



St John the Baptist Catholic School Woy Woy South

2006 Annual Report



Principal: Mrs Suzanne Nichols

Address: 21a Dulkara Road
WOY WOY SOUTH NSW 2256

Phone: (02) 4341 0884

Fax: (02) 4323 2105

Web: <http://www.stjohnwoywoy.dbb.catholic.edu.au>



Licensed for NEALS
© Catholic Schools Office, Diocese of Broken Bay 2007



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 travel the path together as a school community to celebrate our success and to embrace changes to ensure continual success.

In 2006, teachers implemented student reports using the A-E grading as required by the Commonwealth Government. As part of this implementation, parent information sessions were held to assist parents in understanding the new reporting system.

A School Board was formed with membership coming from the parent body, staff and parish. The Board is based on a Shared Wisdom model and will work to promote the Catholic school community.

Professional development funded through a Commonwealth Government grant focussed on acquiring skills in teaching and tracking student progress in numeracy. Pre- and post-testing showed an overall improvement in student achievement. This tracking will be a continued focus in 2007.

1.2 Message from the Parent Body

Throughout 2006, 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 school, with P & F funds, was able to purchase an outdoor seating, two new computers, one laptop computer, readers, sports equipment, calculators, dictionaries, video equipment, and clam sand pits. Funds raised also allowed the upgrade of the P & F room, sponsored Year 5 Kids Congress and paid half the handyman's wages.

A total of \$13644.00 was raised through various fundraising activities, including the Easter raffle, Mother's and Father's Day stalls and raffles, development and sales of

our school cookbook, trivia night, cake stalls, clothing pool and the Christmas raffle.

The parent body has generated various social and community building opportunities: St Patrick's Day Welcome BBQ, Annual Teachers' Day Luncheon, farewells for staff and families, catering, transport, supporting roles for athletic and swimming carnivals at a local, diocesan and Polding levels, and, parent and ex-parent Variety Night. The parents, along with the local community make up the Little Angels Playgroup which is held in the school grounds and provides opportunity for increased school enrolments.

Parent assistance in educational endeavours includes ongoing classroom assistance, assistance with excursions, camps, interschool chess and debating tournaments and contributions to the Learning Assistance Program.

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, updating school information board on a weekly basis and applying for the NSW Volunteers Grant.

Parents contribute to school liturgies and Masses and the cleaning of Sacred Heart Church, Umina. The year 2006 saw the formation of our School Board which is composed of parents, parish priest, principal and staff. We have been involved in education regarding Catholic worldview in order to generate a school mission statement in 2007. The Board, school children and parents generated art works for the local parish 60th anniversary based on the parish symbol, prayer and experience.

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 Thursday during 2006 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.
- *Bandaged Bear Day* involved a Fancy Dress Bear Parade, selling Bandaged Bear merchandise and a colouring competition. The money raised from this day was donated to Westmead Children's Hospital.
- The *Environmental Awareness Program* was run by Gosford City Council and the school received special recognition for the 'Water World' room and the Year 6 water audits. At the Council presentation for this program the school was honoured to be awarded a prize in recognition of their contributions.
- *Harmony Day* was 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 make regular contributions to the School Newsletter, keeping the whole community informed on upcoming and past initiatives.

- During 2006, the SRC was involved in important dialogue which focussed on both uniform monitoring and school rules. 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 Successful Behaviours Program and the impact this program has had on improving relationships between peers.



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 is building a positive profile in the community due to its commitment to developing a learning community through ongoing improvement in teaching and learning. The school community has a strong commitment to the pastoral care of our students and families through the generosity of staff and school families.

During 2006, 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. This implementation will continue until June 2007.

2.2 Student Profile

The following information describes the student profile for 2006:

Girls	Boys	LBOTE*	Indigenous	Total
158	181	4	11	339

*Language background other than English

2.3 Enrolment Policy

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

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf

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.

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
20	0	0	20

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2006 was 92.6%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 90.0%.

Early in 2006, a class teacher was successful in gaining a temporary promotion to the position of Religious Education Co-ordinator in a neighbouring school.

At the completion of the 2006 school year, a permanent teacher, who was class-sharing took a part-time position in another school.

