



St John the Baptist Catholic Primary School Woy Woy South

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

In 2010 St John the Baptist Catholic Primary School Woy Woy embedded some key programs, policies and initiatives on its journey of continued school improvement. These included but were not restricted to:

- Positive Behaviour for Learning (PBL) framework. In 2010 the atmosphere for learning at the school was considerably calmer as a result of the PBL framework. We were able to refine some of the expected behaviours from the long list established in 2009 to reflect the positive inroads made with behaviour and attitude for all of our learners. All of the children at St John the Baptist (SJB) know and understand that we are Respectful Responsible Learners.
- Our inquiry based learning approach has now become well established in all classrooms of learning. Children go about solving big ideas linked to the units of work as prescribed in our syllabus documents. All children from Kindergarten to Year 6 have taken on cooperative learning roles and are explicitly taught five generic learning skills in order to solve complex problems. Improved pedagogy and learning principles have flowed from the introduction of the inquiry based approach.
- The Raising Achievement in Numeracy (RAiN) project continued to be implemented in 2010. All staff were introduced and trained in the use of growth points and clinical interviews for number, and then systematically assessed every student in Maths. As a consequence, the way that teachers programme Mathematics has changed and teachers are beginning to design work based on their understanding of growth points and where each child sits along the growth spectrum for number. The same principles have also now been applied to other strands of the Mathematics curriculum.
- In 2010 our NAPLAN results as articulated and highlighted through the My School website indicate that there has been substantial gains in some areas of literacy for both the Year 3 and 5 cohorts who sat the tests in May. Compared to like schools based on the Index of Community Socio-Educational Advantage (ICSEA) values on all measures our school was way above the means for like schools. The school also continues to enjoy a strong academic presence as measured through NAPLAN comparative to our local schools.
- All students now come to school wearing the school uniform correctly and with great pride. This is also true of personal appearance and grooming to a standard which is respectful of our positive behaviour for learning approach. All uniform provisions are now sold totally on our school site with the introduction of a school uniform shop. All uniforms are sold at a cheaper rate than was previously available through our previous supplier and all profits remain in the school, enabling us to do more with funds that we previously did not have at our disposal.
- The monthly grade and stage masses continued in the Parish at the 9.15 am mass. All children attending these masses have the specific role of reading and taking part in the choir. This has been well received and forms part of a renewed and strengthened partnership enjoyed by the school and the wider Parish community on the Woy Woy peninsula.
- Continued upgrades took place with ICT across the school. More interactive whiteboards were purchased, enabling more children to enjoy learning in an online interactive world.
- The completion and opening of the school hall was a massive boost for our community that longed for such a facility and thanks to the vision of the Rudd Commonwealth Government under the Building the Education Revolution (BER) program we now have a state of the art facility. As a consequence for the first time we staged a musical on our school site "Kids At Sea" which involved all children and was overwhelmingly successful.



- A before and after school and vacation care facility was also introduced and held in the hall which families have fully embraced and appreciated. The hall also now generates some funds for the school as it is available for hire by the wider community for cultural and family oriented events and sporting initiatives.

1.2 Message from the Parent Body

The year 2010 was a very defining year for the school. As a board we believe the events of 2010 will propel our school into a more advanced, attractive and better learning facility for the children of our area.

We were very fortunate to attract BER funding and with the assistance of the Federal government and the Catholic Schools Office (CSO) we were able to witness the final stages of construction and opening of our new hall. The School Board continued to play an active role in the construction of the hall acting as the community representatives during the process. We undertook cost comparisons as well as developing finishing schedules. The Board, staff and P&F coordinated the opening of the hall. We coordinated dignitaries, relevant permits and media awareness and promotion. The board also played a major role in identifying and allocating funding to much needed maintenance in a variety of areas throughout the school.

Our School Board also contributed to our school by initiating a program which raised money through several corporate business houses to purchase basic items for some school families who are finding it economically tough. Items which were purchased consist of uniforms, backpacks, shoes and stationery. We wanted all students to arrive at school with the same tools as other students to enable them to concentrate on more important school matters.

