



St Gerard's Catholic Primary School Carlingford

2009 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

The purpose of this report is to communicate to staff, parents and the wider community the achievements and challenges for our school during the 2009 school year.

St Gerard's Catholic Primary School is proud of its Catholic heritage and during 2009 has worked hard to fulfil the school's mission to promote excellent teaching and learning in a nurturing Catholic environment. I am privileged to work with a fine teaching staff who themselves work in partnership with parents to assist our children to become not only strong in their Catholic faith, but also learners able to take on the challenges of the 21st century. St Gerard's is blessed with a very supportive parent body who worked wholeheartedly alongside the school to build community and raise funds for school needs.

The two major initiatives in 2009 were the steps taken to embed a new framework for teaching and learning into Literacy teaching with the focus on writing across the school and the involvement of three teachers in a Leading Learning - Science project. I would like to thank all members of the school community, in particular the dedicated teachers, enthusiastic students and generous parents for their contribution to our successes for 2009.

1.2 Message from the Parent Body

This year has been a great year for the parents and students of St Gerard's in collaboration with the school and parish community. The parent community has assisted me in my role as President of the Parents and Friends' Association (P&F) to support the best interests of the school through activities such as fundraising, assisting with the many school celebrations and activities, and social events for both school and for parents. Thanks to the generous donation of the P&F, the school was able to purchase significant resources to support learning music with a class set of guitars, sports equipment, garden maintenance, and funds to purchase new laptops.

We are indeed fortunate to have such a supportive and generous parent body. There was a number of fundraising activities undertaken this year with the main event being the Laps for Laptops. The school Uniform Shop continues to grow and shows a solid result. This year there was the welcomed introduction of a school jumper.

Together with the P & F Executive, there are several sub-committees, both formal and informal, that form a wonderful extended association that continues to support our school, students and staff.

As the school year ends, a number of our families will be leaving our school community to move into secondary school life. Many of these families have been involved in the activities of the P & F over the years and I would like to offer them a sincere thank you for their contribution.

President, P & F Association

1.3 Message from the Student Body

As Year 6 leaders, we would like to thank the Parish Priest for his years of spiritual guidance to the school and church community. To our wonderful parents at St Gerard's, we also say thank you for giving so generously of your time to help make our school a better place to learn and to grow. With the support and dedication of our parents, our school is able to accomplish a great deal each year. To our dedicated teachers, thank you for being great role models and for encouraging us to always do our best and creating a happy and safe environment for us to learn.

Finally, to all the children who make St Gerard's the great school that it is today, thank you for being so friendly, for showing respect towards each other and giving the leaders so much confidence in their role this year.

We have had a fantastic time being School Leaders this year and we wish all the best to the 2010 captains.



2. School Profile

2.1 Introduction

St Gerard's Catholic Primary School caters for boys and girls from Kindergarten to Year 6 in the Diocese of Broken Bay. The school is located in Carlingford and shares North Rocks Road with the local state secondary school and primary school. St Gerard's is on the border of the Broken Bay Diocese and the Parramatta Diocese and is in a very well established suburb. The majority of the children are drawn from St Gerard's parish and the local area.

The school is tucked away behind the church and has the use of ovals and a variety of open playing spaces.

The school is very important in the life of the parish and community. The school enjoys a positive relationship with St Gerard's Parish. The school has a reputation for excellence in teaching and learning and a welcoming and supportive parent community.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
167	145	8	0	312

*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 Enrolment Committee at St Gerard's consists of the parish priest, the Principal and two members of the Pastoral Council who are parents at the school.

†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.

2.4 Staff Profile

The school Leadership team consists of: School Principal, Assistant Principal, Religious Education Co-Coordinator, Co-Coordinator 2 and Co-Coordinator 1.

The staff is also in leadership positions with Key Learning Areas and major focus teams.

The school has a learning support teacher, a new arrivals teacher (when required), two administrative officers, four learning support assistants, specialist Physical Education, Music teacher and Librarian.

The NSW government requires that this report details 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
24	0	0	24

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.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 93.2%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 79.0%.