2.6 Teacher Satisfaction

The **Successful Behaviours** program has been operating since the beginning of the 2005 school year and in Term 4 of 2006 was evaluated. The purpose of the evaluation was to determine the level of teacher satisfaction in terms of the program's impact and effectiveness on improving students' behaviours.

A survey instrument was designed and distributed followed by the collation of staff responses. 30% of staff indicated that they had strictly adhered to the principles of the program, employing suggested strategies such as Y charts, class rules, routines, behaviour sheets and sharing circles. A further 62% of staff indicated that whilst they were adhering to some of the principles on a daily basis, they had become more flexible with enforcing the program. The remaining 8% of staff indicated that since they had not been in the school during the planning and implementing stage they felt less ownership of the program, which led to only spasmodic use of the principles.

A general overview of the total staff responses illustrated high levels of staff satisfaction in relation to:

- Time-out concept
- Using 'Behaviour sheets'
- United whole school approach
- Suggested questioning technique
- 'Practicality' of strategies
- Staff expressed less satisfaction about:
- Shared understanding of the purpose of the Planning Room

This data will be used to guide planning for the next stage of the program into 2007 and beyond.

During 2006, Years 2 and 3 implemented the **Quality Teaching Framework** in their Science and Technology unit for Term 3. As the unit progressed and when completed, data was regularly gathered to ascertain teacher satisfaction in relation to the implementation and the effectiveness of QTF.

The staff members involved were particularly enthusiastic in relation to:

- deeper understanding displayed by the students;
- higher level of engagement by all students;
- conscious reflection afforded by use of the Quality Teaching Grid;
- obvious improvement in quality of student learning as demonstrated through assessment tasks, classroom dialogue and student engagement;
- affirmation of explicit teaching.

Staff expressed less satisfaction in relation to:

- students' difficulty with understanding terminology;
- selected unit did not involve all elements of QTF;
- time consuming nature of QTF;
- resources required to teach effectively.



2.7 Student Satisfaction

Given the focus on the **Quality Teaching Framework** this year and the response of staff, it was decided that it would be valuable to determine students' satisfaction in relation to the impact of QTF on their learning. The data was collected using a questionnaire and small group interviews conducted by the Learning Support Teacher. An overwhelmingly 99% of students affirmed the framework with only 1% expressing minor dissatisfaction due to a deep knowledge of the unit content from prior learning. Student satisfaction was particularly high given the practical strategies, including the opportunities to design and make, which were incorporated into the units. When asked to reflect on suggestions to improve the units, students' suggestions included only the purchase of more resources and more time spent on Science and Technology!



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.

Catholic discipleship is promoted by providing a distinctively Catholic school celebrating Jesus as the centre of our lives where all members are welcomed, respected, involved, appreciated and valued.

3.2 Liturgical Life

The 2006 school year commenced with a commissioning Mass where new members of our school community were welcomed and blessed. School Captains, Colour House Captains, Class Representatives, staff and parent volunteers were commissioned in their leadership roles.

At the beginning of each day, the school gathers to pray the School Prayer before commencing the day's lessons. Staff gather on Friday mornings to participate in prayer and reflection prepared by staff members.

The students in all grades celebrated Year and Stage Masses each term, alternating between the school chapel and the parish church. Ash Wednesday, Holy Week, Advent, Remembrance Day and the Feasts of St Patrick, St Joseph, The Ascension, Our Lady Help of Christians, St John the Baptist, Blessed Mary Mackillop, the Assumption of Mary and All Saints Day were celebrated with Masses and Liturgies.

Our parish priest celebrated the sacraments of Eucharist and Reconciliation regularly with our primary classes. A visiting priest worked

in classrooms on a rostered basis and complemented the Diocesan K-6 modules of work as he shared his deep knowledge and understanding of the faith.



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 parish life. The Family Liaison Officer, together with the REC and parents, assist in preparing the children for active participation in one Saturday evening Parish Mass each term. This year, the children became involved with the parish celebration of St John the Baptist Feast day by entering the parish art competition. Many families came to Sunday Mass throughout the year. Teachers attended the Annual Diocesan Teachers' Mass. School Captains represented the school at the Diocesan Mission Mass in Term 4. The children in Year 6 celebrated the Central Coast Cluster Mass with other Year 6 children throughout the diocese.

