

2025

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 fourth and final year as Principal of St John Fisher, I continue to feel deeply honoured and blessed to lead such a vibrant, faith-filled and caring community. St John Fisher is a school grounded in its Mission, where faith, learning and relationships are central, and where a genuine sense of warmth and welcome is felt the moment you walk through our gates.

Our strong sense of community is evident through whole-school events such as Mother's Day, Father's Day and Grandparents' Day celebrations, as well as assemblies and liturgies. These occasions provide valuable opportunities for families to come together, share in open classrooms and celebrate learning and faith. I extend my sincere gratitude to our Parent Engagement Coordinator and the many parent volunteers whose dedication and generosity continue to enrich school life.

Across the last four years, the leadership team has strengthened our shared vision of working as a Professional Learning Community. Through the implementation of cyclical Collaborative Coaching Meetings, teachers have been supported to reflect on assessment data and refine quality teaching and learning practices. This initiative, strongly supported by Catholic Schools Broken Bay, has added significant value in ensuring learning growth and meeting the needs of all students.

It is with great pleasure that I present this Annual School Report. I hope it provides meaningful insight into our journey and reflects the values, priorities and spirit that define the St John Fisher community.

Parent Body Message

The community as a whole are sad to see Marcel Arendse and Steve Lynch moving on from SJF. The changes since this leadership took over have been immeasurable. Marcel as principal fostered a sense of community amongst families and staff. Steve as assistant principal led our academic results to a place where we are recognised by ACARA as a high improved school.

With Luisa Lawicki as REC, the joy of faith has become wonderfully noticeable amongst all facets of our community. Our PEC Kate Benton has worked hard to grow an even stronger connection between our school and parish community. The ladies have shown a dedication to bringing fun and care to everything they do.

We've seen tremendous growth in parents attending school masses and liturgies as well as weekend children's liturgies. Our sacramental program remains very strong with almost all of our students completing their sacraments.

As parents, it's obvious that each and every child catered for:

- Academically through programs such as Minilit & Collaborative Coaching.
- In the wellbeing space with The Resilience Project and the continued work of our Student Wellbeing Officer.

We feel an overall sense of loss for what we are losing but a great deal of hope for the future.

Student Body Message

Throughout the year, the students of St John Fisher School have embraced many opportunities to grow as leaders, learners and active members of our school community. Our Year 6 leaders began their journey by creating and presenting a Leadership Pledge at the opening school Mass, demonstrating their commitment to living out the school's Mission. Leadership skills were further developed through experiences such as the Diocesan Leadership Day, a school leadership day led by the student mission team from St Peter's, and representation at the Diocesan Mission Mass. Year 6 students also led the Peer Pals program and supported school carnivals, modelling what it means to be respectful, supportive leaders.

Students across the school were actively engaged in a wide range of extracurricular opportunities, proudly representing St John Fisher in debating, public speaking, and a variety of sports including rugby league, netball, cricket, touch football and soccer. With the encouragement and guidance of teachers, some students achieved success at Broken Bay and Polding.

Special learning experiences such as the Year 6 Canberra excursion and the Year 5 camp to Point Wolstoncroft strengthened friendships, teamwork and independence. Students also shared their learning with families through events such as Mother's Day, Grandparents Day and Spelling Bees. Overall, it has been a rewarding year of learning, leadership and personal growth for the students of St John Fisher School.

School Features

St John Fisher Catholic Primary School, Tumby Umbi, is a systemic co-educational Catholic school that continues to grow as a vibrant, faith-filled learning community. The school caters for students from Kindergarten to Year 6 and is part of the Catholic Schools Broken Bay system. Established in 1988 with a single composite Kindergarten/Year 1 class, St John Fisher is a consolidated two-stream school, with a third Kindergarten class introduced in 2020 and another in 2026.

