

2017 Annual School Report

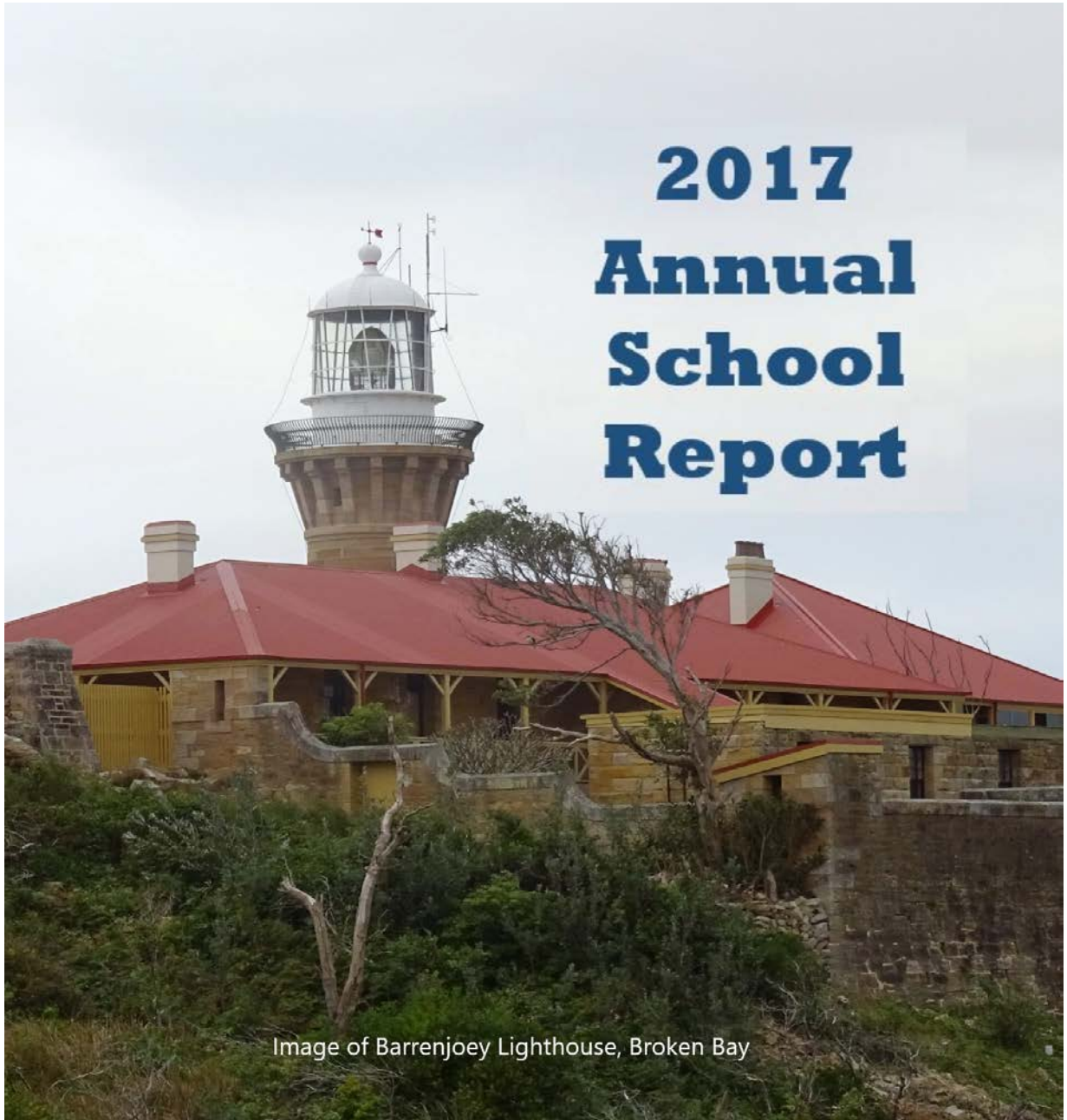


Image of Barrenjoey Lighthouse, Broken Bay



St John Fisher Catholic Primary School, Tumby Umbi

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ABOUT THIS REPORT

St John Fisher Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

In 2017 St John Fisher Catholic School was enthused by Bishop Peter Comensoli's request to work with our Parish to make our school a "neighbourhood of grace, not just a congregation". To assist us in gaining this, in our Opening School Mass we drew on inspiration from our patron, Saint John Fisher, who was a Bishop, Cardinal and martyr to his faith. The two key messages passed on to our community were to be brave and to value learning.