The school supported the Parish Sacramental program. Members of the school staff attended celebrations when forty-five Year 2 students were confirmed and forty-two Year 2 students received the Sacrament of Reconciliation for the first time. Thirty-four Year 3 students received the Eucharist for the first time.

The school continues to be involved in the Parish Expo which takes place annually. The school Parents' and Friends' Association and Playgroup were represented in this Expo in 2006 and an invitation to support these groups was extended to all parishioners. A



number of children from the school who attended the Expo have now become actively involved in parish life as both altar servers and readers at Sunday Masses.

3.4 Religious Education Curriculum

During 2006, the teachers at St John the Baptist continued to develop their skills using the Julia Atkin model: the four quadrants of learning. New modules for the Advent/Christmas season developed by the Mission Services team were trialled by staff. Most staff reported satisfaction with these modules with regard to the Advent/Christmas combination which allowed for better planning and reflection during this busy time of year.

The staff continued to examine how aspects of other KLAs can best be integrated into the RE modules and vice versa.

Teachers are now better skilled in the effective integration of technology in RE, particularly the use of CASTnet, as a useful tool for student's research.

Given the charism of this school, students participated in lessons that aim to develop their understanding of the importance and particular contributions of Blessed Mary MacKillop, St Joseph and St John the Baptist to the school's story.

3.5 Catholic Worldview

St John the Baptist Catholic School has the task of providing quality education aligned to the Catholic beliefs and understandings expressed in the diocesan Catholic worldview statement. Envisioning a Catholic worldview involves creating constant opportunities for students to apply beliefs and understandings of the Catholic faith to a variety of situations. This application includes encouraging staff, students and parents to be tolerant, honest and open in all relationships even when opinions and beliefs expressed differ to their own.

The diocesan Adult Faith Formation program has been introduced into the school with two modules completed. The learning and awareness gained from these modules is

evident across the school and within classrooms.

All teachers are encouraged to identify elements of the Catholic worldview statement within their programs. As staff knowledge and understanding of this statement increases (Catholic worldview modules will be explored during staff spirituality days over several years) formal structures will be determined to ensure each of the ten elements are identified within classroom teaching programs.

3.6 Parent Participation

The newsletter is used to inform parents of the religious education program that permeates the life of the school. The Principal and the Religious Education Co-ordinator are responsible for overseeing the major aspects of Catholic life and mission within the parish and school. Items of liturgical and pastoral interest are included in the Principal's message to the parents on a regular basis.

The parents are invited to join all school Liturgies and Masses throughout the year. In an effort to embrace parents more fully into the prayer life of the school, an invitation was extended to all parents and caregivers to gather fortnightly in the Mary MacKillop chapel for reflection.

3.7 Professional Learning in Catholic Life and Mission

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

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf

During 2006, two teachers continued their study towards obtaining a Master of Theological Studies through the Broken Bay Institute. Two other teachers are enrolled in the Certificate of Religious Education (NSW). The whole staff participated in the diocesan Adult Faith Formation Courses in *Church and Discipleship and Jesus*. These courses are



designed for teachers to depth their knowledge and understanding of the Catholic faith and to support and empower them as they hand on the faith.



4. Pastoral Care

4.1 Diocesan Policies

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

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf and

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy_-_Student_Discipline_Policy_Oct05.pdf

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, 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" 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.

The school counsellor facilitated a program entitled "A Partnership Encouraging Effective Learning" (APEEL) for parents with children beginning school in 2006.

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 of support. 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 2006. 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.

4.4 2006 Initiatives

The "Grand Friends" Program was introduced into our school by our Family Liaison Officer in 2006. This program invites retired members of the community to be trained and work in the classrooms to assist the teachers and students. Three Grand Friends worked in the school on a weekly basis.

Dads' Breakfast was an initiative that continued in 2006. Dads are often the 'silent partners' in the school environment, so this event provided an opportunity for dads to meet other dads and their children whilst the staff cooked their breakfast.



A Leadership course designed to develop specific leadership skills was introduced into Year 5 in anticipation of their duties as Year 6 leaders.

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 full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf

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/Physical Education. Integral to every Catholic school is the KLA Religious Education - a seventh Key Learning Area.

5.2 Approach to Teaching and Learning

The internal time 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 within staff meetings has provided the tool for a wider range of learning tasks aimed at providing for individual learning needs.