2.6 Teacher Satisfaction

Staff at St Gerard's expressed their enjoyment and appreciation of the professional learning opportunities offered in 2009. The opportunity to not only deepen knowledge of curriculum areas that were relevant to them, but also the fact that meetings followed the principles of adult learning, was appreciated. They reported that the Literacy and Science projects were important and worthwhile.

The refurbishment of six classrooms was highly valued and staff now enjoy a fresh and updated learning environment.

The focus on staff prayer was another area of deep satisfaction. Staff prayer is separated from all meetings and given its own time allocation before school on Thursday.

Collectively staff noted their appreciation for the community liturgies which we celebrate at the school: class masses, whole school masses, feast days and sacramental celebrations. They enjoy being involved with the music and the organisation.

2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	94
1	96
2	97
3	97
4	96
5	97
6	97

The average student attendance rate for the whole school for 2009 was 97%.



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 Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.8 Student Satisfaction

Students reported that they love the school camps and excursions, participating in school sporting events, playing on the oval and contributing to liturgical dance and music for the whole school masses. The Year 6 students also really enjoy taking on the responsibility of working with their Kindergarten buddies. Younger children enjoy the play equipment and cricket nets, while the senior students were excited by the new guitars and music lessons. Seniors also enjoyed being part of their particular leadership teams. Smaller groups of children reported that chess was fun as well as the Wednesday lunch club.



3. Catholic Life and Mission

3.1 Catholic Heritage

On March 3rd 1963 Carlingford was decreed a separate parish from Epping and Father Nolan was appointed Parish Priest. The new parish was named St Gerard Magella and in September 1964 the first school building of three classrooms and offices was opened. The Sisters of Mercy remained at Carlingford until 1980. The first lay principal was appointed in 1981.

The current Vision and Mission Statement is the school's compass for the future where each person can genuinely live the espoused values of its Mercy tradition and that staff, students and parents can articulate the beliefs and hopes of the community.

Parents express the view that the school is an extension of family life which supports excellence in teaching and learning within our Catholic beliefs and heritage.

3.2 Religious Life of the School

The religious life of the school is rich in many areas. The parish priest encourages full participation of children and staff at whole school masses. The children demonstrate great joy as they practise their developing faith which is nurtured by staff and family.

A highlight of the year is the classroom masses. This is an opportunity for children, parents and the class teacher to share intimately in the celebration of the Eucharist.

There is a high parent participation at all liturgical celebrations. Lent, Advent, Year 6 celebrations and the feast of St Gerard are very special liturgical events in the life of the school.

Liturgies for Mother's Day and Father's Day have become an important part of the religious life of our school. The large attendance of parents and grandparents (over two hundred) is a strong indicator of the high value that the community places on these celebrations.

Children participate in prayer circles each morning in their classroom and all classes prepare prayer for the whole school assemblies.

Staff prayer is held regularly and is a highly valued sacred moment in the busy life of the staff. The staff voluntarily prepares and participates in this expression of commitment to their faith.

3.3 The School in the Life of the Parish and the Diocese

The school values the links with St Gerard's Parish, with the Principal being a member of the Parish Pastoral Council as a way of ensuring that the school is an active supporter of parish life.

There are also many other ways in which the school demonstrates its commitment to parish and diocesan life:

- teachers attend the Diocesan Mass
- Year 6 students attend the Cluster Mass
- parents prepare the monthly children's mass
- students are junior altar servers
- parents participate in the preparation of the sacramental program
- the parish Youth Coordinator works with the Religious Education Coordinator and plans reflection days with the senior students.

The school supports the parish sacramental program with units from the new diocesan syllabus being taught in the classroom. Teachers attend special celebrations in the parish, such as First Eucharist, Confirmation and Reconciliation.



St Gerard's values its link with nearby sister school, Our Lady Help of Christians at Epping, and the Religious Education Coordinators of both schools plan liturgical celebrations as a team.

3.4 Catholic Worldview

Teachers work explicitly to incorporate the values contained in the school mission and vision statement into their daily interactions with the students. The school acknowledges students who are able to demonstrate the values of respect, responsibility, harmony and cooperation by a special award given by the principal at a whole school assembly three times a term. This is a 'once only' award which encourages every child to strive towards being a recipient during their life at the school. The award is highly valued by the whole school community.

The school newsletter endeavours to present ideas and reflections to the community with specific reference to the values the school espouses.

