



CATHOLIC SCHOOLS
Broken Bay

2023

ANNUAL SCHOOL REPORT



St John Fisher Catholic Primary School

Hicks Lane, TUMBI UMBI 2261

Principal: Mr Marcel Arendse

Web: www.sjfdbb.catholic.edu.au

About this report

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

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

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

Message from key groups in our community

Principal's Message

After completing my second year as Principal of St John Fisher in 2023, I continue to feel honoured and blessed to lead such an amazing community. St John Fisher prides itself on being a warm and welcoming community that you will feel and embrace as you walk through our gates.

Our whole school events such as Mother's, Father's and Grandparents' Days and whole school assemblies attracted an increased number of community members who enjoyed lovely breakfasts, open classrooms and special liturgies. All of these events coordinated by our amazing Parent Engagement Officer (PEC) are run by parents within our community.

The leadership team consolidated 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. This is a wonderful initiative heavily supported by Catholic Schools Broken Bay and enabled us to ensure learning growth for our students.

It is with great pleasure we present the 2023 Annual School Report to you. It is hoped this report not only provides some snapshots of 2023 but also a sense of who we are as a community as well as what we value and believe.

Parent Body Message

We can confidently say that SJF continues to thrive. There is a great deal of access to the school and staff, especially the leadership team. The parents feel comfortable approaching the school with any feedback. The school held a discussion evening early in year and asked the community for honest feedback. The leadership team and SJF Advisory were presided over the evening. We felt our ideas, suggestions and feedback were listened to and as the year progressed, we could see changes happening.

The PEC is a wonderful addition and parents have felt so welcomed into school, there have been some awesome events like outdoor movie night, big arvo, easter hat parade, just to name a few. The general feeling about the community regarding feeling engaged within the school has improved immensely. There seems to be more parents at events and volunteering. There is a real sense of a growing community which is exciting.

Our parents and parish have been more connected this year. The parishioners held a BBQ for our reconciliation participants and our parents presented a high tea for our parishioners.

The way Wyong parish and our REC present the sacraments is beautiful, they make the process easy and accessible.

Student Body Message

Throughout the year, the Year 6 students at St. John Fisher School embraced their roles as leaders, starting with their pledge of leadership, crafted in class and presented during the opening school Mass. Our leadership skills were continuously honed through various opportunities, including participation in the Diocesan Leadership Day and a dedicated school leadership day led by the student mission team from St. Peter's. Additionally, Year 6 represented our school at the Diocesan Mission Mass. We led Peer Pals and helped run the carnivals to demonstrate what it means to be a supportive leader.

2023 presented a multitude of extracurricular activities for the St. John Fisher students, allowing us to proudly represent our school in activities such as debating, public speaking, spelling bees, rugby league, netball, cricket, touch football, and soccer. With the unwavering support and coaching from their teachers, some students achieved remarkable success, earning representations at the Broken Bay, Polding, and NSW levels. Year 6 students enjoyed our trip to Canberra, learning more about our nation's capital, while Year 5 loved their memorable camp experience, fostering friendships and their sense of teamwork.

Throughout the year, students had the opportunity to showcase our learning to our families during special occasions like Mother's Day, Grandparents Day and Spelling Bees. Overall, 2023 proved to be a fulfilling year of learning and personal growth for the students at St. John Fisher School.

School Features

St John Fisher Catholic Primary School Tumbi 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 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
198	174	14	372

* 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 2024. 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 2023 was 90.00%. 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
91.80	91.50	89.40	90.30	88.80	90.00	88.20

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 2023:

Total number of staff	26
Number of full time teaching staff	18
Number of part time teaching staff	8
Number of non-teaching staff	4

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

The ongoing professional learning (PL) of each staff member is highly valued. Professional Learning can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB.

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 caters for each students correct point of need.

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

- CSBB Diocesan Wide Staff Development Day
- Staff Spirituality Day - Focus on different forms of prayer
- Understanding Autism Staff Development Day
- Understanding Autism Twilight
- Tracking Reading (comprehension) based on research by Lyn Sharratt Twilight

As a Professional Learning Community, our school Literacy and Numeracy coaches facilitated weekly Professional Learning Meetings for teachers with a focus on assessment data, quality teaching and learning, and meeting the learning needs of all students.

Weekly Staff Meetings incorporated Professional Learning for teachers covering a range of topics including, K-2 Maths and English Curriculum, Data Analysis, Assessment Moderation, ICLT and Child Protection.

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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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.

