



St John the Baptist Catholic Primary School Woy Woy South

2009 Annual Report



Principal: Mr Frank Cohen

Address: 21a Dulkara Road
WOY WOY SOUTH NSW 2256

Phone: (02) 4341 0884

Fax: (02) 4323 2105

Web: <http://www.sjbwwdbb.catholic.edu.au>



1. Message from Key Groups in Our School Community

1.1 Message from the Principal

In 2009 the school continued along its journey of school improvement. The school was able to embed some key initiatives which included but were not restricted to:

- Positive Behaviour for Learning (PBL) framework. All students at St John the Baptist Catholic Primary School Woy Woy South live, play and work by one school rule that we are respectful, responsible learners. In 2009 the school continued to explicitly teach expected behaviours that have now led to a calmer, happier, safer and pastorally sound atmosphere, within which all members of the community harmoniously work together.
- Inquiry based learning was introduced into the school this year. Based on the model established by a leading Australian educator, the school methodically and deliberately introduced a thinking curriculum, cooperative learning model to deliver upon achieving key syllabus outcomes. The basic thrust of the program is to teach children broad generic problem solving skills within a learning process that allows for in-depth learning of content and material. Much of this work also enabled the school to tap into key elements of the Quality Teaching Framework that has led to, and will continue to lead to, improved pedagogy across the whole school.
- The school was also successful in joining other Central Coast Catholic primary schools in being a part of the RAIN (Raising Achievement in Numeracy) project to improve learning gains for our indigenous students as well as redesign the numeracy block to reflect research for effective teaching and learning of mathematics.
- The school continued to demonstrate strong NAPLAN results which are reflective of new and improved learning and teaching at the school. Comparatively, we enjoy a very strong reputation among our local schools for academic achievement, and we continued to deliver this in 2009.
- The school introduced a new student appearance policy which emphasised taking pride in oneself, uniform and personal grooming. As a consequence the school has a definite policy that is now part of school life. This commenced at the beginning of the school year.
- The school continued to strengthen its relationship with the wider and local Parish communities. A monthly grade mass introduced in 2009 was well received by all participants and is now a feature of the 9.15 am monthly mass in the Parish.
- The school also continued to upgrade its ICT provisions to cater for learning today. A new wireless network system was introduced and an extensive purchasing of laptops and interactive whiteboards took place to allow mobile and instant learning for a generation now broadly known as the 'thumb generation.'

1.2 Message from the Parent Body

It has been a very exciting and rewarding past twelve months. Our school is undergoing not only a physical change but I believe there is a sense of reward, expectation and excitement amongst the parents and staff alike.

There have been some strong ties re-established with our parish with great support from our priests and strong commitment from our school to build community within our parish.

Our School Board in consultation with parents and teachers has played a major part in establishing a framework for our Strategic Plan formulated from some excellent results and encouraging recommendations from our School Review Tier 1 and Tier 2 assessments.



The School Board also acted as the school and parish community representatives in the planning of the new school hall built with the BER money from the Federal Government. Also the school was awarded Pride grant money, and in consultation with the students, introduced some great new features around the school grounds and we were able to complete some overdue maintenance works. With all these activities happening around the school we can take pride in our students' achievements in academic and sporting ventures this year.

The school held a fete which was successful in raising funds for much needed improvements as well as being a great community building event.

We believe the school is at a turning point in its history and invite students, parents and teachers to embrace this energy of goodwill and community and ensure we take pride and promote our school and our Christian values wherever we are and in whatever we do.

1.3 Message from the Student Body

In 2009 the school was treated to a new playground area which all of the students love. We have received a new general playground that has new line markings for games and learning. We are excited that a brand new multi-purpose hall has begun to be built and will be ready for use in 2010. We had many new challenges this year that we have not had before. This included participating in Tournament of the Minds where we finished second. Our Year 6 students placed at the intraschool public speaking competition and many of our students participated in Come on Kids mathematics enrichment. We had lots of students represent our school at regional sports carnivals, and our team sports in rugby league and netball tasted success in the various events in which they were involved. We have a new learning model in each classroom based on inquiry based learning which we are just beginning to learn about and it is helping us with our thinking and general ability. In 2009 we became respectful, responsible learners and learned about how to behave and respect each other positively through PBL. 2009 was a great year to be involved at St John the Baptist.