The school community has an ongoing commitment to social justice initiatives:

- students participate in Mission Week and actively support Project Compassion and any global issues that may arise through the year
- groups of children visit the elderly in the local area twice a term
- the social justice team coordinates the raising of funds for Candela in Peru
- Year 4 class and parents make sandwiches to deliver to a charity which supports feeding the homeless on the inner city streets of Sydney
- the P&F raises funds to donate to Catholic Missions
- visiting speakers share experiences of working in overseas missions.

3.5 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. With leadership from the Religious Education Coordinator and education officers from the Catholic Schools Office, staff reflect on their units of work and continually improve on the skills and knowledge when teaching Religious Education.

All classroom teachers are accredited to teach Religious Education or are involved in the process as they are accredited in other dioceses.



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

While having the guidance of the diocesan policies, St Gerard's recognises the need to revisit policies and procedures in the area of pastoral care. Revisiting the current Student Management Policy was cited as a need for the future. In the meantime, the school anti-bullying policy is sent home to parents at the beginning of each year and all classes are required to review school and class rules each term and to explicitly teach anti-bullying lessons.

The pastoral care of students is crucial to their positive wellbeing. It is also essential for a quality learning environment within the school.

4.3 Pastoral Care of Families

St Gerard's strives to build community in every possible way. The care of families is crucial to an authentic functioning Catholic school.

There are formal supports in place for our families. The North Shore Cluster has a school counsellor who works with families and children. St Gerard's was very fortunate to have this service in 2009 and to access support from other members of this team when any family in the school required immediate assistance. Parents are sometimes referred to Centacare or other appropriate agencies.

Informal support processes include opportunities for parents to meet with the Principal when issues arise or they need specific support. Parents are also encouraged to speak to their child's teacher who liaises with the Principal.

Parents also support each other through the class parent network, especially when there is illness or bereavement.

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.

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 Catholic Schools Office 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 Catholic Schools Office 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.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Whole School Framework

This year school staff revisited beliefs about learning and teaching with a view to articulating our shared beliefs about learning. This was an ongoing process throughout the year which resulted in the development of a draft set of beliefs about learning. This will become a guide for challenging 'best practice' in the future. This is now the anchor to our St Gerard's Whole School Framework which clearly articulates our School Mission and Vision, Process and Structures and Commitments to Learning and Teaching.

Review of 2008 end of year testing data

The teachers participated in guided discussion led by the Assistant Principal around testing data with a view to informing their teaching and learning programs for 2009. 'At risk' students were identified, along with those students who required significant extension to their learning programs. Handover sessions were timetabled to enable comprehensive sharing of knowledge to inform the classroom teaching programs.

Learning Support Program

Students from Kindergarten to Year 6 who need learning support are monitored and assisted through the school Learning Support program. The program is supported by a Learning Support teacher and learning support assistants who work under the guidance of the classroom teacher to support a broad range of differentiated learning.

Starting points for learning

In 2009, the school Kindergarten Orientation process for 2010 aimed to identify social /emotional readiness factors and some starting points in literacy learning. Parallel workshops, facilitated by the Principal and the Education Officer-Parent Liaison from the Catholic Schools Office, were conducted for parents to induct them into the learning culture of the school.

Enrichment opportunities

There are many opportunities at St Gerard's to pursue an interest in a particular key learning area.

An Extension Maths program, 'Come on Kids', was continued in 2009 and involved students from Years 3 and 4. It is an independent online e-learning class and challenged those students talented in mathematics.

The Maths Olympic squad, Year 5-6, aimed to stimulate enthusiasm for mathematics whilst developing flexible problem solving strategies.

Gifted and high achieving students from Years 3, 4 and 5 participated in the online program, The Great Race, which challenged students to use research skills to complete ten online questions per week about current affairs.

In 2008, students were also given an opportunity to become motivated and explore aspects of science through Science Challenge, a statewide program for primary students.

All students from Years 2-6 participated in a school-based public speaking program which assisted students to prepare and deliver speeches for an audience. This was a very successful way of supporting their literacy learning in the areas of speaking and listening.

Children who are talented writers participated in creative writing workshops with other talented students across the Broken Bay Diocese. This initiative encouraged writers to engage in extending and refining a short story after interacting with professional writers and like-minded students.



5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 38 students in Year 3 and 42 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

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 outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.

Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	0	3	11	16	29	42	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	0	4	7	15	49	25	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	0	5	13	24	58	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	0	0	9	15	35	42	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	0	5	0	18	26	50	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	0	4	9	33	24	31	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	0	5	5	11	37	42	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	0	0	9	29	20	42	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	0	0	5	24	37	34	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	0	2	16	33	25	24	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95



Band distribution for Year 3 demonstrates that for every test area, the school percentage of students in the top band well exceeds national rates. This trend is repeated in the second top band, with the exception of writing. Overall, 61% of students achieved in the top band for literacy (more than double the state percentage), an outstanding result. The school's teaching and learning programs, combined with our extension and remedial support work, are successful in meeting the learning outcomes of the students. Numeracy results in Year 3 mirror the literacy results: our high percentage of students in Band 6 is more than double that of the state. In literacy and numeracy we have a small number of students in the lower bands.

Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	0	2	10	7	43	38	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	0	4	20	24	18	33	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	2	2	10	57	14	14	98
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	0	2	12	41	27	18	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	0	7	12	17	45	19	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	0	4	12	24	31	29	100
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	2	0	10	29	26	33	98
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	0	6	6	27	31	31	100
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	5	12	19	31	33	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	0	8	24	37	18	12	100
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

Band distribution at level 8 indicates that in literacy and numeracy students have performed very well. In some areas (reading and numeracy) the percentage of students in Band 8 is double that of the state cohort. Our scores at Band 7 are also above state average (with the exception of writing) and reflect explicit modelling and teaching as effective classroom practices. Our focus for the future is to lift our writing scores so that a higher percentage is achieved in Bands 7 and 8. Professional development in 2010 will continue to target skills and strategies to move writers to the next level of achievement.

5.3 Extracurricular Activities

Parish life

A student hospitality team serves morning tea for elderly parishioners at the Healing Mass morning tea once a month. The choir also sings.



Students are trained as altar servers for the parish masses. Students contributed to the celebration of the Parish Priest's Silver Jubilee through beautiful artwork which was used to decorate the hall. The Principal and Assistant Principal attended the launching of Sr Pauline Wickes' book, *God will take Care of Us All*, the story of Blessed Mary MacKillop.

University of New South Wales competitions

In the University of New South Wales Mathematics Competition, 65 students participated. St Gerard's received 7 Distinctions and 21 Credits.

In the Maths Olympiad, 4 children scored in the top 25%.

In the NSW University Science Competition, 29 students participated. St Gerard's received 1 High Distinction, 4 Distinctions and 8 Credits.

In the NSW University Competition for Computers, 35 students participated. St Gerard's received 4 High Distinctions, 4 Distinctions and 9 Credits.

In the NSW University English Competition, 52 students participated. St Gerard's received 11 Distinctions and 17 Credits.

In the NSW University Writing Competition, 25 students participated. St Gerard's received 1 High Distinction, 3 Distinctions and 7 Credits.

In the NSW University Spelling Competition, 36 students participated. St Gerard's received 4 High Distinctions, 1 Distinction and 8 Credits.

Musical events

St Gerard's school choir performs for community events. In 2009 the choir maintained its number and performed at whole school celebrations. The senior and junior bands reduced slightly in 2009, with fifty children having specialist lessons. They perform at school functions as well as special musical evenings for their parents.

Community work

A group of children who exhibit excellent interpersonal skills visit the Chesalon Aged Care Facility and develop a relationship with a selected resident. Skills training is provided before the program begins each year. Children visit twice a term. Children are regularly commended for their mature interactions with the elderly, by the staff at Chesalon. The Social Justice Team raise funds for the poor and those affected by natural disasters.

Chess

St Gerard's offers chess coaching by the NSW Academy of Chess. A group of up to twenty students enjoy lessons and play in teams each term.

Sporting opportunities

These include:

- Soccer and netball gala days
- Representative teams in rugby league, cricket, soccer, netball
- Diocesan representative opportunities for cross country, athletics, swimming and hockey.

Leadership Formation

The senior students in Year 6 participate in a leadership camp early in Term 1. The focus is on leadership, team work and self confidence. This three day experience is highly valued by the students and teachers as an opportunity to work on individual personal strengths as well as to skill up on ways to contribute to team work.



5.4 Professional Learning

Staff development days (all staff)

- Directions and expectations- stewardship
- Authentic Learning - Science
- Positive Behaviour for Learning
- Review, planning and handover (2 days)

Staff meetings (all staff)

- Procedures medical alert/ health issues
- Learning Support procedures (2 meetings)
- Positive Behaviours for learning (2 meetings)
- Learning Beliefs –implications for classroom(2 meetings)
- Anaphylactic training
- Literacy Survey
- Literacy (3 meetings)
- A-E work examining work samples
- Survey feedback – professional reading
- Review and evaluation of professional learning
- Science – authentic tasks (2 meetings)
- Management of school pack up – building works
- Analysis of NAPLAN data
- Review and evaluation of professional learning
- Techie Breakie meetings (5 meetings)

Leadership development

- Leadership Team Meetings with focus on readings and discussion (weekly, 5 staff)
- Teacher Leadership project - Catholic Schools Office sponsored consultant (4 staff, 2 twilights)
- Literacy Teacher Leaders' Support program K-6 (3 staff)
- Leadership development for assistant principals (1 staff)
- Workshop for Supervisors of New Scheme teachers (2 staff)
- Teacher Leadership – Science (3 staff)
- Choice theory (2 staff)

Curriculum development / Pastoral Care

- PDHPE Primary Network (1 staff)
- Primary Social Justice Network Meeting (1 staff)
- NAPLAN writing and marking (2 staff)
- K-6 literacy for beginning, casual and returning teachers (2 staff)
- Primary REC network meeting (1 staff)
- ICLT Primary Facilitators Network Forums (1 staff)
- Seasons for Growth (2 staff)
- Choice Theory (2 staff)

Mandatory training

- OHS cash in transit (1 staff)
- Child protection briefing (all staff)



- Cardiopulmonary resuscitation (all staff)

Conferences

- Catholic Librarian Conference (1 staff)

Administrative

- PLUS Module 1: PFW Query and mail merge (1 staff)
- Module 2 PFW Reporting and Excel (2 staff)
- Athena (1 staff)



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

The main areas in the 2009 Annual Plan which were achieved in 2009 were:

Catholic Life and Mission: Continue to build links with the parish and school

This continued in the form of Parent Prayer sessions held each month. The prayer opportunities were held using the Lectio Divina model and lead by the Religious Education Co Coordinator. A small group of parents gathered each month. Ways of developing this further need to be explored.

Curriculum Development: Develop Literacy and Numeracy 'leaders of learning' within the staff to lead rich and significant learning opportunities for all classroom teachers

This was successful in Literacy with three teachers forming a Literacy team. With mentoring from an external consultant, the team has reviewed the school's Literacy Plan and achieved significant work with the staff by examining a balanced literacy block K-6.

Science and technology was a minor focus with excellent work done to align the teaching of science and technologies to quality teaching practices. A revised Science and Technology Scope and Sequence was completed and implemented. Updated resources were purchased.

Teacher Leadership in Quality Teaching and Learning: Facilitate the ongoing discussion about the school approach to quality teaching and learning

In 2009 learning opportunities to develop teacher leadership and learning skills were offered to several teachers through the work done with external consultants in Science and Literacy. Six teachers have been involved in this initiative and they have reported a high level of learning and satisfaction. This work also involved working with key teachers from several other schools. Teachers are expected then to model new learning in their own classrooms and to lead learning at staff meetings.

Pastoral Care and Student Management: Develop and publish a communication for parents about school anti-bullying strategies

This has been achieved and parents are pleased to receive a copy each year in the school newsletter. Opportunities to involve parents in Social Skill and Parenting programmes were explored in 2009, to be actioned the following year.

School Buildings and Facilities: Upgrade the areas outside the Kindergarten classrooms

A major school building project was announced in 2009 under the Federal Government's Building the Education Revolution program of works. The refurbishment of the Kindergarten play area will be included partially in this new project.