Workshops for parents/carers were facilitated to assist parents with strategies and skills to enable them to work alongside the teachers in the classroom. This provided a forum for the parents/carers to understand current teaching practices.

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.

5.3 Significant Initiatives

Two new mathematics assessment tools, the 'I achieve' program and 'Mathletics' program, were introduced into the school. Student response to using these programs has been enthusiastic and teachers have commented on the potential for all students, but particularly for those at each end of the continuum. These programs are particularly

focused on increasing the knowledge and speed of students' recall of number facts.

The inaugural Kids Congress for Year 5 students was held this year. This program involved podcasting and an overnight stay at Challenge Ranch discussing issues important to the students such as global warming and childhood obesity.

In the library in 2006, the focus has been on implementing units of work which build on students' understanding of concepts, ideas and skills and consolidating learning through practice, repetition and transfer of knowledge to new tasks/ challenges. This model has immersed students in both literature appreciation and information skills, leading to increased student engagement and individual responsibility for task selection.

Students' knowledge, understanding and skills have been assessed more thoroughly given the development and implementation of explicit quality criteria illustrated through the use of rubrics. In keeping with the focus on the Successful Behaviours program and Choice Theory, school values such as cooperation and teamwork have been a focus of the assessment criteria.

Student responsibility has been further enhanced this year through the introduction of library monitors. Their role includes responsibility for checking in and categorising books, checking out books, shelving returned items and working cooperatively in pairs to support younger and less-skilled students.

Students were also invited to participate in the Premier's Reading Challenge, the results of which were satisfactory. For 2007, the Australian Readers' Challenge which has a social justice focus consistent with the values of this school will also be considered. Monies raised from this initiative go towards supporting literacy programs for indigenous Australians.

The increased number of students borrowing from the library during 2006 showed a marked increase from 2005. A new library layout which students find easier to



negotiate, extra computer terminals available to search for books, and the student monitoring system has allowed the librarian to spend one-to-one time with students experiencing difficulty locating appropriate literature.

All 2006 priorities were met in the library, including:

- purchase of resources to support the newly established Junior Non-Fiction collection;
- updated resources for Australian history and geography;
- new picture books for older students;
- additional resources for multicultural studies.

A very successful fundraiser, the Scholastic Book Fair, allowed the purchase of resources and the feedback from the entire school community has been overwhelmingly positive.

The concentrated effort to improve student learning outcomes by providing a better resourced and student-friendly library has certainly proved successful.

5.4 Student Achievement

Literacy

In Year 3, 2007 there were 39 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	21	14
Band 4	26	28
Band 3	38	32
Band 2	13	19
Band 1	3	8

47% of our students achieved the top two bands compared to 42% 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. In nine out of the last eleven years the average scaled score for St John the Baptist School has consistently been above the state performance.

Year	State	Diocese	School
1996	49.6	NA	51.8
1997	49.7	51.8	51.8
1998	49.2	51.9	50.0
1999	50.3	52.6	51.2
2000	50.0	52.7	49.7
2001	50.6	53.6	51.0
2002	50.6	54.2	53.8
2003	50.6	54.2	49.8
2004	50.5	54.2	50.7
2005	50.8	54.2	51.4
2006	50.7	53.8	52.2

In **Year 5**, 2006 there were 52 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	31	22
Band 5	33	28
Band 4	20	29
Band 3	12	14
Band 2	4	5
Band 1	0	1

64% of our students achieved the top two bands compared to 50% 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.



Year	State	Diocese	School
1996	56.3	NA	NA
1997	56.6	58.3	55.8
1998	56.2	58.3	55.1
1999	56.6	58.1	57.2
2000	56.2	58.8	58.4
2001	57.1	59.4	56.9
2002	57.8	59.9	56.2
2003	57.5	60.2	58.0
2004	57.4	60.7	59.6
2005	57.0	60.0	56.7
2006	57.3	60.1	58.4

Over time there has been a gradual but ongoing improvement in literacy.

Writing

In Year 3, 2006 there were 39 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	13
Band 4	31	25
Band 3	33	36
Band 2	18	18
Band 1	3	7

46% of our students achieved the top two bands compared to 38% 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 School has consistently been above the state performance.