St John Fisher is closely connected to the Wyong Catholic Parish, with regular weekday and weekend Masses celebrated at the St John Fisher Mass Centre. This strong parish/school relationship supports the spiritual formation of students and strengthens the sense of belonging within the wider faith community. Guided by our motto, "Growing in Faith and Knowledge," the school's charism is centred on nurturing the whole child through Catholic values, quality learning experiences and strong relationships.

The school benefits from a highly engaged parent community who work in partnership with staff to support student learning and wellbeing. Parents are actively involved through school events and volunteering opportunities, as well as through advisory groups and consultation processes. Whole-school celebrations such as liturgies, community days and social events further strengthen the strong connections between home and school.

St John Fisher offers a broad range of co-curricular opportunities that enrich student learning. These include debating, public speaking and spelling bees, as well as sporting programs across a variety of disciplines. Students regularly participate in representative sport and selected diocesan competitions. Camps and excursions, including the Year 5 camp and the Year 6 Canberra excursion, provide valuable opportunities for students to develop independence, teamwork and leadership skills.

The school is set on a picturesque 2.5-hectare site and features modern, well-maintained facilities. These include fifteen air-conditioned classrooms, a dedicated administration block, a contemporary Library, a multipurpose hall, a covered quadrangle, a Covered Outdoor Learning Area (COLA) and two large grassed ovals. In 2024, the school commenced a significant building project which is now complete, delivering contemporary Year 5 and 6 classrooms, a new toilet block and outdoor learning spaces. These facilities support flexible, future-focused learning and reflect the school's ongoing commitment to providing high-quality learning environments for all students.

More information about our facilities and learning programs can be found on our 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 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
202	168	33	370

* 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 2025. 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 2025 was 91.05%. 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
93.47	92.12	92.32	90.84	90.47	90.39	87.60

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	40
Number of full time teaching staff	12
Number of part time teaching staff	17
Number of non-teaching staff	11

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	27

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Throughout 2025, the school intentionally strengthened its Catholic identity in alignment with the CSBB Annual Improvement Plan, with a strong focus on faith formation, leadership through service, and authentic partnership between school, parish and families. These priorities supported the development of a faith-filled, inclusive and mission-driven community grounded in the Gospel.

A key focus of the 2025 Annual Improvement Plan was the prioritisation of staff spirituality, recognising that deepening staff faith formation is essential to sustaining a vibrant Catholic culture and modelling faith in action. In response, the school deliberately sought the contemporary theological insights of Fr Richard Leonard to lead a Staff Spirituality Day focused on personal spirituality in a modern world. This professional and spiritual learning experience provided staff with meaningful opportunities for reflection, prayer and dialogue, enabling them to explore their personal faith within contemporary contexts. The day also strengthened collegial relationships, fostering shared understanding, connection and a renewed sense of mission.

Student faith formation and leadership were further strengthened through the Year 6 Youth Ministry and Pastoral Care Team, whose active involvement in liturgies, faith-based initiatives and peer mentoring directly supported the AIP focus on student leadership, voice and service. Their contributions played a significant role in shaping a visible culture of faith, responsibility and compassion across the school.

In response to identified parish needs and sustainability of student ministry, the school proactively addressed the transition of its Altar Server program. With the departure of the school's sole Altar Server to secondary school, seven students were trained to take on this ministry. An experienced former teacher and senior Altar Server provided expert guidance and support, enabling students to develop confidence, understanding and commitment to service within the parish. Fr Raul provided formation and training for eight staff members to become Extraordinary Ministers of the Eucharist. This initiative strengthened the school's capacity to support parish liturgical life while deepening staff understanding of the sacred responsibility of this ministry. Through this formation, staff were equipped to serve with reverence, confidence and a renewed sense of faith-filled leadership within the school and parish community.

Consistent with the CSBB priority of strengthening school-parish-family partnerships, collaboration between the Religious Education Coordinator (REC), Parent Engagement Coordinator (PEC), Parish Priest and Principal remained a central focus throughout 2025. This shared leadership approach supported the planning and delivery of liturgies, sacramental celebrations and family faith engagement opportunities, ensuring a cohesive and welcoming faith community.

