

2021

ANNUAL SCHOOL REPORT



St John Fisher Catholic Primary School

Hicks Lane, TUMBI UMBI 2261
Principal: Mr Barry Shanley
Web: www.sjfdbb.catholic.edu.au

About this report

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

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

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented 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 2021 annual report. The report will give you an overview of life at Saint John Fisher during another very complicated year. The year continued to offer ongoing challenges to maintaining quality teaching and relationships because of the constant changing of restrictions in regard to COVID. The community of St John Fisher worked with initiative and creativity to keep both wellbeing and learning at the centre of decision making.

2021 was also a significant year as we celebrated 200 Years of Catholic Education in Australia. We joined over 700,000 students across Australia to acknowledge this milestone and pray for the future of everyone involved in Catholic Education. All students were given a prayer card to take home and to share with their families.

The year saw us work towards the Catholic Schools Broken Bay Vision of; Authentic professional Catholic education, delivered with care and compassion, as well as the stated purpose of; Inspiring hearts and minds to know Christ, to love learning and to use their talents to be the very best they can be.

Parent Body Message

While 2021 looked like starting with the ability to have a great deal more interaction on the school site, things quickly changed with the outbreak of the Omicron variant. The school leadership worked hard to be creative in allowing the maximum parent engagement within the safety guidelines. St John Fisher highly values parent engagement and consulted with the teachers and leadership team to come up with the best plans possible that reflected the needs of the various classes and parent groups. As parents and carers, we also appreciated numerous events such as the Weekly Zoombly, Crazy Hair Virtual Disco, Harmony Day Celebrations and Book Week Celebrations. The grade learning platforms that were introduced in the previous year gave us, as parents and carers, the ability to communicate effectively with teachers as well as to follow their learning.

As restrictions eased, the school introduced a number of safe events to engage families with the aim of networking with our fellow parents and being involved in the classroom. These included:

- Weekly Grade Networking and Literacy Gatherings
- Grade Learning Sessions
- Morning Informal Playground Gatherings
- Mass Attendance with the Class

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 2021 began with the promise of less restrictions that 2021 until the Omicron variant forced more restrictions. At the beginning of the year, the Year 6 leaders were able to develop their pledge, worked closely with their kindergarten buddies, and collaborated with the students from Saint Peters College to develop leadership skills. During Terms 1 and 2 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. We were also very fortunate to be able to experience the Year 5 Camp and the Year 6 excursion to Canberra.

For a long period of time from Term3, students worked from home and were supported by their teachers throughout learning platforms. We had to become collaborative and independent learners in a big hurry with the assistance of our parents and carers.

While we were unable to do many of our normal sporting events, the school worked very creatively to provide us with some excellent experiences and by the end of Term 4 we were also very pleased to be able to celebrate our graduation with our parents.

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 to start in 2021. There are now 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.

During 2021 Catholic Schools Broken Bay (CSBB) reviewed the complex nature of our site at St John Fisher and have begun a very significant Repair and Maintenance Program which will leave our already beautiful site looking absolutely fantastic.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
207	168	12	375

* 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 2022. 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 2021 was 94.95%. 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
96.57	94.57	95.40	94.45	94.81	95.70	93.16

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	33
Number of full time teaching staff	16
Number of part time teaching staff	8
Number of non-teaching staff	9

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: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 delivering learning in an online platform and the use of data in improving student learning through the development of Professional Learning Communities.

The core focus of Professional Learning in 2021 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 focused on relating the agreed capabilities to staff in their professional relationships, the launch of the Towards 2025 Strategic Plan and considering the learning strategies put forward in the Science of Reading course.

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 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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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 2021 our focus was maintained on developing more engaging religious education experiences for our students. Catholic Schools Broken Bay sought engagement by all parties in a time of reflection on the future of Religious Education in our Diocese. The Religious Education Coordinator and the Stage 1 teachers began a series of Professional Learning Modules to develop their knowledge of the new Stage 1 Religious Education Curriculum and began to collect resources ready for the new year.

Coming together as a community to celebrate our faith was a great challenge during 2021 due to the COVID restrictions. The school and parish worked creatively together to provide the Sacramental Programs to the children of the parish and Masses were celebrated, when possible, in cohort groups rather than whole school groups and students took leadership roles in various social justice initiatives.