Throughout 2023 the school and parish worked hard to further develop their partnerships through collaborative planning and communication between the Religious Education Coordinator (REC), Parent Engagement Coordinator (PEC), Parish Priest and Principal. The aim was to create a faith filled supportive community where families feel embraced and supported in their journey to know Christ.

The PEC and REC worked collaboratively to invite and encourage families to attend the weekend masses and by being in attendance themselves, were able to also build stronger personal connections with the parishioners.

The Religious Education Coordinator worked closely with parish coordinators and parents at all Sacramental Education Programs as well as the celebration of the Sacraments. The Year 3 and 4 teaching staff ensured that the sacramental programs were taught and celebrated

within the classrooms. Reconciliation ceremonies and weekday masses were also scheduled for classes to attend weekly.

The creation of the Year 6 Leaders at the start of 2023 meant that the 'Pastoral Care and Mission Team' drove a lot of initiatives throughout the school. They led liturgies, masses, and community outreach initiatives. One experience that touched the hearts of the team was the fundraising for Mary Mac's Place at Woy Woy. After a fundraising drive, the Pastoral Care and Mission Team went to Mary Mac's to deliver the goods and present them with a cheque of money raised. This was a deeply moving experience for the team and will be something that we will continue to support.

Throughout 2023, we saw an increase in attendance of families at our masses and liturgies. Our Parent Engagement Coordinator and Religious Education Coordinator provided morning tea and a cuppa after many of the celebrations. This further created a sense of belonging and community.

Our Staff Spirituality Day unpacked different forms of prayer. It allowed staff to embrace and nurture their own faith formation by providing them with the tools and time to reflect on scripture through Lectio Divina, Visio Divina, Imaginative Contemplation, Dadirri, Meditation and the Examen.

The new Religious Education Curriculum was warmly embraced by the Year 1 teachers, and the students enjoyed participating in engaging lessons based on scripture. During Term 4, the Year 2 and Years 5 & 6 teachers began their professional development and are looking forward to bringing this to fruition next year.

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 2023 the school continued to work 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 this year was renewing the structure of our Collaborative Coaching framework to continue our growth 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 Collaborative Coaching grade meetings (English and Mathematics)
- professional learning staff development days
- small group professional learning opportunities for staff teams.

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

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- utilised systematic data analysis to drive student learning
- committed to professionalism
- was fuelled by collaborative expertise.

Throughout the Collaborative Coaching grade meetings, staff 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 and analysis 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 is utilised to track student growth and development and to provide teachers the opportunity to determine what adjustments need to be made in order to meet student point of need. This process also supported our K-2 teachers, who implemented the new K-2 English and Mathematics syllabus. Collaborative Coaching grade meetings allowed teachers to

successfully build and adapt their teaching programs to support student learning in accordance with the new syllabus outcomes and content.

A further initiative involved the familiarisation of the new 3-6 syllabus for English and Mathematics. With 2024 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 Collaborative Coaching grade 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

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John Fisher Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	51%	54%
	Reading	75%	67%
	Writing	83%	76%
	Spelling	54%	61%
	Numeracy	73%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	69%	74%
	Writing	80%	66%
	Spelling	72%	69%
	Numeracy	78%	68%

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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

At the start of 2023, Year 6 Student Leaders were created to support different aspects of school life. The Pastoral Care and Mission Team, led by the Pastoral Care and Religious Education Coordinator, worked hard on embedding our school rule into everyday life and to support the individual social and emotional needs of students across the school. This team promoted the schools' behavioural expectations, supported students social and emotional needs in the younger grades and acted as mentors for students during play.

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. Teachers worked alongside the Pastoral Care Coordinator to track students social and emotional skills and develop behaviour plans where needed and behaviour data was collected to ensure that accurate tracking and analysis could be done. This was also 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.

Once again, 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 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.

The School Counsellor and Pastoral Care Coordinator also facilitated the 'Cool Kids Program' for selected students and parents of students in Year 5 & 6. The Cool Kids is a cognitive-behavioural skills-based program that teaches children, teenagers and their caregivers how to better manage anxiety. The Cool Kids suite of programs target all the types of anxiety. Topics covered in the Cool Kids programs include:

- learning about feelings and anxiety
- learning to think realistically
- fighting fear by facing fear
- parenting an anxious child
- learning coping skills such as building confidence, relaxation or problem solving

The Pastoral Care Coordinator 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 feel safe, happy and supported whilst at school.