In the area of learning we looked to stress the importance of being an independent learner and how every one of us has a role to play to make St John Fisher School a fantastic place to grow in faith and to grow in learning. We spoke about how we are learning to make our home, our class, our school and our world a better place. To do this we learn about the words and actions of Jesus and celebrate these in our prayer, liturgy, sacraments and Religious Education lessons. We also spoke about the need to learn to read, write, speak well, and apply skills and knowledge from Mathematics and disciplines across the curriculum, to help us take our role in making the world a better place.

Parent Body Message

2017 was a memorable year for St John Fisher Catholic School with the extension of our community to include an Outside Hours School Care (OHSC) facility which has provided a wonderful service to our children. The P&F continued to thrive, with excellent involvement at general meetings as well as the many school functions such as the 'Big Arvo', and grandparent's Mass and morning tea which welcomed members of the community into our school and classrooms. Students enjoyed the disco and parents came together socially to build community and provide support for each other.

P&F general meetings provided an excellent advisory platform to discuss many school issues, and decisions were made on matters including school uniforms and the process of considering a school parent contribution to take the place of fundraising activities. Parents also appreciated the input of teachers and leaders on matters such as learning in technology and pastoral care. The parent community was particularly drawn into the spirit of the Wakakirri performance which was acknowledged as one of the top five in Australia.

Student Body Message

Some of the highlights of 2017 included the amazing experiences of being involved in Wakakirri, and winning the NSW rugby league competition and the Central Coast rugby union competition. As Year 6 student leaders, we came together at the leadership day, then had many opportunities to lead student support groups and assist in the running of events such as the cross country, athletics and swimming carnivals as well as model our school values in our daily lives.

We continued to develop social justice initiatives through the Mini-Vinnies, who came together to lead the school in understanding the needs of people both at home and overseas and to gather funds to assist people in need. We looked forward to new experiences including learning to become independent learners, and we enjoyed the many excursions and camps. We enjoyed being consulted with about the new playground markings and watching them being painted.

We were very thankful to our parents for organising events such as the sport-a-thon and discos and to the teachers for all the extra time they spent with us organising events such as the excursions, camps, and choral festival, as well as the many sporting teams.

SECTION TWO: SCHOOL FEATURES

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 reach its potential of a two stream school. There are approximately 360 students from Kindergarten to Year 6 enrolled at the school. We have a very engaged parent body who want the best for their children, and who offer ongoing support to the school. 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 Masses 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 "Growing in Faith and Knowledge".

The School is located on a beautiful 2.5 hectare property with a Mass Centre, fourteen air-conditioned classrooms, an administration block, learning and resource centre (LARC), a multipurpose hall, a covered quadrangle and a covered outdoor learning area (COLA). The School has two large grassed playgrounds for the children to play. The LARC is integral to the school's learning environment and is accessed by students at least once per week during library lessons. It is well resourced with regard to contemporary learning technologies. Additional information about the facilities of the School can be found on the school website.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
195	160	13	355

* Language Background Other than English

The school enjoys a positive reputation in the local community. At this stage there is an understanding with Wyong Council that St John Fisher Catholic School remains a two stream school which limits the number of students who are able to be enrolled each year.

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2017 was 92.31 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92 %	92 %	93 %	93 %	92 %	91 %	93 %

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 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 CSO 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. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	21
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	21
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	29
Number of full time teaching staff	15
Number of part time teaching staff	6
Number of non-teaching staff	8

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Integrating technology into learning - Google Classroom
Day 2	Managing difficult behaviours
Day 3	Building strategies for the effective transition of students

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Through the inspiration of Bishop Peter Comensoli to 'build neighbourhoods of grace', 2017 was seen as a year to build on the gains of 2016 and further develop students' knowledge of, and engagement in Liturgy. There were regular inserts in newsletters to build parent understanding of the rich format of the Liturgy of the Word and the Liturgy of the Eucharist. Special grade Masses were increased and the numbers of families attending increased significantly. Teachers expressed a much deeper knowledge of the Mass and this improved their ability to involve students as well as families.

A significant amount of professional learning time was spent developing a deeper understanding of the seasons of the church year and the Sacred Scripture in the Lectionary.

After several years in preparation, we were delighted to bless and pass on to all families in the community a copy of the Wyong Parish children’s prayer book. This project started as a local school project and then broadened to include the students at St Cecilia’s Wyong as well as the Catholic students who attend special Religious Education classes at local public schools. There is now a copy in every classroom and it has been sent home to many children in the Parish.

Our Family Liaison Officer (FLO) coordinated spiritual reflection mornings with parents; these were well attended and much appreciated in the new community room. The Religious Education coordinator informed parents of changes to the sacramental program at a P&F Meeting.

Primary Curriculum

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 implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The leadership team worked through a system-wide process of self-evaluation and reflection using the National School Improvement Tool (NSIT) which informed professional learning in 2017. Data was gained from staff members who were surveyed on Domain Six which looks at 'systematic curriculum delivery'. Strengths were noted in the extensive work undertaken in professional learning on new syllabuses, especially Science and Technology, and the improved storage of curriculum resources. Staff also noted ongoing collaboration to share best practice in teaching and learning.

Areas that were focussed upon in 2017 as a result of self-evaluation against the NSIT included developing consistent assessment practices, aligned to new syllabus content and processes. Professional learning sessions provided opportunities to develop and share effective teaching and assessment strategies.

Professional learning also developed strategies to deal with managing difficult behaviour, drawing on the expertise of the diocesan education officers. Teachers analysed classroom management practices and developed and shared best practice strategies. As a school, the pastoral care procedures were also reviewed and renewed with some modifications.

The literacy coach continued to work with all teachers by modelling and co-teaching. The content of the system-wide Writing workshop was integrated into the teaching of all classes with appropriate resources purchased to assist in the teaching and learning.

A key area of professional learning revolved around the integration of new iPads into learning. To develop a school platform, all teachers engaged in learning through the implementation of Google Classroom. The development of shared classroom based resources reflected new syllabus directions and provided increased opportunities for students to work as independent learners. Teachers met regularly in stage groups to share best practice and to build necessary skills. This was identified as an area to carry into 2018 as we continue to consider future options for technology.

SECTION SEVEN: 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 School's 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 aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70.91 %	55.50 %	7.27 %	10.50 %
	Reading	61.82 %	51.60 %	10.91 %	10.00 %
	Writing	44.44 %	44.60 %	3.70 %	7.50 %
	Spelling	56.36 %	45.60 %	14.55 %	13.10 %
	Numeracy	46.30 %	39.80 %	16.67 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	23.40 %	34.40 %	21.28 %	17.50 %
	Reading	44.68 %	37.00 %	14.89 %	14.60 %
	Writing	23.40 %	15.80 %	4.26 %	19.40 %
	Spelling	38.30 %	34.30 %	8.51 %	14.10 %
	Numeracy	25.53 %	27.90 %	12.77 %	14.60 %

NAPLAN Comments

It is pleasing to note that in most test areas in Year 3, the percentage of students in the top two bands is higher than statewide comparisons. In Year 5, Grammar and Punctuation and Numeracy are clearly areas where focussed attention is required for ongoing improvement.

The mean scaled score in Year 3 Numeracy has improved since 2016, reflecting our emphasis on strong first wave intervention in every classroom. However, learning gain data indicates that more needs to be done to ensure "a year of learning, for every student, every year".

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

The *KidsMatter* committee continued to drive initiatives in pastoral care. There was a strong focus on the whole school approach to use the learnings gained in 2016 about understanding students on the Autism Spectrum through the Positive Partnerships program.

In 2017 the school looked to embed the weekly focus on mental health issues published for parents and carers in the newsletter. We celebrated Harmony day and Indigenous literacy day, and continued to increase parent engagement after the special grade Masses.

The Family Liaison Officer (FLO), whose main focus is to provide support for the school's parent community, continued to build relationships with the community. Courses were offered to assist parents and guardians in understanding anxiety and in developing spirituality. The FLO also worked to reach out to external agencies to assist families in difficult times.

Senior students continued to take a leadership role in building a community focussed on our agreed school values by leading regular student support groups, combining students from each class under the leadership of a student in Year 5 and 6.

All staff reviewed the behaviour management procedures and suggested changes that will assist in developing quality behaviour when implemented in 2018.

SECTION NINE: 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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Priority improvements achieved in the area of Mission were developed from the strategic goal to deepen students' lived faith through improved knowledge and understanding of prayer, liturgy and scripture. Annual targets for this goal included increasing the number of students participating in, and taking leadership roles in liturgical experiences.

Priority improvements in the area of Pastoral Care were developed from the strategic goal to improve students' sense of wellbeing. Annual targets for this goal included teaching students mindfulness strategies and building these strategies into the learning routine of each day.

Priority improvements in the area of Learning and Teaching were developed from the strategic goal to improve student growth consistently across their seven years of primary schooling. Annual targets for this goal included increasing student attitude and ability as self-directed learners through the teaching of practical and reflective practices.

Priority Key Improvements for Next Year

In the area of Catholic Life and Mission with the 2018 strategic goal of engaging the students meaningfully with the Word of God we will look to develop the annual goal of engagement of students in the creative, critical and prayerful encounter with the Word of God through the provision of quality RE lessons.

In the area of Learning and Teaching, with the 2018 strategic goal of improving student learning outcomes in Reading and Mathematics across every school year, we will aim to achieve the annual goal of improving student learning outcomes in Mathematics.