2. School Profile

2.1 Introduction

The school is part of the Woy Woy Peninsula Parish community. It sits on a large parcel of land at 21a Dulkara Road in South Woy Woy. Enrolments in 2009 increased to 353 students. The school services a wide geographical area, as far down as Patonga to the south, McMaster's Beach to the East and Kariong to the north. The majority of families who are part of our community come from lower-middle socio-economic backgrounds. Many parents make the commute to Sydney for work or own a business locally. St John the Baptist is enjoying a good reputation amongst the local community as a school of academic excellence. In 2009 the school developed its three year strategic plan based upon the review held in 2008. At St John the Baptist we are proud of our past and confident in our future!

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
168	185	3	18	353

*Language background other than English

2.3 Enrolment Policy

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

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

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

2.4 Staff Profile

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

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

a	b	c	Total
22	0	0	22

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.



2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 94.0%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 94.1%.

2.6 Teacher Satisfaction

Staff at St John the Baptist are generally very satisfied with all that is happening at the school. Key aspects that have contributed to this include the professional development opportunities staff have taken part in, the variety of initiatives that have taken place to support staff to improve students' learning and the fact that they feel supported by the executive team and each other. The general improvement of the school grounds has also had a positive impact on the staff.

2.7 Student Attendance

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

The average student attendance rate for the whole school for 2009 was 95%.

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to



monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

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

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

2.8 Student Satisfaction

In a survey undertaken on student satisfaction, many of the students commented on what they like about being at St John the Baptist. These included their feeling that there are very good teachers in the school, that everyone treats each other with respect and that all students are treated fairly. They felt that these factors helped them to learn in a safe environment.



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 Blessed Mary 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 final sister of St Joseph to work in the school was Sr Clare Keeting rsj who worked three days a week as a pastoral support person for many students at the school this year.

The school is a faith community in which our 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 and justice and our vision and mission and school rules underpin all aspects of our school life. We are an integral part of the wider parish community of Woy Woy and work co-operatively with them in their various ministries.

St John the Baptist Catholic Primary School has adopted a whole school approach to bring about positive behaviour, Positive Behaviour for Learning (PBL). This approach has a strong emphasis on teaching appropriate behaviour and providing systems of support to bring about these positive behaviours. At St John the Baptist we encourage and teach our students to be respectful, responsible learners. We encourage parent participation in all school activities and information regarding the school can be found on our school website.

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 also prepares and gives Reconciliation weekly to single classes from Year 3 upwards.

The 2009 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 staff were commissioned in their leadership roles.

In Term 1 the children experienced rich liturgies on many occasions. Years 2-6 attended an Ash Wednesday Parish Mass and Kindergarten and Year 1 had a liturgy and received the ashes at school. The school also honoured St Joseph and St Patrick. On St Patrick's Day, children wore green and participated in many Irish activities and raised funds for Tzaneen in South Africa. All classes prepared and presented the Stations of the Cross for the school community on Holy Thursday. For the first time the Parish held their Stations of the Cross on Good Friday in the school grounds. This was very well attended by parishioners and the school community and will become a regular event of the Parish / school calendar. 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 Toukley and many teachers attended the annual Diocesan Schools Staff Mass at the Cathedral at Waitara. Caritas Australia was well supported by the Mini Vinnies Committee and each class during Lent as the Project Compassion focus.

In Term 2, an Anzac Memorial focused the children on the proud heritage and honour of our nation. Our Lady Help of Christians feast was celebrated as was the feast of the Sacred Heart. On the feast of St John the Baptist, our patron saint, we celebrated with a liturgy, concert items and a family picnic lunch. We also helped celebrate this feast with the Parish and had a Parish BBQ after the 9:15



a.m. Sunday Mass. Many children especially from Year 2 received the Sacrament of Confirmation and were proudly anointed by Bishop David and realized their commitment as witnesses of the Faith.