Our Board continued to contribute to the SJB strategic plan. Our contribution to the Parish community came through areas such as partaking in a morning tea roster at Sunday masses with our P&F. We attended school masses and promoted dialogue with the Parish through Father Barry who is an integral part of the School Board. We also offered parents in the school the opportunity to attend organised meetings to discuss a variety of issues such as reconnecting to the church, instruction and generally being a place of inclusion.

The School Board was very hands on in the promotion of the school within the local community. We organised stalls at local shopping centres and promoted Catholic education. We gave out show bags with relevant information about the school and balloons to all children. The Board also took part in promotion nights discussing the role and representation of the board and its relationship within the school. Some Board members took part in Kindergarten interviews with parents and carers alongside the Principal and Parish Priest.

The Board is very happy with the direction the school is heading in relation to learning capabilities and has an ever increasing drive to purchase up to date technology such as laptops and electronic white boards. The Positive Behaviour for Learning (PBL) is a great initiative within the school and we have a board member on the PBL committee. The Board supported the decision to teach Japanese to the students and we feel the students are enjoying the challenges of a second language.

In summary our school has started the year 2011 with a greater anticipation of bigger and better achievements in all facets of school life. The year 2010 was a turning point in our school history and under the guidance of the Principal and staff the school can only prosper for years to come.

Yours in Faith

School Board Chairperson



1.3 Message from the Student Body

As the 2011 School and Vice Captains we look back over 2010 and reflect on what a great year it was. There were so many opportunities to take part in fantastic experiences such as robotics, the school musical and excursions, Tournament of the Minds as well as the regular classroom and sporting events. In 2010 our brand new multi-purpose hall opened and we held our 'Kids At Sea' concert which involved every student in the school. Many children got to represent the school in various sports. Brand new jerseys, shirts and bibs were purchased with our school logo on them to make us feel special when representing our school. Our Tournament of the Minds team received a place at the Newcastle University day and many students got to participate in 'Come on Kids' an online learning program. We feel so privileged to be a part of this wonderful school and look forward to being the school leaders of 2011.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
179	198	10	18	377

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

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

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

2.3 Staff Profile

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

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

a	b	c	Total
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.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 90%. This figure does not include teachers on planned leave.

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

2.5 Teacher Satisfaction

In 2010 a staff satisfaction survey was undertaken by an external agency for all schools in the Diocese of Broken Bay. Overall there is high satisfaction from staff with all that is happening in the school. Staff feel supported through professional development opportunities and dealing with student well being issues. The continued upgrade of resources to support the learning and teaching from K – 6 has been appreciated. The inclusion of inquiry based learning, robotics and investment



in technology has enabled the staff to achieve more and provide for a 21st Century education. The expectations on staff although high are seen as positive to continue to improve the academic standards in literacy and numeracy.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	95
2	93
3	95
4	94
5	94
6	95

The average student attendance rate for 2010 was 94%.

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

2.7 Student Satisfaction

Students at St John the Baptist have reported that they feel cared for and protected in the school environment. They believe they are given many and varied opportunities both in the classroom and as extracurricular activities. The students say that the staff is 'very kind and understanding' and that the school's physical environment is great. Being able to do robotics, lego and technology has enabled students to participate in programs that they would not have done previously. Nearly all classrooms now have new chairs and furniture and interactive electronic boards which has made our learning fun. The new hall is fantastic and enables the students to participate in musicals and do indoor sporting activities.



3. Catholic Life and Mission

3.1 Catholic Heritage

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

The school is a faith community in which the students are encouraged to know and love God as revealed by Jesus and inspired by the Holy Spirit. The catholicity of the school is evident by the rich liturgical life of the school. We have a shared ownership of liturgy co-ordination, staff prayer, justice, our vision and mission as well as our code of conduct which underpins all aspects of school life. The PBL and Personal Development units and our consistent united approach to anti-bullying reflects the Catholic ethos.