School Improvement

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

Key Improvements Achieved

In the area of Catholic Life and Mission, key improvements included:

- The RE Curriculum is embedded in Kindergarten and introduced in Year 1
- Year 1 teachers have worked closely with the REC to ensure quality teaching and learning occurs based on an understanding of the new curriculum
- The REC & PP have unpacked the structure of the Mass with the students
- Fortnightly PBL behavioural expectation lessons all include scriptural references
- A Mission Team established to support the lived Faith of the school
- The Parish and school jointly support and fundraise for local charity (WE care, connect)

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. These consultations were aimed at implementing 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 at a school level.
- As a result of the School Improvement Program, a weekly cycle of grade PLC meetings was embedded, facilitated by the curriculum coach with a focus on students' data, pedagogical practices aligned to curriculum reform. 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.
- The analysis of longitudinal and formative assessment data led to the development of a reading comprehension data wall which was aligned with the unpacking of the syllabus and learning progressions.
- The introduction of a High Performance Gifted Education coordinator. This led to beginning identification processes at SJF and working collaboratively with teachers to support HPGE students in their classrooms

In the area of Pastoral Care key improvements included:

- The Pastoral Care and Wellbeing Team worked closely with external services to support the high needs of an identified student
- Individual Behavioural Plans have been written for identified students at their point of need.
- The School counsellor supporting a growing number of students K-6
- Cool Connections run by the Iris foundation supporting students with anxiety
- Seasons for Growth supporting students suffering from loss/changes
- Cool Kids supports students and parents with anxiety
- Intervention groups in years 3 & 4 established to build and work on friendships

Priority Key Improvements for Next Year

The priority areas for 2024 are aligned to the Diocesan Strategic Process of Towards 2025. In 2024, our Student Achievement Goal continues to be for all students to achieve optimal academic results based on their diverse learning needs. To achieve this, the following Key

Improvement Strategies will be implemented:

- A measurable improvement in learning outcomes and growth for all students, particularly in Reading and Mathematics
- The implementation of the new 3-6 Curriculum in Maths and English
- Implementing school wide approaches and strategies to meet the diverse learning needs of students
- A measurable improvement in student wellbeing outcomes

Our Evangelisation and Catechesis Goal is to maximise learning growth for all students and ensure that Religious Education is taught with the same rigor as other key learning areas. This will be achieved by:

- Quality pedagogical practices in the teaching of Religious Education (K-6) are strengthened in line with the new curriculum.
- Implementation of the RE Curriculum in Year 2, Year 5 and Year 6

Community Satisfaction

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

Parent satisfaction

Through parent forum feedback and the SJF Advisory the following was noted:

- Excellent continued focus on celebrating the achievements of students, expanding to acknowledging a broader scope of achievements i.e sport and extra curricula.
- Well received addition of allowing students to write about their own achievements, events and excursions in the newsletter.
- Recordings of assemblies and school celebrations sent out on Compass are appreciated for families who are unable to attend.
- 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. Addition of the parent forum was well attended and productive.

Possible areas of growth:

- Continuing to reach out for parent engagement i.e. help in the classroom, canteen, special events etc
- Tighter focus on student leadership groups and their roles and responsibilities

Student satisfaction

Students were surveyed on all aspects of life in the school in in 2023. Results included the following summary:

- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- Students feel supported and safe with the PBL framework
- Students understand there are clear rules and expectations for classroom behaviour
- Students felt there was a high rate of participation and exposure to a variety of 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 enjoyed participating in the initiative provided by the Year 6 Leadership groups
- Students enjoyed the opportunities to lead assemblies and contribute to the school newsletter
- 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 their life. The school helps students to know and love God in a variety of ways that are meaningful to them

Teacher satisfaction

Teachers were consulted on all aspects of life in the school. Results included the following:

- Staff stated that the consistency of PLC meetings, and the opportunity to work and plan collaboratively with grade partner and member of leadership has been extremely beneficial
- Staff feel comfortable and supported when working with students with learning needs
- Staff stated that PBL consistency and support is working well. Whole school weekly behaviour focus is good
- Staff feel that parent/teacher relationships are strong, and that staff are supported by leadership when needed
- Staff feel the introduction and implementation of the new English and Maths syllabus has been challenging, however they feel supported by leadership and the planning time they have received has supported the implementation

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

- Staff stated that the processes of working with children of “high performance” has begun and still requires more professional learning and in class support

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,335,245
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,150,287
Fees and Private Income ⁴	\$1,198,085
Interest Subsidy Grants	\$2,760
Other Capital Income ⁵	\$2,371
Total Income	\$6,688,750

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$453,920
Salaries and Related Expenses ⁷	\$4,428,594
Non-Salary Expenses ⁸	\$1,671,412
Total Expenditure	\$6,100,006

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 2023 REPORT