In Term 3 the whole school participated in a liturgy in honour of Blessed Mary MacKillop and everyone also participated in a liturgy for Father's Day. The Father's Day Liturgy was preceded by a breakfast which was well attended by many fathers and grandfathers. The school supported Mary Macs particularly at the time of the feast of Blessed Mary MacKillop (a parish initiative that provides a hot meal each week day for anyone in need) and donated food items generously to the parish.

In Term 4 the school captains attended the annual Diocesan Mission Mass at the Cathedral. Years 5 and 6 had the excellent opportunity to participate in The Village Space at school so they could get a better understanding of poverty and the impact it has on many children around the world. Many children in Year 2 made their First Reconciliation at Church. We also helped the Parish celebrate the anniversary of the dedication of the new Church and Parish Life Sunday. The school Board manned a table at this event after Mass and passed out pamphlets about our school. The Mini Vinnies Committee encouraged all children to support the local St Vincent De Paul Christmas appeal and many wonderful gifts and hampers were donated by the generous children and families of the school. The Year 6 children held their Graduation Mass in the new church and the school liturgical year ended with this school Mass and the Parish organist played. The school year ended with a religious concert. Every student participated in The Christmas Story Concert at Woy Woy High School, which was attended by over 650 people.

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

All students at St John the Baptist are encouraged to take an active role in the life of the parish. Many students regularly serve at Mass and some have also begun to read at weekend Masses. The Religious Education Co-ordinator and parents assist in preparing the children for reading and participating by reading and singing at the first Sunday of the month Mass throughout the school year. The Principal and/or Religious Education Co-ordinator attends all Parish Council meetings and 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 Parish Choir, Parish Liturgy Team and Social Justice Apostolate of the Parish. The Parish supported the school's fete with a stall as did the school with their mini fete. The School also assisted the Parish with resources for Children's Liturgy on some occasions. The Parents' and Friends' are part of a roster to serve morning tea after Sunday Mass and many parents assist with Sacramental Programs and with Children's Liturgy on Sunday mornings.

3.4 Catholic Worldview

At St John the Baptist the aim is to provide quality education aligned to the Catholic beliefs and understanding expressed in the Diocesan Catholic Worldview and all Religious Education modules 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 modules and opportunities offered by the diocese to all staff members increases our knowledge and awareness of this viewpoint each year. The strict adherence to the school's code of conduct also encourages all staff and children to be respectful and responsible 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. The Positive Behaviour for Learning lessons encourage all to be just, fair and considerate of others. 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 participate in



ecumenical activities and children who are not Catholic are invited to fully participate in all school activities and religious celebrations.

3.5 Professional Learning in Catholic Life and Mission

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



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 Behaviour Management 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
- is concerned with the dignity and integral growth of the individual
- 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 Positive Behaviour for Learning 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 2009 we were blessed to have a Josephite nun and a family liaison officer work with our community to aid and help some of our families in need. A number of families received direct assistance from the school to combat immediate family breakdown issues. Some families and individuals were victims of violence, chronic debt and abuse. The school was able to link some of our 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 over 21 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 out in a tight spot. 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 Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

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



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2009 the school devised its new strategic management plan for the period 2009-2011. In 2009 there were four main priority areas in which we strove to achieve as a school. For Catholic life and mission we began to reflect upon, devise and then embed a Catholic Worldview into our programs of learning. A new pastoral care and behaviour framework was introduced with instant success. Positive Behaviour for Learning was embedded into our PDHPE and RE curriculum areas and in 2009 the school set about deliberately teaching explicit positive and expected behaviours. As a result the school atmosphere is much calmer making it a better place for learning.

The school introduced an inquiry based integrated learning model across all curriculum areas. This approach is designed to develop cooperative learning and thinking skills. The children were introduced to a process for learning linked to formative assessment understandings. A tuning in or finding out about what is required for learning was modelled to the children. This was followed by a finding out about the information gathered, then sorting it into organised chunks, followed by making connections with the information, extending the inquiry through a further stage and then reflecting and acting on the content and thinking. Underpinning this approach was a deliberate strategy for teaching and learning about broad generic skills of research, communication, solving problems, using technology, thinking critically, expression, task management, cooperation and responsibility.

The school also invested time, money and energy into redesigning the curriculum delivery for Year 3 where some children were identified with learning needs. The strong results in the NAPLAN test for this year were testament to the strategic approach the school took to ensuring all children were making learning gains in literacy and numeracy.