3.2 Religious Life of the School

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

All students attend Mass regularly at school either as a grade or stage. Our Parish Priest Father John Hill also prepares and gives Reconciliation weekly to single classes from Year 3 upwards.

The 2010 year commenced with an opening school Mass where new members of the school community were welcomed and blessed. School Captains and Colour House Captains and Class Representatives, staff and parent volunteers were commissioned in their leadership role.

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

In Term 2, an Anzac Memorial focused the children on the proud heritage and honour of our nation. Our Lady Help of Christians feast was celebrated with a liturgy as was the feast of the Sacred Heart and a liturgy was held in honour of our patron saint, St John the Baptist. All teachers attended an adult faith formation staff development Day focused on the Eucharist throughout the ages, prepared and presented by Ralph Kershler and some senior students from St Leo's. Many children especially from Year 2 received Confirmation from Bishop David Walker and realised their commitment as witnesses of the Faith. All children took part in workshops presented by a Catholic singer songwriter and they presented a concert to parents in our new hall in the evening.

In Term 3 after a big breakfast provided by the Parents and Friends, the school participated in a Father's Day Liturgy that was well attended by many fathers and significant men in the lives of the students.

In Term 4 the whole school stopped and prayed at a wonderful liturgy in honour of our first Australian Saint, Saint Mary of the Cross MacKillop. A grandparent from our school was an Aboriginal delegate for our Parish, and attended the canonization. Upon her return she gave a talk



to the school community and presented the school with artefacts from the canonization and a poster of the Vatican and a poster of all the Popes. She was given a commemorative Aboriginal scarf that she also donated to the school. These have been framed and placed in our chapel.

Our school leaders attended the annual Diocesan Mission Mass at Waitara Cathedral. The Mini Vinnies Committee encouraged all children to support the local St Vincent De Paul Christmas appeal and many wonderful gifts were donated by the generous children and families of the school. The school community also donated food items to make Christmas Hampers for the needy families in our school and Parish. Many Year 2 children also made their First Reconciliation. The Year 6 children had their Graduation Mass in the Church and the school liturgical year ended with a whole school Mass. The school year ended with Christmas Carols by all grades on the oval with most families in attendance.

All students at St John the Baptist are encouraged to take an active role in the life of the Parish. Many students regularly serve at Mass and some have also begun to read at weekend Masses. The Religious Education Co-ordinator (REC) and parents assist in preparing the children for reading and participating in the first Sunday of the month 9:15 a.m. Parish Mass each term. The Principal or REC attends all Parish Pastoral Council meetings and the REC is the chair of the Parish Pastoral Council. The REC also assists the Parish Sacramental Co-ordinator with Sacramental Programs and celebrations throughout the year. The REC is also a member of the Social Justice Apostolate and Choir of the Parish. The Parish supported the school's fete with a stall. The REC and some families of the school proudly marched at the Canonisation Mass at Waitara with members of our Parish. The school was the venue for the Good Friday Stations of the Cross with readers from the school and parish community. The Parents and Friends are rostered on and serve morning tea after Mass on a regular basis at our Church. The Parish and school publicise community events in their respective newsletters about events at the school and/or church site.

3.3 Catholic Worldview

At St John the Baptist the aim is to provide quality education aligned to the Catholic beliefs and understandings expressed in the Diocesan Catholic worldview and all Religious Education module's taught clearly identify the components of this. Envisioning a Catholic worldview involves creating constant opportunities for students to apply beliefs and understandings of the Catholic faith to a variety of situations. All teachers are encouraged to take up this perspective in all Key Learning Areas. The Adult Faith Formation offered by the diocese to all staff members increases our knowledge and awareness of this viewpoint each year. The strict adherence to the school's Positive Behaviour for Learning Policy also encourages all staff and children to be respectful, tolerant, responsible, honest and open in all relationships.