Another focus of 2021 was developing faith in the home. We drew on resources from our Broken Bay Catholic Schools website which gave us ideas to assist the children in developing their faith in the home with the family.

We stressed that the role of the family is especially important in these times while church buildings are eerily empty and many of our homes are full of life and activity. As a community we reflected on our lives together as families and households, we are the Church; and the Church is found wherever we dwell. That our family homes are “domestic churches”. These “little” churches, comprising the front line of children’s faith education, are very much alive. We drew on Pope Francis who offers a number of practical suggestions to families that can not only sustain them but even strengthen them during this time. We outlined numerous activities through the newsletters.

The newsletter was used to unpack some of the traditions and practices of the Catholic faith. We considered families that have little contact with the Catholic Church and reflected that sometimes the reason behind what we do during Mass may be a little confusing. In response to this need regular articles were included in the newsletter to explain the richness and meaning behind many aspects of Catholic practice.

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.

During 2021 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. We also considered the High Impact Professional Learning Model.

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 Learning Year Meetings
- 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.

Term 3 saw the introduction of Home Based Learning and the curriculum focus was on providing support to all students and families in maintaining ongoing learning from home. The school responded to the parent voice in providing HBL Weekly Booklets and handing them out to families through the drive-through pick up area. Procedures were constantly being refined and parent and student voice considered which led to the introduction of Student Choice Wednesday. This initiative was designed to relieve some pressure off students, caregivers, and teachers in the middle of the week. Students at school also had a choice of various learning activities from the screen free booklet.

Among the many initiatives that were put together included the weekly Zoombly. This was a way to maintain connection between the students while working from home. As well as sharing prayers, these were a chance to acknowledge great learning and draw student attention to the methods of learning that were being followed by the school. They also gave us a chance to share examples of learning as well as fun based activities such as sharing the Family Boogie or a Family Designed Olympic Sports Challenge. There were a range of activities for learning as well as wellbeing listed on the school Home Learning Page.

Another initiative involved the Reading around the World Challenge which involved the students posting videos of themselves reading, while at the same time gaining points in the form of kilometers for their class. Another example of resourcing Home Based Learning was in the subscription to Wushka which is an Australian-developed, cloud-based digital reading program accessible from all common browsers and devices.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61%	54%	0%	11%
	Reading	50%	55%	0%	10%
	Writing	72%	53%	0%	6%
	Spelling	55%	49%	0%	13%
	Numeracy	42%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	29%	35%	11%	14%
	Reading	49%	40%	5%	11%
	Writing	30%	20%	11%	18%
	Spelling	40%	38%	5%	14%
	Numeracy	24%	29%	8%	15%

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 2021.

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 2021.

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 2021.

Initiatives promoting respect and responsibility

In 2021 the initiatives and actions undertaken by the school to promote respect and responsibility focussed on embedding the following Key Statements with staff, students and the parent community:

At St John Fisher we make good choices to be respectful, responsible citizens.

Playground Behavioural Expectations - To make SJF a safe and happy place:

- We play fairly and allow others to play in peace
- We speak respectfully
- We do not bully or tease
- We use safe and caring hands and actions
- We are caretakers of our school environment
- We stop and then follow instructions
- We wear our correct uniform
- We play in the allocated areas and move safely around the school

Classroom Behavioural Expectations

To make SJF a positive learning environment:

- We learn and help others learn
- We listen actively and respond appropriately
- We try our best and have a growth mind-set

Both the content of the statements as well as strategies to implement the statements were taught to all students explicitly at the beginning of the year. Student leaders incorporated the statements into their Student Support Group Sessions during which they modelled the statements and gave their fellow students problem solving situations based on the statements.

The Pastoral Care Coordinator included detailed resources to parents weekly in the newsletter to outline ways that parents can teach the content of the statements at home to ensure that school and home were using the same language. As a whole school we would unpack one of the statements as a focus and draw positive attention to the achieving of that aspect of pastoral care through awards and verbal acknowledgement.