The staff undertook professional development in teaching spelling to change the learning around spelling in each room and in particular its link to the writing process.

Targeted learning for children who achieved low band results in the 2008 NAPLAN also took place in 2009. Individual and modified programs were introduced to target areas of challenge for these students. Extra aide time was given to support these students.

The school continued to modify its assessment of, for and as learning to better develop learning programs. This is still an area of challenge for the staff but strong gains were made in mathematics and through the inquiry based approach our general academic results are steadily improving. In 2009 we can proudly boast, based on the NAPLAN tests, that our school is a high achiever for the local geographical area.

5.2 Student Achievement

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

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 57 students in Year 3 and 41 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.



Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.

Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	0	4	17	26	30	24	96
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	0	4	10	15	46	25	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	4	9	25	32	30	96
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	0	0	10	25	35	29	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	2	9	19	28	26	17	95
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	0	2	8	31	31	27	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	4	4	11	20	33	28	93
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	0	4	8	19	21	48	100
		State	4	9	16	24	24	23	96
		National	7	11	17	23	21	19	91
Numeracy	2009	School	0	9	24	35	22	11	97
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	2	2	13	25	42	17	98
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

In 2009 the school was, in general, proud of the achievements of the Year 3 students. There were many high needs students in the cohort so the school deliberately changed the teaching paradigm for literacy and mathematics to effectively cater for all of the differing needs. A third teacher was employed for three times a week for two hours to target specific needs of the students. Although NAPLAN was held in May, this targeted program continued through the whole year and the results as recorded by NAPLAN demonstrated significant improvement considering where the learning was for the students at the beginning of 2009.

In comparison to statistically similar schools from the My School website the school has done well. In all areas, the mean is either above or close to that of statistically similar schools.

Plans were already in place for students with high learning needs that were not exempt from the NAPLAN tests. The results only confirmed what we already knew and hence resources, extra aide time and modified plans are in place for the very few students who did not meet the national benchmarks.



Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	2	7	12	27	32	20	98
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	3	11	30	11	30	16	97
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	7	2	20	46	20	5	93
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	3	11	14	43	27	3	97
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	2	12	24	22	27	12	98
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	0	11	22	30	32	5	100
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	2	7	12	29	32	17	98
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	0	11	22	38	19	11	100
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	5	41	27	22	5	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	5	8	22	41	16	8	95
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

In 2009 the school continued to achieve solid results in the Year 5 NAPLAN tests especially compared to our local schools and the statistically similar schools as found on the My School website. Individual learning plans were in place to prepare the children with identified learning needs and this continued throughout 2009.

Compared to the state and national results the school has done very well in all tested areas. There is very little difference between the 2008 and 2009 results which indicated that our learning program design was effective for each year cohort.

Although the NAPLAN tests are a one day a year assessment, the data has proven useful in affirming what is working well and in challenging us to improve in areas where we can do better.

5.3 Extracurricular Activities

Students at St John the Baptist have the opportunity to take part in a number of extracurricular activities. These include activities such as being part of the choir, the Mini Vinnies team, band, public speaking, debating, Come on Kids, Tournament of the Minds, representative sport and band. Students are encouraged to take part in any of the activities offered.

5.4 Professional Learning

During 2009 St John the Baptist undertook a number of initiatives to improve student learning. To support these initiatives the staff were involved in a variety of professional learning opportunities. This included a staff development day on the Inquiry Model for learning at Corpus Christi, St Ives where staff had the opportunity to see the model in action. This was followed by a number of staff



meetings to continue the learning. Staff also took part in professional development on the Positive Behaviour for Learning Framework. The learning provided the school with a framework on which to base the school discipline policy.

The planning, programming and teaching of mathematics is an area of need at St John the Baptist and professional development in this area, begun in 2009, will continue into 2010 through staff and team meetings. Another area of need identified was spelling and First Steps was introduced through a series of professional development meetings to support staff in this area.

All staff were updated in their CPR, Anaphylaxis and Asthma training as well as undertaking the OHS e-learning modules. All staff were expected to complete all e-learning modules.

