch in 2008. It was felt that the school's vision was limited to developing only the child and needed to be broadened to include all members of the community in the formation of all students.

7.2 2008 Priorities and Challenge

The school will undertake review through the Tier 1 and Tier 2 process early in 2008 which is a two part process involving all key stakeholders in reviewing policies and practices that have been in existence since 2003, the last review period. From these processes the school will then embark upon devising a five year plan for the key areas of school domains. It is hoped that through the process the work of previous staffs can be affirmed and that challenges will be identified for further improvement. Personnel from the Catholic Schools Office as well as key identified professionals will work with the school community through each process.

The school will launch its new vision and mission statements at the beginning of the school year. The school prayer will also be updated to include the Darkinjung people as original joint custodians of the land on which the schools sits.

The complete implementation of *Go Maths* will be seen as a priority earlier in the year as well as ensuring QTF elements embedded throughout all Key Learning Areas programs.

Literacy advisors will be employed to work with teachers in K-2 to improve current literacy block practice, as well as to work with the Year 3 and 5 teachers on preparing children for the National Test, a first in Australia's modern history.

Staff will also undertake training on implementing the new Commonwealth government Science literacy units. This should begin in Term 2 of 2008.

Continued purchasing of notebooks for integration of information, communication and learning technologies into the curriculum will also be undertaken as well as maintaining training in this area for all staff. Better use of CEnet will be made to make communication channels smoother for all members of the community.

A review and upgrade of the plant facilities will be undertaken as well as implementing water harvesting measures as identified by the receipt of a government water grant. The toilet blocks will be upgraded and attention to both internal and external lighting as well as beautification of the general site will be undertaken.

Also in 2008 the second satellite class will be introduced so that students from K-4 with Autism spectrum will be catered for with the dedication of two classroom spaces.



8. Parent Participation

8.1 Introduction

Parents share an active involvement in the life of St John the Baptist Catholic School. In 2007 parents continued to support the running of the school by working through the Parents' and Friends' Association (P&F) and its committees and the work of the Family Liaison Officer who organised the Welcoming Team.

In 2007, the Welcoming Team continued the tradition of providing a buddy parent for the new parents and welcoming new parents to the school at the beginning of the year. This was followed by the annual "Big Saturday Arvo" in early March. This is an occasion for a family BBQ and fun activities to welcome all parents. This event was followed by many successful social and fundraising events organised by the P&F. These included the School Cook Book, Mother's Day and Father's Day stalls and Easter raffle.

Individual parents also gave their time generously to organise student banking, school discos, "Munch 'n' Crunch" days, School Notice Board and Scholastic Book Club.

Parent involvement within the classrooms was invaluable throughout the year. Parents attended the *Classroom Helpers Training* workshops. This enabled them to assist in classes with Kindergarten to Year 6 literacy and numeracy blocks. Parents provide assistance with the Kindergarten Gross Motor Program and at our Swimming, Athletics and Cross Country Carnivals. Parents provided transport for students who gained selection at Cluster and Diocesan level sporting competitions, chess competitions, debating and public speaking competitions.

The clothing pool group of parents continued to operate once a week to provide parents with the opportunity to purchase school bags, jackets, hats and second hand uniforms. All money raised is given to the P&F to support school events.

St John's Little Angels Playgroup continued to meet each Thursday morning to provide an opportunity for parents and pre-schoolers to socialise in a stimulating environment. This group was run by a committee who was elected by the members of Playgroup. The Playgroup will be commencing a second session on Wednesday mornings in 2007 due to the increased number of families wishing to join the activity.

The Early Birds Program is an orientation program for children who will commence at St John the Baptist Catholic School the following year. In 2006 it was organised by two Kindergarten teachers and ran over six weeks in Term 4. The teachers are assisted by the parents of the children attending on a roster basis.

8.2 Parent Satisfaction

The parent community has once again been an integral part of the success of St John the Baptist. Parents are involved in many areas across the school as they continue to willingly support many initiatives.

Parents are heavily involved in the religious celebrations at parish and school level and have expressed a deep satisfaction with liturgies and masses.

Parent involvement as classroom helpers is greatly valued by both staff and parents across the school.



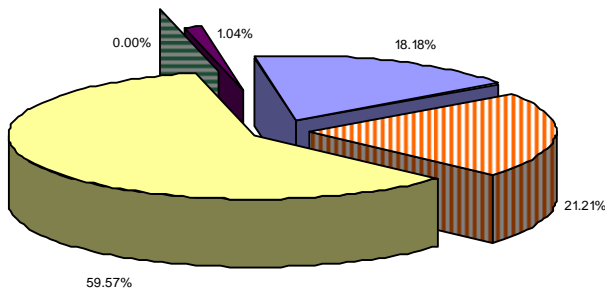
9. Financial Report

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.

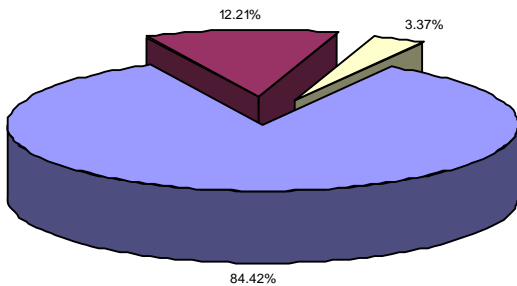
Income

- 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.