Classes also spent time looking to the areas around the school where students gather. Each class gave their input into the behavioural expectations on the bus lines, bathrooms or in line at the canteen etc. By gathering student feedback, ownership of these expectations was then agreed upon and published in these areas. These behavioural expectations helped to maintain a safe happy school environment where students grow, learn and flourish.

In response to the parent Home Based Learning survey, we organized with one of our parents who delivers workshops internationally on Health Issues to deliver an interactive webinar to the parents. The topic was Building Resilience and Coping with COVID and was well received by parents.

To help the students feel connected and excited about their return to school, we created a 'SJF Spoonville School'. All students made a spoon character and brought it to school to be placed in an area set aside for each grade. The attractive and engaging display became a focus of excitement for the students as they returned from home learning.

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

In the area of Learning and Teaching, key improvements included the development of Professional Learning Communities (PLC's) and the introduction of the High Impact Professional Learning Model. These included:

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

Teachers continued 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 the area of Catholic Life and Mission, key improvements included In the Teachers reflected on the Religious Education modules in learning teams and built more engaging learning strategies into the units of work.

In the area of Pastoral Care, key improvements included the Well-being Team consulting with students and teachers developing a tiered approach to student wellbeing including:

- Exploring the use of tools to track, monitor and analyse student wellbeing data.
- Reviewing, clarifying, and communicating school-wide beliefs, values and expectations.
- Integrating and explicitly teaching school behavioural expectations and SEL competencies through PDHPE.

Priority Key Improvements for Next Year

The priority areas for 2022 are aligned to the Diocesan Strategic Process of Towards 2025. At a school level the following will be key focuses for 2022:

Leading Improvement

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 Communities in the school will include:

- The school leadership team working through and completing a leading improvement course with Linda Bendiskon.
- A three week cycle of grade meetings facilitated by the curriculum coach focused on students data, pedagogical practices and measurable tracking tools.

Pastoral Care

Embed the structures of Positive Behaviours for Learning throughout our school in order to:

- Review, whole school behavioural expectations with staff and students.
- Implement whole school PBL Tier 1 interventions and develop a scope and sequence of lessons to be taught K-6.
- Ensure the effective use of data from monitoring, tracking, analysis, and practise review in order to support student and staff wellbeing.
- Parent Partnerships

Develop opportunities and structures that promote parent/carer partnerships and engagement to improve the learning outcomes, development, and wellbeing for our students. This will include:

- The formation of a parent advisory and the creation of focus groups.

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 in 2021 and 52 parents completed the survey which included some of the following themes:

- Parents expressed that there was a strong sense of welcome to the school and that written information is in clear and plain language.
- Parents indicated that there was a wide range of responses to how they encourage their children to succeed in their learning.
- Parent responses displayed that teachers generally have a high expectation of their children and show an interest in their learning, although they expressed that more could be done to understand and meet the special needs of the children.
- Parents noted that while student progress reports were written in terms they could understand, they would appreciate more opportunities to discuss the social and emotional needs of their children.
- Parent comment gave very positive feedback in regard to the provision of weekly student learning booklets as well as being able to safely access the classrooms to engage in student learning.

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
- Ideas related to the development of a broader understanding of cultures

Student satisfaction

Students were surveyed on all aspects of life in the school in a Tell Them from Me Survey in 2021. Results included the following summary:

- Students appreciated the initiative and creativity of the community in developing online learning.
- Students appreciated the opportunity to share their ideas in relation to behaviour expectations.

- 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.

Teacher satisfaction

Teachers were surveyed on all aspects of life in the school in a Tell Them from Me Survey in 2021. Results included the following:

- Staff indicated competency in the use of inclusive practices.
- Staff noted the effective access to technology for teaching and learning.
- Staff stated that data strongly informs practice, and that feedback is seen as important to improve performance.
- Staff indicated that there is more need to share feedback on each other's teaching as well as receive more feedback from the leadership team.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$3,499,909
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$948,683
Fees and Private Income ⁴	\$970,454
Interest Subsidy Grants	\$4,959
Other Capital Income ⁵	\$0
Total Income	\$5,424,005

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$26,931
Salaries and Related Expenses ⁷	\$3,735,716
Non-Salary Expenses ⁸	\$1,514,913
Total Expenditure	\$5,277,559

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 2021 REPORT