In the area of Pastoral Care, the 2018 strategic goal is to improve the behaviour and attitude of students to learning and in the playground. Background data included staff observing that there has been an increase in inappropriate behaviour on the playground.

SECTION TEN: 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

Observations of parent satisfaction were noted by the P&F President in her report at the annual general meeting. The report highlighted the contribution of the parent community and acknowledged the hard work of so many parents who contribute to the life of the school and to the children's education. In particular, mention was made of the P&F executive team for 2017 as well as the social and fundraising committees.

The President made special mention of the staff in providing an outstanding education program for the children. The leadership team and groundsman were acknowledged for their work in supporting P&F initiatives. The president also extended her gratitude to the principal for his consultative approach in working with the P&F to ensure that children receive the opportunity to learn and play in such a wonderful environment.

Credit was given to the collaborative leadership of all of the parents and guardians of the community who came together regularly to work towards building a positive school community.

Student Satisfaction

A forum of senior students responded that the highlights of 2017 included student leadership opportunities and the experiences gained in extra-curriculum interest areas. They appreciated the continued improvement in student support sessions and noted that the values taught in the lessons were flowing onto the playground.

Students noted the more engaging lessons in Writing as well as the many opportunities that are available to them including numerous sporting teams, choir, chess club, Art club, Science club, gardening club and band. They also noted the events organised by the parents including the Big Arvo and Disco.

A common theme from the students was the energy that accompanied the success of the Wakakirri performance.

Teacher Satisfaction

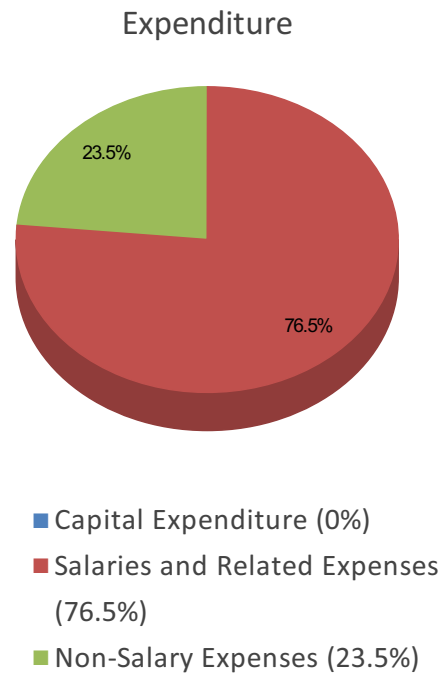
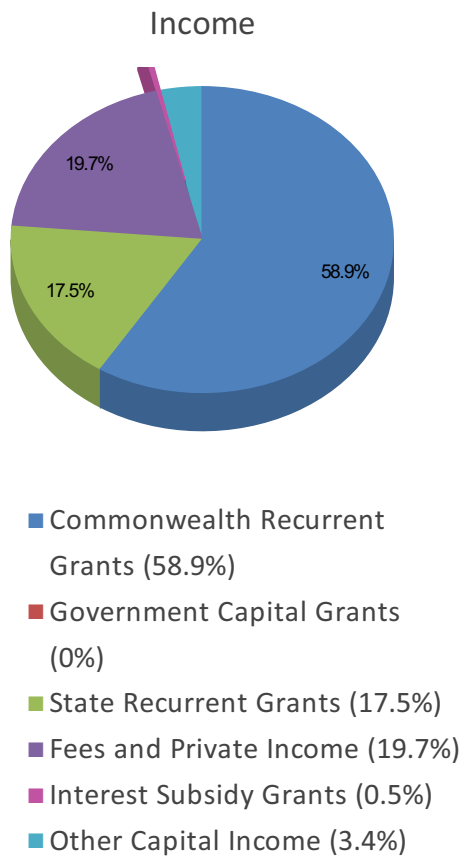
Staff input included anecdotal comments from professional learning meetings which noted appreciation of participating as a combined group in professional learning to introduce technology into the classroom through the Google platform.

Staff members were surveyed on their ability to deliver various syllabus areas; after significant professional learning, they noted improved confidence and ability in delivering the new concepts, skills and tools as detailed in the syllabuses. There was also great appreciation of the time and resources given to developing resources to support learning.

There continued to be a general consensus that the school staff provided exceptional pastoral care to staff and family members in need, including the continued implementation of the *Positive Partnership program*.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,567,867
Government Capital Grants	\$0
State Recurrent Grants	\$760,564
Fees and Private Income	\$857,356
Interest Subsidy Grants	\$22,226
Other Capital Income	\$149,340
Total Income	\$4,357,353

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$937
Salaries and Related Expenses	\$3,220,368
Non-Salary Expenses	\$990,184
Total Expenditure	\$4,211,489