6.2 2010 Priorities and Challenges

Catholic Life and Mission

- To monitor the planning of Religious Education units so that they align with Catholic Schools Office guidelines
- To further explore Parent Prayer opportunities

Curriculum Development

- Major focus on Literacy: Writing, A Skill for Life project
- Numeracy targeting student achievement



Teacher Leadership in Quality Teaching and Learning

- Numeracy mentor working in classes with teachers and students
- Participation in system-sponsored project: Leading Teachers Leading Learning
- Monitor the implementation of the draft Australian Curriculum

Pastoral Care and Student Management

- Develop a statement and plan for Student Leadership at St Gerard's School

School Buildings and Facilities

- Implement the Government's Building the Education Revolution project with the assistance of a Project Officer from the Catholic Schools Office



7. Parent Participation

7.1 Introduction

Parent participation is one of the many great strengths of St Gerard's school community. As a school we work hard to continue the culture of shared values which provide the platform for our good relationships, and academic success and cohesion as a school community.

Parents work in partnership with the classroom teacher on a number of levels: parents assist with learning groups in the classroom, meet both formally and informally to discuss the learning needs and the emotional development of the children, assist with camps and excursions, give talks to the class on particular areas of experience, assist with all school sporting events and with transport.

On a school level parents: assist with canteen, attend small working bees, manage the uniform shop, complete Library tasks for the Librarian and assist with parent prayer.

The P&F raise funds for the school and this has enabled the school to resource many Key Learning Areas in mathematics, literacy and sports equipment this year.

The P&F Executive is divided into the following portfolios:

- President
- Vice President
- Treasurer
- Secretary
- Publicity
- Faith Development
- Parent Communication
- Maintenance
- Fund Raising
- Social
- Clothing Pool and Events Sign
- The parents publish a newsletter every week that becomes part of the school newsletter.

Parents welcome new members to the community and hold many social and fundraising events throughout the year.

7.2 Parent Satisfaction

At St Gerard's school, parents feel welcomed and valued. The school has a community spirit; a real family feel to it, with parents commenting on the warmth that exists across parent, teacher and student relationships.

The faith development through whole school and class liturgies is appreciated by the parents. The Monday morning assemblies, class assemblies and award opportunities, are positive elements of school life.

Parents expressed deep satisfaction with the academic and sporting achievements of the school.

Parents valued the commitment of the dedicated teachers to the individual learning needs of their children. They were appreciative of the pastoral care that the teachers show to each child.



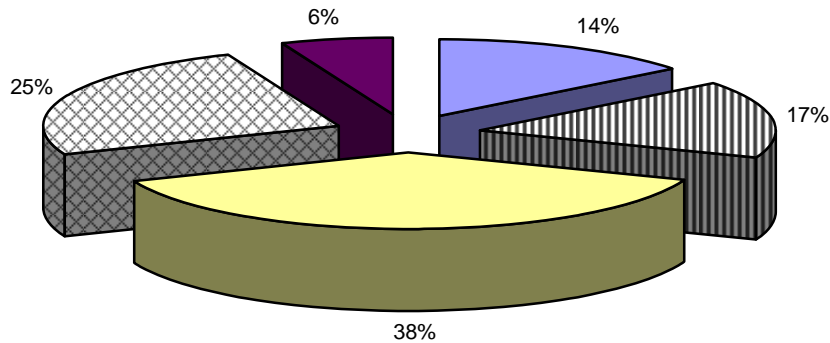
8. Financial Report

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

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

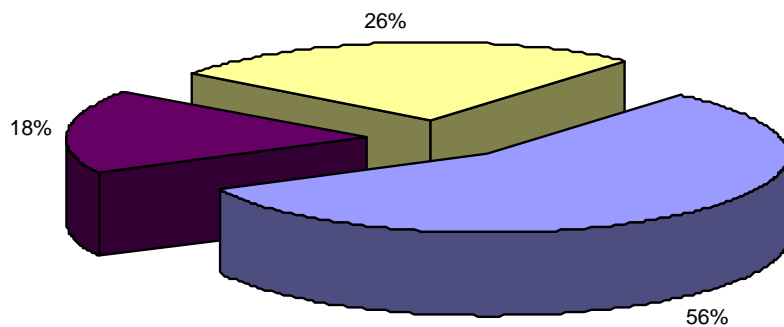
Income

- 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 Schools Consultant, Diann Hynes.