Participation in liturgies and assemblies reflect the Catholic viewpoint in relation to other Key Learning Areas. The current mission / vision statement drives all teaching and learning activities in all areas. Our Positive Behaviour for Learning, Pastoral Care and Personal Development units and our consistent united approach to anti-bullying reflects the Catholic ethos. The newsletter items, Mini Vinnies and Student Representative Council initiatives reflect Social Justice issues and allow the children to work for the good of all. All classes embrace ecumenical activities and the children who are not Catholic are invited to fully participate in all school activities and religious celebrations.



3.4 Professional Learning in Catholic Life and Mission

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

During 2010 the REC worked with the teachers and Mission Services Education Officer and formulated a new Scope and Sequence for Religious Education. This new scope and sequence has enabled Years 2 and 3 to be teaching Sacramental Modules at the same time that they are being in Parish Sacramental Sessions. The staff worked on a new proforma for Programming Religious Education and this will be used in 2011.

Quality Teaching has also been incorporated into the teaching of Religious Education, and this has enabled teachers to challenge students and enrich their teaching of this important key learning area. The integration of technology is continuing particularly with the use of the diocesan learning management system and Interactive White Boards (IWBs) are useful tools for student's research, prayer and scripture.

All of the teachers have Religious Education accreditation or conditional accreditation. Some teachers are still completing their Certificate in Religious Education and regularly attend sessions at the St Francis of Assisi centre. A few teachers attended the Ministry for Teachers Courses, and the REC attended all RE meetings and in-services throughout the year. The REC graduated with her Master of Arts in Theological Studies.

All staff attended a Staff Spirituality Day at the school. The significance and changes to the Eucharist were the focus of the day with senior students from St Leo's re-enacting the Mass throughout the ages.



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

Our school PBL Policy takes into account the Diocesan Pastoral Care Policy and the Student Discipline Policy for Diocesan Systemic Schools in that our approach to behaviour management has its basis in our pastoral care for each other – students, staff and parents.

We believe that Pastoral Care:

- has the life of Jesus Christ as its focus and is a responsibility entrusted to all members of the faith community
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

Our school rules are:

- At St John the Baptist we are respectful, responsible learners.

Our Behaviour Management Policy is based on PBL and lessons are taught weekly. We encourage positive behaviour and reward children who constantly display the school rules by awards and time in the reward room at lunch. We proudly publish the names of the children who receive academic and positive behaviour for learning awards in our school bulletin. Each fortnight one child from Years K – 2 and one child from Years 3- 6 receive a Gold Award for outstanding behaviour at all times.

4.3 Pastoral Care of Families

In 2010 the SJB family liaison officer worked with the community to aid and help some families in need. A number of families received direct assistance from the school to combat immediate family breakdown issues. The school was able to link some families in need with community, government and Catholic care agencies to ensure the safety and security of the families and students. We were also serviced well by our school counsellor who saw many students in need of counselling services.

The school community also responded to the call for providing Food for Nancy which is our term for asking for food donations to help families in difficult times. The St John the Baptist community always responds and it is a sign of a pastorally effective and Christian community that we always help those in need.

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 CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2010 a reading assist and reading booster program was introduced into the school for Year 1 and 2 students who were not identified as special needs, but were not reaching the expected benchmarks for reading for each year level. Essentially, each child on the program received intensive daily intervention and tuition with a trained facilitator, developing phonemic awareness, phonics, sight words, orthographic and grapho-phonological skills all needed for successful reading to take place. Rigorous assessment using running records was used to monitor the progress of each child. As a result there were huge gains made in the literacy uptake for these identified children.

The intensive nature of professional development using the growth points framework in maths meant that all staff were trained to successfully assess, plan and program based on growth acquisition of each student in the number area of maths. Staff co taught and performed demonstration lessons to peers and an external advisor, using the strategies from the framework.

Continued intensive work and professional development took place with the inquiry learning approach to build upon the previous year's understandings. The whole school participated in the 'walk the wall' learning approach where the children were able to demonstrate to other children the learning that had taken place solving the big idea associated with their focus area of work.