During 2009 stage team meetings were introduced to allow staff the opportunity to meet and work through issues related specifically to their grades. The meetings comprised three parts: a professional article was read and discussed; issues with specific students were discussed, and class programs were planned. While the meetings have proven to be worthwhile they still require finetuning to enhance their value.

The staff had one New Scheme Teacher in 2009 who was involved in the beginning teachers program offered by the CSO. This teacher also spent time working with a mentor and supervisor to provide professional development and to support her growth as a teacher.

A small number of staff undertook formal study in 2009 including one teacher who completed the TESOL course and others who completed the Certificate in Religious Education. One staff member attended the Ministry for Teachers II program in 2009, while one completed OHS training and two completed Personal Assault Response Training (PART).

Further professional development opportunities were provided for staff to meet their needs as individuals and to support their teaching skills development.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

Goal 1 was to strengthen and build the partnership between school, parish and community. We were successful in achieving this through regular monthly masses and participation in community events such as visiting and singing at local nursing homes and the public library.

Goal 2 for 2009 was to ensure the Catholic perspective in everything we do. After some professional development, our teaching and learning programs now reflect this. We have a rigorous religious education program in place but an understanding of our Catholic Worldview now permeates all key learning areas.

Goal 3 was to develop and consolidate pastoral care initiatives to support the diverse needs of our school community. As stated the introduction of the PBL framework has led to a better community atmosphere where all children understand very clear boundaries and behave and respond positively to each other. The school through its appointed staff also continued to make connections with outside agencies to deliver better services for the families in our care.

Goal 4, continuing enhancement of learning and teaching practices, was achieved through the introduction of PBL, inquiry based learning, modifications to the spelling program, changes to mathematics and also formative assessment practices. The school continued to cater for high needs students at both ends of the spectrum and allowed for all students to achieve to their best potential.

Goal 5, continuing to embed a collaborative model of leadership, was strengthened in 2009 with our students and staff. Identified staff were given professional development opportunities to develop own leadership capacity and our students were also provided with opportunities such as the young leadership day to learn from peers on how best to be respectful, responsible learners.

Goal 6, planning for the future needs of the students and school community, was met through continued resource purchasing in all the numeracy, literacy and ICT areas. Through the generous Pride and BER programs afforded by the government our school's physical site has changed for the better. Our facilities are improving each year and in 2009 this changed dramatically.

6.2 2010 Priorities and Challenges

In 2010 we will continue to adhere to the school's strategic management plan.

For Catholic Life and Pastoral care it is our intention to celebrate the canonisation of Mary MacKillop because the Sisters of St Joseph began our school in 1922. To achieve this the chapel will be refurbished and a special prayer garden established for the students to use. Adult faith initiatives will also be introduced for our younger parents who do not worship in our parish church.

In learning and teaching the school will participate in the RAIN project (Raising Achievement in Numeracy) to change the way we program and teach mathematics. A dedicated numeracy block, with Developing Efficient Numeracy Strategy (DENS) time a feature of the program, will be introduced. DENS is essentially ten minutes of basic facts drilling to form part of a daily warm up for each mathematics lesson. This is then followed by a specific explicit format in teaching mathematics concepts.

The school will introduce new formative assessment practices to improve the learning for all. Targeted programs such as a reading booster program will be introduced to catch those who are falling behind. Data analysis will also be a feature of 2010 with staff drilling down into the new analysis suite provided by the My School website and NAPLAN.

Our new school hall is due for completion in April 2010 and the school is awaiting its use as a multi-purpose facility. This will be used daily for PDHPE, a new before and after school facility, basketball and for the first time, we will produce a stage show.



In 2010 drama will be introduced to the curriculum and teams of children will be engaged in gifted and talented programs such as Come on Kids and Tournament of the Minds at Newcastle University.

A Gifted and Talented coordinator will be introduced into the school to better cater for identified students and to put in place a policy and set of procedures to track students in the school.

There will be continued investment in information communication learning technologies with purchasing of more notebook computers and interactive whiteboards.

The school will also continue to continually upgrade the physical plant of the school to create a better learning environment for all.



