



2022

AL SCHOOL REPORT

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St John Fisher Catholic Primary School

Hicks Lane, TUMBI UMBI 2261

Principal: Mr Marcel Arendse

Web: www.sjfdbb.catholic.edu.au

About this report

St John Fisher Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented

Message from key groups in our community

Principal's Message

I began my role as Principal of St John Fisher in 2022 and feel so honored and blessed to be a part of such an amazing community. This has been a great year of change at St John Fisher with both myself and our Assistant Principal beginning our roles after many years of dedicated service from our previous Principal and Assistant Principal. The Staff, Students and Parents have been so welcoming and the strong sense of community that St John Fisher is known for has made our first year so much more fulfilling.

2022 saw normality return. We welcomed back all members of our community in celebrating any event that we could including Mother's, Father's and Grandparents' Days and whole school assemblies. We took some learnings from COVID and held on to 'what worked' such as continuing to live stream important whole school events so parents/carers could still attend these occasions without being there in person.

The leadership continued our vision for working as Professional Learning Community and committed to facilitating Coaching Learning Meetings on a cyclic basis for our teaching staff to focus on assessment data, quality teaching and learning, to meet the needs of all students.

It is with great pleasure we present the 2022 Annual School Report to you. It

events special as we have missed out for so long. Having cross

School Features

St John Fisher Catholic Primary School Tumby Umbi, is a Catholic systemic co-educational school. The School commenced in 1988 with a composite class of Kindergarten / Year 1 children and has subsequently grown to be a two-stream school which enrolled a third Kindergarten class in 2020. Next year there will be approximately 380 students from Kindergarten to Year 6 enrolled at the school. We have an engaged parent body who want the best for their children, and who offer ongoing support. The desire for the children to grow up with a love of God and a relationship with Jesus, which will lead them to an understanding of their place in the world, is a common desire of stakeholders. Weekend and weekday Masses are celebrated in the Mass Centre at St John Fisher as an integral part of the Wyong Catholic Parish community.

Teachers, clergy, parents and staff work together to ensure that all children are learning in a supportive and friendly environment and strive towards authentically living the school motto of *Learning and Growing in Faith and*

The School is located on a beautiful 2.5-hectare property with a Mass centre, fifteen airconditioned classrooms, an administration block, learning and resource centre (LARC), a multipurpose hall, a covered quadrangle and a covered outdoor learning area (COLA). The school

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
194	171	8	365

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The

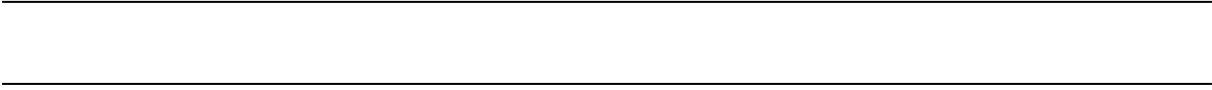
Managing Student Non-Attendance

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 NSW Education Act (1990) 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 a sense of wellbeing and belonging in students
- 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, CSBB and the relevant Department of Education 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools



following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Professional learning experiences predominantly focussed on identifying, analysing and using data to inform the teaching and learning of our students. These learnings supported the discussions that take place within our Professional Learning Community meetings where student data is reviewed and plans are formulated to ensure teaching and learning tasks are caters for each students correct point of need.

The core focus of Professional Learning in 2022 focussed on embedding the Vision, Mission and Student Capabilities which were developed collaboratively in the previous year and delivering the strategies of the Diocesan Strategic Plan concerning developing a Collaborative Culture.

Staff Development Days aligned with the focus of the Towards 2025 Strategic Plan. A core focus of these days aimed

Catholic Identity and Mission

As a

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implement

learning staff meetings and the use of both documents in the weekly Professional Learning Community meetings. Furthermore, staff undertook professional development to support their understanding of how to use the required teaching resources that are utilised to align with the new syllabus framework.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

The Learning Support Teacher ran several intervention groups K-6, to support social skills development, anxiety reduction and friendship building.

The schools Pastoral Care and Wellbeing Team met throughout the year to analyse data, evaluate procedures and modify structures to ensure that students are feel safe, happy and supported whilst at

The Pastoral Care Coordinator wrote weekly lesson plans and provided detailed resources to teachers and parents to support the teaching of explicit behaviours in the classrooms. This was supported by fortnightly information to parents in the newsletter to outline ways that parents can teach the behaviours at home, in order to ensure that school and home were using the same language.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In the area of Leading Improvement, key improvements included the consolidation of Professional Learning Communities aimed at improving student learning outcomes. These Professional Learning Communities included:

The school leadership team completing a Schooling Improvement program led by Linda Bendikson. This workshop consisted of six modules and were aimed at providing the theory and research behind improvement cycles, developing the theory for improvement, implementing these strategies within staff professional learning

As a result of the School Improvement Program, a three week cycle of grade PLC meetings was created and consolidated, facilitated by the curriculum coach with a focus on students data and pedagogical practices. The creation and constant review and monitoring of measurable tracking tools used to identify impact on teaching and learning has led to the success of this key improvement.

In the area of Pastoral Care key improvements included:

Staff and parents unpacked the behavioural expectations and procedures schoolwide. Alongside the analysis of behaviour data, modifications were made both organisational and through explicit teaching in order to support students social and emotional learning. This resulted in a reduction in challenging behaviours schoolwide and a more

Resources were provided to staff to support students social and emotional learning in

students with anxiety and social and emotional needs, resulting improved student skill

The formation of a St John Fisher Advisory committee consisting of our Parish Priest, the school leadership team and a cross range of parents within our community. The Advisory meets once per term and is supported by voluntary parent focus groups who co-ordinate the great variety of community events and celebrations.

Priority Key Improvements for Next Year

The priority areas for 2023 are aligned to the Diocesan Strategic Process of Towards 2025. At a school level the following will be key focuses for 2023:

The Mission Goal is to 'Inspire hearts and minds to know Christ.' There will be a focus on parent/carers, staff and student faith formation. The policies and practices of St John Fisher will be clearly informed by The Towards 2025 Strategic Plan and The Charter. This will be guided by the Three Foundational Pillars of Commission, Community and Common Good.

Our Teaching and Learning Goal is to strengthen a culture of improvement through a systematic, reflective and evidence based approach to teaching and learning. We will develop a shared understanding of

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Through parent feedback surveys, them from and the SJF Advisory the following was

Excellent new focus on celebrating the achievements of students.

Awards for students who did well at sports carnivals, spelling bee and acknowledging

Inclusion of extended learning opportunities and a noticeable improvement in the learning development area.

Religious celebrations, specifically the stations of the cross were also beautifully presented this year. The general feeling around this amongst the parents was very

Access to teachers and school leadership was great.

Possible areas of

Student satisfaction

Students were surveyed on all aspects of life in the school in a Tell Them from Me Survey in 2022. Results included the following

Students feel thew9.67 Tf0.75 0 0olomTJETBT/FUe, spe 14.67ts c16DorHG2.9/F2nd.9R98r

Students are taught about Catholic teachings and values and how these relate to my

Teacher satisfaction

Teachers were surveyed on all aspects of life in the school in a Tell Them from Me Survey in 2022. Results included the

Staff stated that they could work with the school leadership to create a safe and orderly school environment for all parties and that they felt supported by the school leadership team

Staff indicated that there was a positive culture of collaboration. There are positive structures in place that allow for analysis of student data and setting programs to address student needs

Staff feel comfortable and supported to work with students differing learning needs

other interactive technology for describing relationships among ideas or concepts

Staff stated that they have a strong partnership with parents where they are able to

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$4,150,609
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,105,734

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

