



2020

ANNUAL SCHOOL REPORT



St John Fisher Catholic Primary School

Hicks Lane, TUMBI UMBI 2261
Principal: Mr Barry Shanley
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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 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 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](#).

Message from key groups in our community

Principal's Message

I welcome all interested parties to read our 2020 annual report. The report will give you an overview of life at Saint John Fisher during a very complicated year.

The year started with the sharing of our Vision Statement and Mission Statement which I include below.

Vision Statement

Our vision is to create a school in which students Grow in Faith and Knowledge, instilled with the values of Respect, Responsibility and Reconciliation

Mission Statement

As the community of St John Fisher Catholic School, we work together to create a motivating and supportive learning environment which:

- empowers students to be enthusiastic and collaborative learners.
- encourages students to think deeply about how they can grow to be the best person for themselves and for their community.
- inspires students to be disciples of Jesus Christ.

In response to requests from parents to be more engaged in their children's learning we introduced learning platforms into each grade. We soon found out what an invaluable aid these learning platforms were for sharing of learning and communication once the restrictions of COVID-19 started.

As the year progressed the community pulled together to work creatively and collaboratively to support each other and maintain learning for the students.

Parent Body Message

2020 began with wonderful community building events to welcome our new families beginning Kindergarten as well as the Big Arvo event which brought the whole school community together in a relaxed atmosphere. The parent body appreciated the Principal presenting to each class a summary of the vision, mission and student capabilities that were at the core of our school beliefs. In the same presentations there was clarity detailed around the expectations and procedures of communication between teachers and parents. There was also an acknowledgement of the role of parents to be engaged with the learning of the children through the development of learning platforms across all grades. These platforms

provided examples of student work so parents could have constructive conversations with their children about their learning.

By the end of March all things had changed because of COVID-19. The school had to introduce a raft of measures to ensure the safety of the community and all members of the community had to be prepared to be flexible and collaborative. The school initiated numerous home learning procedures to support families in teaching their children at home. Parents and Friends Advisory Group meetings were held via zoom and technology enabled communication for learning as well as all practical matters. The parent body worked behind the scenes to support the school and found creative ways to display their appreciation and support for the staff during this complicated period.

Student Body Message

The beginning of 2020 started like any other year. The Year 6 leaders developed their pledge, worked closely with their Kindergarten buddies, and collaborated with the students from Saint Peters College to develop leadership skills. When COVID-19 came, it changed everything. For a long period of time all students were working from home and were supported by their teachers throughout learning platforms. We had to become collaborative and independent learners in a big hurry.

While we were unable to do many of our normal sporting events, the school worked very creatively to provide us with some excellent experiences. In term 4 we were able to have a 3-day camp experience and we were also very pleased to be able to celebrate our graduation.

We were able to work in our student support sessions to assist students from each grade to understand how to make Saint John Fisher a safe and happy place to learn. The students appreciated the efforts of the teachers to create interesting learning opportunities for us in such difficult circumstances. It was still a great year of learning.

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 "Growing in Faith and Knowledge".

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 has two large grassed playgrounds for the children to play. Classrooms are well resourced with regard to contemporary learning technologies. Additional information about the facilities of the School can be found on the school website.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
193	153	15	346

* Language Background Other than English

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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 91.24%. 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
91.12	90.88	91.64	91.79	91.54	90.92	90.81

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 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	30
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	8

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Professional learning experiences predominantly focussed on delivering learning in an online platform and the use of data in improving student learning.

Day 1: Embedding the School's Vision, Mission and Student Capabilities.

Day 2: Towards 2025 – The Launch

Day 3: Spirituality – Developing a Connection with the Land

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

In 2020 our focus was on developing more engaging religious education experiences for our students. We worked together to reflect on ways that we could integrate our vision and mission statements, as well as build the student capabilities into learning. Teachers worked in stage-based teams to build strategies that involve the students in reflection and deep thinking in the various religious education modules.

As a staff we continued to reflect on the developments of the plenary council as well as to support the relationship with our local parish. With the restrictions that came with COVID-19 we took a very significant role in the education of students in regard to the Sacramental programmes. We provided many opportunities for prayer and liturgies in the classroom, as access to parish masses was restricted. We also made use of our Labyrinth and Prayer Space Area for outdoor celebrations.

Students took leadership roles in various social justice initiatives including Project Compassion during Easter and the Winter Woolly Day for Saint Vincent DePaul.

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

The school had planned to further develop the area of Mathematics in 2020, building on the initiatives from the previous year. This area of learning had to be put on hold due to COVID-19 restrictions as well as the restructuring and planning of Catholic Schools Broken Bay.

The focus of the learning was then built on the need to develop home based learning and online learning. We worked with consultants from literacy and numeracy online providers to design methods of building resources which would meet student needs at their level. Teachers worked extensively in grade and stage learning teams to develop these resources.