7. Parent Participation

7.1 Introduction

In 2009 the school was served well by the school board which played an instrumental role in developing a new three year strategic plan. The board continues to play a strong role in stewardship and governance. Also this year the board acted as the consulting body in building the new school hall. Board members played a role in our enrolment committee and spoke at many engagements promoting our school.

The school's P&F put on a successful fete exceeding all expectations in raising some much needed funds to re-develop our school playground. The P&F also provided community-building social events such as the Big Arvo and Trivia Night which were well received and attended by many parents.

Parents have many ways to be involved in our school community. In 2009 parents were involved in helping out in the classroom for literacy, numeracy and gross motor programs. Parents were provided with opportunities to attend anxiety workshops, NAPLAN information sessions, school report interviews, goal setting interviews, inquiry based learning sessions, mathematics sessions and A Partnership Encouraging Effective Learning (APEEL) workshops.

Parents also helped out with various fundraising initiatives such as Project Compassion, Father's Day, Mother's Day, and Munch and Crunch.

Parents were kept informed via term overviews, weekly newsletters and the school website. Parents are encouraged to participate in school life at all times.

7.2 Parent Satisfaction

Parents were provided with opportunities to help guide and make decisions in the school via forums, P&F meetings and surveys as devised, promoted and collected by the school board. Parents were generally pleased with the direction the school was heading, particularly in relation to the PBL behaviour framework, improved academic results, and were excited by the building of the new school hall.

In general the school is seen in the community as a school with a solid reputation. Parents believe there is a good community feel to the place and would like to build upon this in 2010.

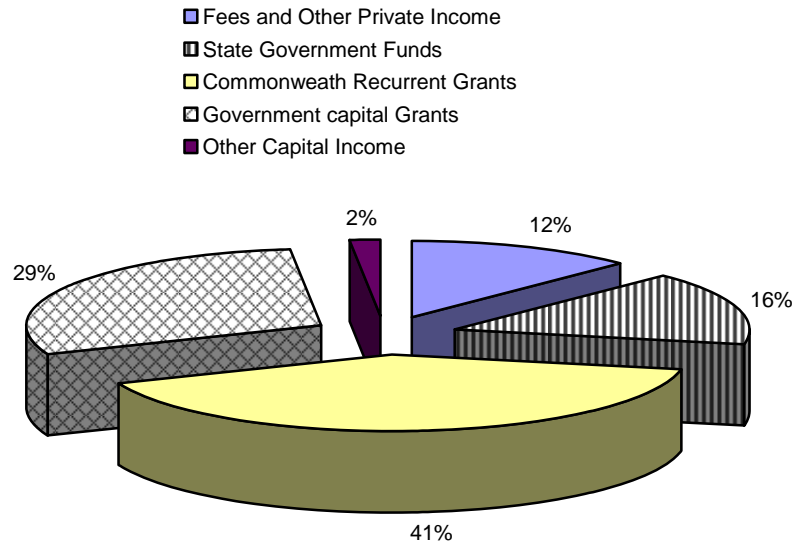


8. Financial Report

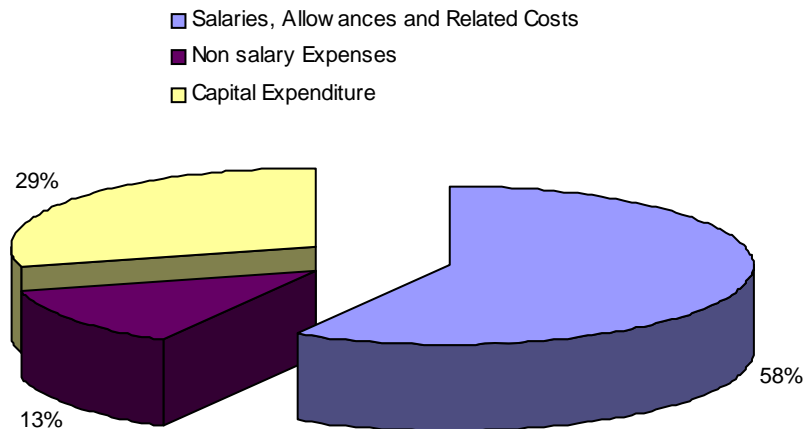
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Frances Reynolds.