Individualised learning plans continued for students in Year 3 and 5 to help them prepare for the NAPLAN assessment. These were based on assessments of the previous year in order to equip all children with the best opportunity to complete the national assessments.

The continued focus on raising academic standards for all areas of the curriculum was paramount for the school again in 2010. Many hours of professional development had been set aside this year to analyse the students' work to better cater for the needs of the students who are represented in this community.

5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.



- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 51 students in Year 3 and 49 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	6	14	22	22	37	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	10	22	35	33	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	2	18	33	27	20	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	4	12	4	35	45	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	2	31	18	33	16	100

In 2010 the school was pleased with achievements of the Year 3 students. Since 2008 the school has invested a great amount of time and resources to improve the literacy and numeracy results of all students. There has been a flow on of improvement after an external literacy adviser was employed to review literacy blocks K- 3 and then model best practice approaches to see sustained change in the student results. Specific reading programs were introduced for students who were not identified as special needs but needed extra support to reach the desirable benchmarks. For reading, writing and grammar compared to our local schools St John the Baptist students achieved greater results and in all areas of literacy all students were above the national standards. The same was mirrored with numeracy and it is significant to know that a high number of students achieved results in the top two bands of achievement for both literacy and numeracy.

In comparison to statistically similar schools as recorded on the My School website the school has performed very well, where the mean is consistently higher for literacy and numeracy than schools with similar ICSEA values.



Band Distributions (%) – Year 5

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

In 2010 the school continued to achieve strong results in the NAPLAN tests and this is especially true when compared to schools within our immediate local area. In preparation for the tests, some students received individual learning programs to improve upon the areas of challenge for both numeracy and literacy. The literacy results were stronger than numeracy, but compared to statistically similar schools and schools in the local area the results are strong.

Students who were below the national minimum standard were deemed so because their parents had exempted them from the tests based on identified learning and anxiety difficulties. For these children specific learning plans have been designed to cater for their particular needs.

5.3 Extra Curricula Activities

Students at St John the Baptist School have the opportunity to take part in a variety of extra-curricular activities. In 2010 these included choir, the school musical, Mini Vinnies, band, public speaking, debating, Come On Kids, Tournament of Minds, robotics, active after school sports and representative sport.

5.4 Professional Learning

Many of the initiatives of 2010 were a continuation of the work commenced in the previous years. There was continued professional development with inquiry learning as a model of learning. Staff were also provided with education in robotics and gifted and talented programs. A PBL team was established and an open invitation was extended to all staff to participate in the development of this whole school framework.

A great deal of professional development was undertaken in numeracy through the RAIN project. The Raising Achievement in Numeracy (RAiN) project enables all staff to view best practice teaching in maths, learn about the growth points framework and change how maths is programmed across the school.

All staff updated their Cardiopulmonary Resuscitation (CPR), anaphylaxis and asthma training and received briefings in diabetes, as well as undertaking the OHS e-learning modules.

Stage meetings also continued in 2010 to allow staff to discuss challenging issues associated with individual children, as well as work on issues related to specific grades.

One teacher completed her Teaching English to Speakers of Other Languages (TESOL) certificate and another new scheme teacher completed her training in 2010.



There were opportunities for staff to attend behaviour management, literacy, Observation Survey and Australian curriculum workshops. Two staff members also continued their study in Religious Education and Theology.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

Our Catholic Life and Pastoral Care goals for 2010 focussed on the canonisation of Mary Mackillop. It was our goal to refurbish the chapel dedicated in her honour. New furnishings and carpet were installed in readiness for a wonderful celebration.

Adult faith initiatives continued with the introduction of a 'coffee and chat' club to talk about our faith and the sacraments. This took place monthly in the staffroom and each Friday parents joined together in praying the Rosary in the Saint Mary of the Cross Chapel.

In learning and teaching the school participated in the RAIN project and all staff have now been trained in clinical interviews and are using growth points for maths programming. As a result detailed assessment of the learning has enabled staff to change the way maths is taught to the children and for the daily introduction of Developing Efficient Numeracy Strategies (DENS) in daily maths lessons.

Reading assistance and reading booster programs were introduced for students not meeting the desired benchmarks. There was continued analysis of NAPLAN data for improvement in student results.

The school celebrated through drama the 'Kids At Sea' musical which involved all students and was very well received by all families. Some students were also selected to represent the school in Tournament of the Minds and Come on Kids gifted programs and Digi-animation was made available for many children.

A gifted and talented coordinator role was introduced into the school to firstly identify the Gifted and Talented students and then develop a robotics program which proved to be a highly engaging program for the school.

More IWBs were provided in the school and there was a continued investment in technology for all learning environments.

6.2 2011 Priorities and Challenges

In 2011 the last year of our current strategic management plan there will be continued focus on PBL, inquiry learning and the RAIN project. In many respects there will be a consolidation of the work previously completed. There is a focus on guided reading across K – 6 with the involvement of the newly appointed Diocesan education officer. Continued implementation of reading assistance and reading booster programs will also take place, along with a focus on continued refinement of critical analysis of writing and persuasive writing criteria.

Japanese language will be developed in the school across K-6 and drama lessons will continue for the K – 2 classrooms. A robotics coordinator will be responsible for developing lessons for each grade across Stage 2 and 3 using the mind storm robots. More IWBs and computers will be purchased to provide contemporary educational resources for each classroom.

Parents will be provided with parent information sessions on PBL, pastoral care, My School and NAPLAN and new initiatives as they arise. Money will be directed at appropriate shelving to house newly purchased guided reading material and inquiry learning units. The Japanese room will receive video technology to interact with our sister school in Japan and a new vegetable and small animal farm will be built to be used with our inquiry based units.

The staff will undertake a spiritual awakening day to strengthen their own spirituality and the school will continue in its quest to involve students in social justice programs and be involved with the Parish's Mary Macs food program.



The school will revamp its website and invest time in promotional activities across the Peninsula including a promotional booth at Deepwater Plaza.

The school will be a part of a Diocesan wide initiative and join other schools in Catholic School Improvement with educators from the University of Auckland.

For the first time all staff will be asked to complete a Performance Appraisal for Leaders (PAL) document which outline personal, professional and classroom goals for the entire year linked to our school improvement plan.



7. Parent Participation

7.1 Introduction

Parents were well represented in school life through the school board and parents and friends and associated committees. Community building events such as the big arvo, school discos, trivia nights and other events were held.

Parents were involved in helping out in the classroom and at sporting events, as well as working with staff on the production of the Kids at Sea musical. Workshops and meetings were provided for parents to attend: goal setting interviews, maths, literacy, PBL, A Partnership Encouraging Effective Learning (APEEL), religious education and anxiety information sessions.

Parents were involved in Project Compassion, Father's and Mother's Day and Munch and Crunch days.

Parents were kept informed via regular newsletter, term overviews and the school website.