For long periods of time teachers were unable to meet face to face in groups and met through zoom meetings. While 2020 did not afford us the opportunity to develop the area of Mathematics, it did bring extensive learning in the development and deployment of online learning.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

Teaching of the Quality Learning Environment

Through the introduction of this framework in 2020, we aimed to create a safer and more effective school to promote respect and responsibility. This whole school approach enhanced the capacity of the school to educate all children by developing research-based, school-wide, and classroom behaviour support systems. The process focused on teaching and supporting positive behavior for all students. Rather than a prescribed program, we developed programs designed around the needs of the students, which were then implemented, and evaluated. The explicit teaching of behavioural expectations covered school-wide procedures and processes intended for all students and all staff in all settings. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

Weaving Wellbeing

During Term 1, for Personal Development and Health, the whole school worked with a program called 'Weaving Well-Being'. Weaving Well-Being is a research-based mental health program that aims to enhance well-being in children. Each grade looked at age-appropriate concepts and skills drawn from the field of Positive Psychology. A growing body of research has shown that experiencing small moments of positive emotion every day is more important to an individual's well-being than experience more intense moments less frequently. The positive psychology program is designed to help students identify their strengths and cultivate positive emotions using different strategies

Parent Teacher Communication

Clarity and reinforcement of communication between parents/guardians and teachers was explained at the beginning of 2020. The best outcome for the students is achieved when all adults maintain an open and positive approach to communication with the understanding that they are the caring adults that are working together to listen to each other before drawing conclusions.

Parent Engagement in Learning

To assist parents in engaging in discussion and assisting with their children's learning, each class posted examples of the learning on Seesaw, the class learning platform. The aim of this was to stimulate discussion regarding learning between the student and parent.

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

The Key Improvements for 2020 included:

Teachers reflected on the Religious Education modules in learning teams and built more engaging learning strategies into the units of work.

Teachers began to build their understanding that being numerate adds to their understanding of the world including:

- Established school Mathematics growth expectations including assessment practices.
- Strategically collected and analysed robust evidence to inform teaching and learning programs.
- Developed a Professional Learning framework for Mathematics.

In Pastoral Care goal student wellbeing was improved including:

The Well-being Team consulted with students and teachers developing a tiered approach to student wellbeing.

- Explored the use of tools to track, monitor and analyse student wellbeing data.
- Reviewed, clarified, and communicated school-wide beliefs, values and expectations.
- Integrated and explicitly taught school behavioural expectations and SEL competencies through PDHPE.

Priority Key Improvements for Next Year

The priority areas for 2021 were to be set through the Diocesan Strategic Process of Towards 2025 and will involve consultation with all stakeholders and the execution of a detailed plan. On a school level the development of Professional Learning Communities at St John Fisher will be the focus for 2021.

To achieve our vision, mission and develop the skills and qualities we have outlined for our students we plan to work together as a Professional Learning Community to improve student outcomes. Professional Learning will take many forms and will link with the AITSL Australian Standards for Teacher. High Impact Professional Learning Model will also be considered.

While teachers remain ultimately responsible for their professional learning, in 2021 we stress the importance of developing Professional Learning Communities in the school which include:

- Weekly Professional Learning Staff Meetings
- Weekly Professional Learning Year Meetings
- Professional Learning Staff Development Days

Building a PLC is a proven way for schools to increase student learning by creating a culture that is:

- Focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers.
- Committed to professionalism.
- Fuelled by collaborative expertise.

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

All parents were invited to complete a Tell Them From Me Survey and 66 parents completed the survey. The overall Net Promoter Score was 45 which was classified as an excellent result. General comments from the survey were varied and included some of the following themes:

- The school is very welcoming and inclusive.
- The communication has improved over the last several years and the class learning platforms gave parents a much better insight into education of their children.
- The response to the period of the lockdown, when most students were learning from home was as quick and efficient as possible with the majority of parents very satisfied. There were a number of parents who noted an inconsistency across the grades.
- Parents appreciated the focus on Pastoral Care and the practical support they received regularly through the newsletter which was linked to the student focus.

Parents continued to bring questions and issues to the Parents and Friends Advisory Group including:

- Clarification on practices in home learning
- Procedures related to COVID
- Uniform questions

Student satisfaction

Students were surveyed on all aspects of life in the school in a Tell Them from Me Survey in 2020. Results included the following summary:

- Students expressed a strong connection with the school leadership and teachers.
- Students felt safe at school and felt they had an advocate they could turn to for advice both at school and at home.
- Students felt there was a strong expectation of success.
- There was a strong response regarding teachers leading students to have a relationship with Jesus.

Some of the areas which could be considered for development in the future include:

- There was a need to improve engagement in Religious Education.
- Clearer expectations that would make sure all students followed the rules.

Teacher satisfaction

Teachers were surveyed on all aspects of life in the school in a Tell Them from Me Survey in 2020. Results included the following summary:

Some of the areas which could be considered as positive include:

- Teachers felt well supported during stressful times by the leadership team.
- Communication between teachers in sharing learning strategies was positive.
- Teachers nominated that they meet the needs of students with special needs.
- Teachers note that they develop learning goals with students effectively.

Some of the areas which could be considered for development in the future include:

- Teachers expressed a desire to learn more from each other in Collaborative Learning Groups.
- Involving parents more in learning of their children.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$2,761,520
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$772,618
Fees and Private Income ⁴	\$705,148
Interest Subsidy Grants	\$6,772
Other Capital Income ⁵	\$150,522
Total Income	\$4,396,580

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$15,500
Salaries and Related Expenses ⁷	\$3,354,408
Non-Salary Expenses ⁸	\$1,009,912
Total Expenditure	\$4,379,820

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT