

# 2022

## ANNUAL SCHOOL REPORT



### St John Fisher Catholic Primary School

Hicks Lane, TUMBI UMBI 2261  
Principal: Mr Marcel Arendse  
Web: [www.sjfdbb.catholic.edu.au](http://www.sjfdbb.catholic.edu.au)

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## About this report

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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 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](#).

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## Message from key groups in our community

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### 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 team continued our vision for working as a 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 is hoped this report not only provides some snapshots of 2022 but also a sense of who we are as a community as well as what we value and believe.

### Parent Body Message

Having been through three very tricky years with home learning and limited access to the school due to covid safety restrictions, there were very high expectations from the parent community. I can confidently say that the new leadership team worked hard to get parents back into the school and more engaged.

The SJF advisory was created, and this gave a more well-rounded voice to parents by including a diverse range of parent and community members from the whole cross section of the grades. Parents and carers appreciated this change from the traditional P&F format. Parents felt more heard this year as a huge effort was made by the school to include more opportunities to engage in our students learning.

Parents were invited to work alongside children in class at different times throughout the year and view special projects at times. We felt celebrated at the traditional mother's, father's and grandparents' day celebrations and could see that extra attention was made to making these

events special as we have missed out for so long. Having cross country, athletics and swimming carnivals back was fantastic and parents felt pleased that more focus was placed on house colours, teamwork and celebrating students who have excelled. The guard of honour on the final day of school was extra special for our year 6 students and parents were delighted to be a part of this new tradition.

Overall, the general feeling of the parent community has been great. The new leadership team has really brought a vibrancy to the school.

### Student Body Message

At the beginning of the year, the Year 6 students recited their Year 6 pledge (which they wrote in class) at the beginning of year Mass and were given many opportunities to display their leadership skills throughout the year. We participated in the Diocesan Leadership Day and our own leadership day, which was led by the student mission team from St Peter's. Year 6 representatives also participated in the Diocesan Mission Mass.

2022 provided the students at St John Fisher with many opportunities to be involved in a variety of extra-curricular activities. We represented our school with pride in public speaking, spelling bee, rugby league, netball, cricket, touch football and soccer. Our teachers gave up their time to coach and support us and some students had outstanding successes this year. Our school netball team were the NSW Catholic Schools champions! We had students represent, Broken Bay, Polding and NSW in more than 1 area.

With no covid restrictions Year 6 went to Canberra and Year 5 went to camp and we were grateful for these experiences.

During the Year we were able to share our learning with our parents and grandparents on Mother's Day, Grandparents' Day, Spelling Bee and Big Arvo. 2022 was a successful year of learning and growing for the students at St John Fisher.

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## School Features

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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.

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## Student Profile

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### 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 Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2022 was 86.40%. 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
88.60	87.20	86.40	85.40	86.30	84.70	85.50

## 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 System.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	32
Number of full time teaching staff	17
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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The



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 students' 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 at mathematical professional development; namely on open ended questioning and creating success criteria to support teaching and learning.

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## Catholic Identity and Mission

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

Emerging from Covid resulted in a disconnect from the parish and from individuals' faith formation. Therefore, the focus for 2022 was to build connections with the parish and to deepen the faith of the students and staff of St John Fisher. We were fortunate enough to participate in the Pastoral Discernment Project which provided an excellent platform to begin this process.

At the start of 2022, it was important for us to meet with the parish and work together to explore ways that we could increase family participation in weekend masses. The Religious Education Coordinator set about personally inviting grades to the weekend masses and by attended the mass herself, expanding the children's liturgy program to incorporate the children sharing their learnings with the parishioners. This proved very successful and was beneficial for both families and the parishioners.

During a staff meeting and a Staff Spirituality Day, staff unpacked the Bishop's Charter, which facilitated rich, powerfully engaging, raw, and open conversations between staff members. We connected to Bishop Anthony's Foundational Pillars of Commission, Community and Common Good and brainstormed ways that we could live this within our school.

Throughout 2022, we planned engaging masses and liturgies ensuring parents, families and parishioners were warmly welcomed and received very positive feedback from the community regarding the reverence of these events.

The Religious Education Coordinator (REC) worked closely with parish coordinators and parents at all Sacramental Education Programs as well as the celebration of the Sacraments. The teaching and learning programs were also closely linked to support the program. Reconciliation ceremonies and weekday masses were also scheduled for classes weekly.

The new Religious Education Curriculum was warmly embraced by the Kindergarten teachers and students enjoyed participating in engaging lessons based on scripture. During Term 4, The Year 1 teachers began their professional development and eagerly jumped on board.

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## Curriculum, Learning and Teaching

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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.

During 2022 the school worked collaboratively with Catholic Schools Broken Bay to embed our purpose of Inspiring hearts and minds to know Christ and to love learning.

The major strategy in achieving our vision, mission and developing the skills and qualities we had outlined for our students was our development as a Professional Learning Community.

While teachers remained ultimately responsible for their professional learning, we stressed the importance of developing Professional Learning Communities in the school which included:

- Weekly Professional Learning Staff Meetings
- Weekly Professional Community Grade Meetings (English and Maths)
- Professional Learning Staff Development Days

In building a PLC we strived to create a culture that was:

- 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.

Throughout these Professional Learning Community meeting grade meetings, staff collaboratively work together with the Curriculum Coaches to analyse and utilise student data to develop rich and effective teaching and learning tasks aimed at student point of need. This data collection supports teachers in their development of learning cycles, which are measured and tracked using baseline and summative data. Throughout a learning cycle, formative assessment data it utilised to track student growth and development and to provide teachers the opportunity to determine what adjustments need to happen to meet student point of need.

A further initiative involved the familiarisation of the new K-2 syllabus for English and Mathematics. With 2023 seeing the implementation of these two new syllabi, teachers had the opportunity to explore the new syllabus through online professional learning, professional

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 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	62%	52%	6%	12%
	Reading	64%	54%	4%	11%
	Writing	54%	50%	2%	7%
	Spelling	44%	48%	7%	15%
	Numeracy	33%	34%	9%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	27%	31%	7%	14%
	Reading	46%	39%	4%	11%
	Writing	31%	25%	2%	18%
	Spelling	42%	37%	7%	14%
	Numeracy	28%	25%	7%	16%

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## Pastoral Care and Student Wellbeing

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### 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 2022.

### 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 2022.

### 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 2022.

### Initiatives promoting respect and responsibility

2022 saw the return to normal school life after Covid and so teachers focused on re-establishing classroom and school procedures and expectations. At SJF we have one school rule:

At SJF We Make Good Choices to be Respectful, Responsible Citizens.

Our one school rule was unpacked as a staff with a new leadership team and then the Pastoral Care Coordinator ran a parent workshop to outline behavioural expectations and how they are explicitly taught across the school.

The parent workshop also gathered parent feedback to further enhance our pastoral care system.

The Pastoral Care Coordinator secured two grants to support the running of three 'Cool Connections' courses for students in Years 5 and 6 who experience anxiety and low self-esteem. Two of the courses ran for 8 weeks with the program drawing on evidence-based research from the Seven C's of Resilience (Dr Kenneth Ginsberg, MD, MS Ed, FAAP) using strengths based approach and growth mindset. The third course was an intense two week program providing a top up for students who needed just a little boost in self-esteem. The three courses were very well received by the students who participated enthusiastically with the facilitators. The difference in confidence, self worth and engagement of the students from the start to the end of the course was remarkable. We aim to run this again in 2023.

The Religious Education Coordinator and Family Liaison Officer facilitated the Seasons for Growth Program, working with Stage 2 and Stage 3 students working through grief and loss.



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 school.

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.

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## School Improvement

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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 communities and then sustaining the progress.
- 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 consistent approach to student management.
- Resources were provided to staff to support students social and emotional learning in the classroom.
- Intervention groups such as 'Cool Connections' provided explicit, targeted support for students with anxiety and social and emotional needs, resulting improved student skill set and an improvement in emotional regulation of targeted students.
- 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 Bishop's 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 contemporary, evidence based classroom practices that are strengthened and consolidated.

This will be occur through ensuring:

- There is measurable improvement in learning outcomes and growth for all students, particularly in literacy and numeracy.
- Other relevant data, as well as models of delivery of additional support for targeted groups of students, will be reviewed and enhanced.

Our **Pastoral Care Goal** is to consolidate and improve structures that promote and support the wellbeing of all stakeholders. We will work towards ensuring that:

- there is measurable improvement in wellbeing outcomes.

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## Community Satisfaction

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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, “tell them from me” and the SJF Advisory the following was noted;

- Excellent new focus on celebrating the achievements of students.
- Growing in faith and knowledge awards were a great introduction.
- Awards for students who did well at sports carnivals, spelling bee and acknowledging students excelling both in school and within the wider community were excellent.
- 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 positive.
- Access to teachers and school leadership was great.

Possible areas of growth:

- Parents able to help in the classroom.
- Student leadership focus, e.g. school/sports captains.

### 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 summary:

- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students understand there are clear rules and expectations for classroom behaviour.
- Students felt there was a high rate of participation in sports with an instructor at school, other than in a physical education class.
- Students appreciated the opportunity to share their ideas in relation to behaviour expectations.
- Students have friends at school they can trust and who encourage them to make positive choices.

- Students are taught about Catholic teachings and values and how these relate to my life. The school helps students to know and love God.

### 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 following:

- 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
- Staff feel confident that the students have multiple opportunities to use computers or 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 openly communicate about a student's progress.

An area to be considered is to develop whole school processes around working with 'High Performance/Gifted students.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,150,609
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,105,734
Fees and Private Income <sup>4</sup>	\$1,029,166
Interest Subsidy Grants	\$5,532
Other Capital Income <sup>5</sup>	\$1,574
<b>Total Income</b>	<b>\$6,292,617</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$1,994,290
Salaries and Related Expenses <sup>7</sup>	\$3,785,450
Non-Salary Expenses <sup>8</sup>	\$2,192,438
<b>Total Expenditure</b>	<b>\$5,977,889</b>

### 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 2022 REPORT