Year	State	Diocese	School
1996	NA	NA	NA
1997	NA	NA	NA
1998	NA	NA	NA
1999	NA	NA	NA
2000	NA	NA	NA
2001	49.0	51.8	50.0
2002	51.5	54.4	54.8
2003	51.1	53.8	51.1
2004	51.2	54.4	52.8
2005	50.1	53.2	51.3
2006	50.2	54.0	51.5

In Year 5, 2006 there were 52 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 the school and also in the state.

	School	State
Band 6	33	20
Band 5	31	31
Band 4	20	25
Band 3	16	17
Band 2	0	5
Band 1	0	2

64% of our students achieved the top two bands compared to 51% 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 2004 the average scaled score for St John the Baptist School has consistently been above the state performance.



Year	State	Diocese	School
1996	NA	NA	NA
1997	NA	NA	NA
1998	NA	NA	NA
1999	NA	NA	NA
2000	NA	NA	NA
2001	56.3	58.3	55.4
2002	57.1	59.5	57.1
2003	56.4	58.6	56.1
2004	56.6	59.5	58.0
2005	56.2	59.7	56.5
2006	56.7	60.4	59.1

Numeracy

In Year 3, 2006 there were 39 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	33	22
Band 4	26	24
Band 3	23	26
Band 2	15	19
Band 1	3	9

59% 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. For seven out of eleven years the school has equalled or outperformed the state.

Year	State	Diocese	School
1996	53.5	NA	52.3
1997	52.0	53.6	52.3
1998	52.1	54.7	53.2
1999	52.5	55.0	52.4
2000	51.7	54.7	51.7
2001	52.4	55.0	54.2
2002	53.0	56.6	56.2
2003	52.8	56.6	52.7
2004	52.3	55.5	54.1
2005	53.6	56.5	52.2
2006	53.3	56.4	55.1

In Year 5, 2006 there were 52 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 the school and also in the state.

	School	State
Band 6	29	30
Band 5	25	26
Band 4	38	24
Band 3	4	15
Band 2	4	5
Band 1	0	1

54% of our students achieved the top two bands compared to 56% across the state (Bands 5 and 6). Numeracy will be a focus for teaching and learning in the school in 2007 and will be supported by professional learning for teachers in this area.

The following table compares Year 5 student performance in numeracy to statewide performance and illustrates trends in student performance over time. In eight out of the past ten years the school's results have consistently been lower than the state's results. This will be addressed in the profession learning the teachers will undertake in numeracy next year.



Year	State	Diocese	School
1996	60.0	NA	NA
1997	60.0	61.5	57.7
1998	60.0	61.8	57.6
1999	60.2	61.8	59.0
2000	59.5	62.1	60.1
2001	60.3	62.2	58.0
2002	60.2	62.3	57.8
2003	60.0	62.1	59.5
2004	60.7	63.4	60.7
2005	60.4	63.1	59.1
2006	61.5	63.6	61.3

Reporting Value-Added (Learning Gain)

The scores in the table below indicate the average growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 as Year 5 students, in literacy (reading and language), writing and numeracy at St John the Baptist School and for the same cohort of students in the state. The expected growth in BST scores is between 6-7. The following table indicates that this cohort of students exceeded the expected growth in literacy and numeracy.

Table 1: Average Growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 as Year 5 students

2006	School	State
Literacy (Reading and Language)	8.0	6.81
Writing	5.6	5.56
Numeracy	7.4	9.30

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 and Year 5 who have surpassed the national benchmarks since the school has had access to this data.

Table 2: Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data

	Reading	Writing	Numeracy
2006	100%	98%	100%
2005	95%	98%	98%
2004	93%	100%	100%

The number of children surpassing the national benchmark for reading over the past three years has increased.

Table 3: Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data

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

All children in Year 5 over the past two years have surpassed the national benchmark for writing.

Targets for 2007

For Year 3 in 2007, we aim to have:

- Literacy: 50% in the top two bands;
- Writing: 50% in the top two bands;
- Numeracy: 62% in the top two bands.

For Year 5 in 2007, we aim to have:

- Literacy: 68% in the top two bands;
- Writing: 68% in the top two bands;
- Numeracy: 58% in the top two bands.

5.5 Information, Communication and Learning Technologies (ICLT)

Information communication and learning technologies (ICLT) continues to develop at St John the Baptist School and have been a major focus in 2006.

CASTnet continued to be developed and is accessible to all students, staff and parents at school and at home. The students in various grades have reached varying levels of mastery in terms of using CASTnet and software applications throughout the year.

Four Year 5 students attended Kids Congress, a diocesan ICLT initiative to give students an opportunity to showcase their IT



talents and to dialogue with like minded peers. Two students from St John the Baptist were elected to serve on the Organising Committee.

Teachers are more confident in the use of the internet and email and are developing skills in the use and development of creating properties, adding them to their class pages and using the Learning Federation Objects to support their teaching in the classroom. All classes have a class page and some teachers have developed Key Learning Area class pages for all staff to access.

New computers were purchased for use in the library and a laptop was purchased for the development of podcasting.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2006.

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; Beginning Teacher Induction and Mentor program; Gifted Education; Teaching Children with Special Needs; Child Protection training; Social Justice training and network meetings; Observation Surveys; Australian Schools' Innovation in Science, Technology and Mathematics (ASISTM) project; 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 2006 were the Quality Teaching Framework and Science and Technology.

Staff continued to work on the curriculum priorities reflected in the Curriculum Review and Development (CRD) cycle using our shared understanding of the stages in the CRD cycle: major focus, implementation, maintenance and evaluation.

Professional development in Science and Technology led to an overview of the units, identifying and defining the three processes of Science and Technology, best practice programming and the implementation of a structure for assessment procedures.

In collaboration with all staff, a Science and Technology Scope and Sequence was developed, covering all strands of this KLA and ensuring an even balance across these strands. The inventory of resources that was developed in 2005 was revised and updated and aligned with the Scope and Sequence. As a result, additional resources were purchased to support the units.

Teachers from Years 2 and 3 worked collaboratively with teachers from a neighbouring school to implement units reflective of the QTF, using the 18 elements of the framework. In order to encourage a wider familiarity with QTF, all teachers were required to program and teach Science and Technology using the framework. Evidence of the success of this framework is illustrated through classroom programs, samples of assessment tasks and data gathered by the Learning Support teacher. (This data is identified in this report in Sections 2.6 and 2.7.)

During Science Week 2006, all the children at St John the Baptist took part in science and technology activities around the theme of Water. Students studies were centred on the focus questions: How is water used? How can we preserve water? What is water made up of? As part of Science Week an assembly was held to share students' learning and to acknowledge student achievement by awarding certificates to students who demonstrated a sound understanding and interest in science and technology.

With the support of the Principal and Assistant Principal, two staff members led the implementation of the federally funded Australian Schools' Innovation in Science, Technology and Mathematics (ASISTM) project. Mathematics has been a major focus for three years, and has progressed from a reliance on text books to a differentiated curriculum using open-ended tasks aimed at



developing problem-solving skills. While teachers indicated overall satisfaction with the improvement in student achievement of outcomes, the ASISTM project was viewed as an opportunity to track students' progress and develop a strategy to encourage teachers to further extend their knowledge and proficiency in the explicit teaching of decimals and fractions.

The committee determined as their major outcomes: staff skilling in responding to individual's needs, proficiency in ICT for tracking student achievement, enhanced pedagogical practices for all classroom teachers, and parent involvement leading to their increased knowledge and ability to support students at home.

The ASISTM project proved an enriching experience for all staff, in particular, Stage 2 teachers. It provided the teachers with an understanding of the underlying concepts required in structuring a learning sequence for fractions and decimals. The knowledge gained from external presenters was invaluable and empowered staff in their teaching practice across all mathematical strands.

The experience of analysing data allowed for direct targeting of Stage 2 students as a priority. The professional dialogue which resulted has encouraged all staff to take responsibility for improving student outcomes in mathematics.

The average expenditure on professional learning per teacher in 2006 was \$1,630.



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 Kinder to Year 6 and Cross Country Carnival for Years 2 to 6 were held during 2006, 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 Parish 60th anniversary celebration and the Community Christmas Concert at Ettalong.

During 2006, 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 2007.

Teaching services continues to provide the opportunity for students from Years 3 to 6 to receive individual instruction in brass

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

Students from Kinder 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 2006, St John the Baptist Catholic School entered teams in the NSW Junior Chess League. Competition games were played on a weekly basis over a 12 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.

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 had a win and a narrow defeat.

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. From this forum



one student was selected to participate in the Diocesan Public Speaking Competition. At the final, our representative came third in the Diocesan Public Speaking Competition.



7. Strategic Initiatives

7.1 2006 Priorities and Achievements

2006 was our third 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 2006/2007 Annual Plan.

The Commonwealth Government has required all schools to implement the new reporting format. Teachers have completed formal written reports for each student throughout the year. Parent information meetings were held to give parents the opportunity to develop their understanding of the new student report. A leaflet outlining the new reporting system has been made available to parents.

The Commonwealth funded the professional development of staff in acquiring skills in teaching and tracking of students' progress in numeracy. Staff of Years 3 and 4 were inserviced by an external facilitator specifically in fractions and decimals, problem solving and BST questioning. Students participated in the benchmark ACER test to provide teachers with feedback to enable and guide future planning, programming and staff professional learning in numeracy.

In August 2006 the inaugural School Board was formed. This followed information and discussion sessions and nominations from both staff and parent bodies. Nominees for the School Board spent a discernment weekend together at the St Joseph's Centre, Kincumber before committing to membership of the Board. The Board members were officially commissioned at Sacred Heart Church Umina at the Parish Mass on the weekend of 28 October 2006. In 2007, the School Board will play an important role in reviewing the school's Mission Statement.

7.2 2007 Priorities and Challenge

The school's annual goals will provide direction for teaching and learning within our school community. Through professional development, teachers will continue to

develop their understanding of the Quality Teaching Framework. They will be challenged to implement their learning into classroom practice and develop assessment tasks based on the Quality Teaching Framework. The Quality Teaching Framework will be the tool used in literacy to improve student comprehension skills.

The curriculum focus for 2007 will be on literacy and Human Society and Its Environment. At St John the Baptist School the following projects will planned, implemented, monitored and assessed during 2007:

- Literacy and numeracy initiative
- Improving the literacy outcomes of indigenous students
- Broken Bay Pedagogy Initiative
- Language project.

The rationale of all program initiatives is to positively enhance the educational outcomes of all students within our school community through the continued development of pedagogy and therefore ensuring best practice within the classroom context.

Initiatives include a number of strategies to enhance student outcomes:

- professional development through learning action teams, professional readings and ongoing support including school and diocesan-based support systems;
- collaborative planning opportunities;
- scheduled opportunities to reflect and analyse current practices;
- continued learning and implementation of the Quality Teaching Framework within the dimensions intellectual quality, quality learning environment and significance;
- analysis of pre- and post-assessment data including Basic Skill Testing, Observation survey, school-based standardised testing as well as class based assessment tools;



- continued development of collaborative home/school learning relationships;
- implementation of effective intervention strategies.

The beginning of the 2007 school year will see the commencement and inclusion of a satellite class as part of the St John the Baptist school community. This class will be staffed by the Autistic Association (ASPECT).



8. Parent Participation

8.1 Introduction

Parents share an active involvement in the life of St John the Baptist Catholic School. In 2006 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 2006, 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.



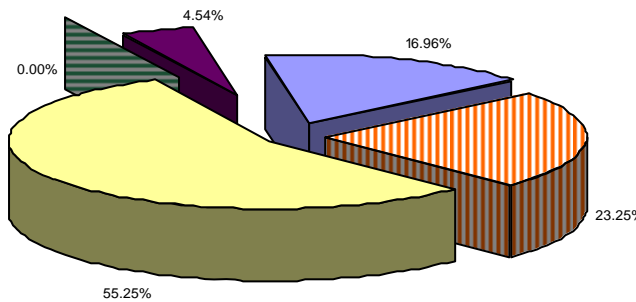
9. Financial Report

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.

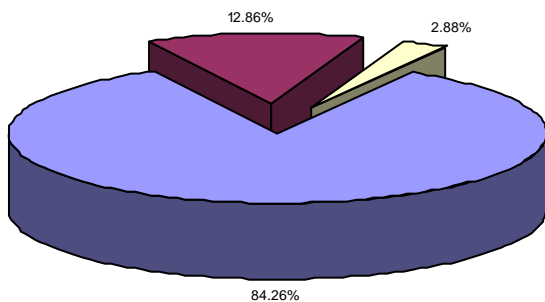
Income

- 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.