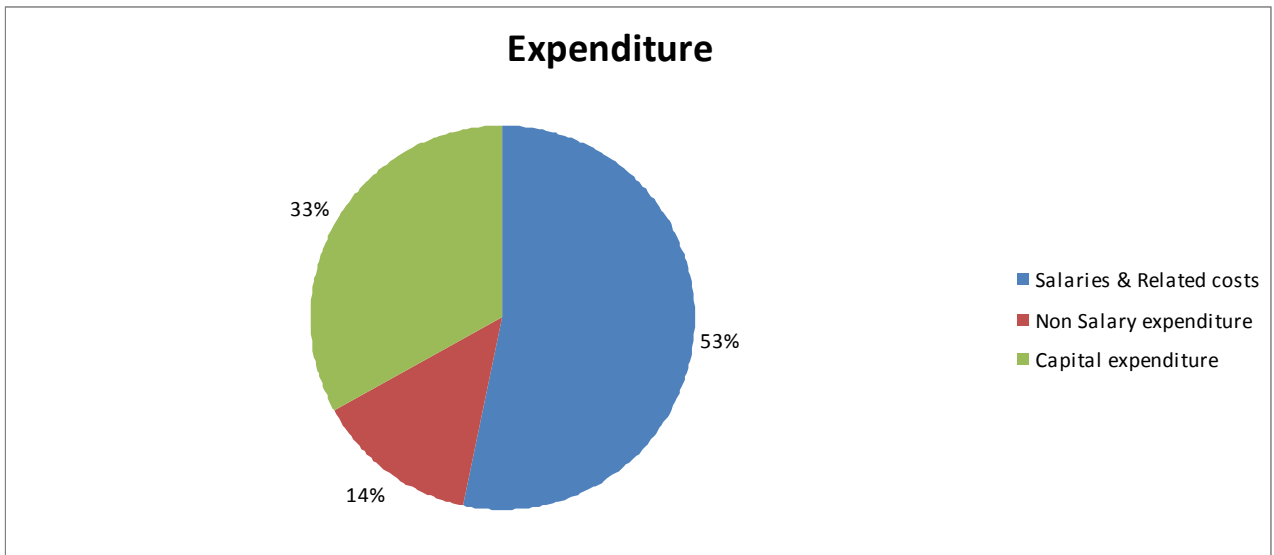
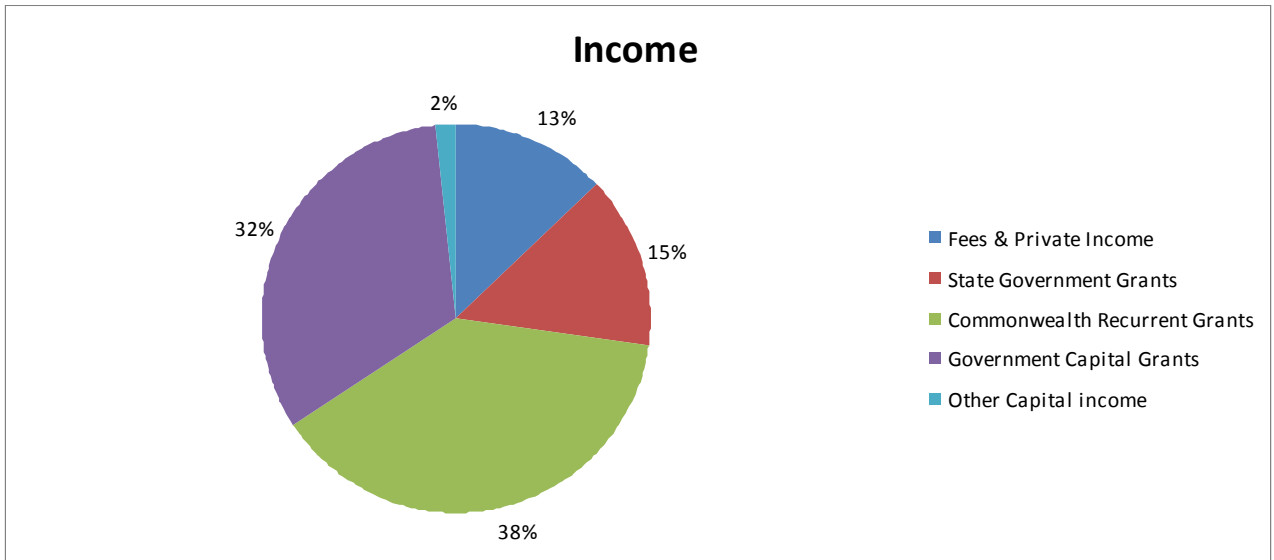
7.2 Parent Satisfaction

In 2010 a parent survey was conducted to determine the level of satisfaction of the parent body at St John the Baptist School. Overall the parents demonstrated a high satisfaction with a number of domains in the school with a particular emphasis on Catholic Life and Mission, Pastoral Care and the development and opportunities provided in all aspects of the curriculum.



8. Financial Report

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



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