The REC and PEC maintained a strong presence at weekend parish Masses, encouraging family participation and deepening relational trust within the parish. Post-Mass morning teas further supported community connection, providing inclusive opportunities for families to engage, build relationships and experience a sense of belonging.

Sacramental Programs continued to be implemented with fidelity and care, reflecting the AIP commitment to quality religious education and family engagement. The REC worked closely with parish coordinators and parents to ensure meaningful preparation and celebration of the sacraments. Year 3 and 4 teachers supported students through the Sacramental curriculum with consistency and enthusiasm. Regular opportunities for Reconciliation and class attendance at weekday Masses enabled students to participate actively in the liturgical life of the Church.

In 2025, the whole school implemented the new Religious Education Curriculum, with its delivery established as a key priority. A diocesan-wide Staff Development Day ensured a shared understanding of the curriculum's intent and expectations, supporting consistent and purposeful implementation across all stages. Teaching teams embedded scripture-rich,

reflective and student-centred pedagogy, strengthening staff capability and ensuring high-quality delivery of Religious Education in line with CSBB priorities.

Leadership formation through faith was further strengthened through targeted initiatives. Year 5 students participated in a faith formation program delivered by the Youth Ministry Team from St Peter's and Simon Hyland from CSBB, supporting leadership development aligned to Gospel values. In addition, the school partnered with Australian Catholic University to trial the School Evangelisation Assessment (SEA) Tool. This process, supported by Peter Woods, informed the development of a School Evangelisation Roadmap (SER), providing a strategic framework to guide faith growth and evangelisation into 2026 and beyond.

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 2025, the school continued to work collaboratively with Catholic Schools Broken Bay to embed our shared purpose of Inspiring hearts and minds to know Christ and to love learning. A key strategic focus in achieving our vision and mission was the continued strengthening of reading instruction through consistent screening processes and targeted intervention strategies.

Whole-school professional learning was delivered through a coordinated and structured approach. While teachers remained responsible for their own professional growth, this was enhanced through regular whole-staff professional learning meetings and weekly Collaborative Coaching sessions within grade-based teams, with a strong emphasis on reading. This work was further supported through professional learning days, in-class support and targeted small group professional learning opportunities.

As a Professional Learning Community, the school fostered a culture of continuous improvement by explicitly linking student learning needs with teacher practice. Systematic analysis of data informed teaching and learning decisions and supported collaborative problem solving, drawing on the collective expertise of staff to improve outcomes for all students.

To strengthen early identification and monitoring of reading development, DIBELS was implemented as a whole-school screening and progress-monitoring tool. Data was collected at multiple points throughout the year to track student growth, identify students requiring additional support and inform instructional planning. This analysis directly guided the formation of targeted MiniLit intervention groups, ensuring instruction was responsive to student needs.

Ongoing progress monitoring demonstrated strong growth for students participating in intervention programs. Regular review of data enabled staff to adjust teaching approaches as required, resulting in improved reading outcomes and increased student confidence.

In addition, a small trial of the InitialLit program was implemented in Year 1 during 2025 to further strengthen early literacy instruction. Positive outcomes and staff feedback from the

trial have informed the school's decision to expand the use of InitialLit in 2026 to further enhance early literacy outcomes.

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.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	71%	54%
	Reading	75%	66%
	Writing	60%	76%
	Spelling	70%	62%
	Numeracy	72%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	70%	63%
	Reading	61%	73%
	Writing	77%	65%
	Spelling	76%	69%
	Numeracy	73%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

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

Via our parent survey, the SJF advisory and continued parent feedback from our leadership team and PEC, the following was noted:

- Parents were particularly excited about our NAPLAN results with SJF being named by ACARA as one of the two top improving schools in it's statistical area.
- Educational programs such as MiniLit have been an excellent addition and growth in student literacy has been phenomenal.
- The wellbeing space is overwhelmingly positive, providing students and parents with ample opportunities for education. Anxiety courses have been very popular and well received.
- The introduction of House colour names and mascots was overwhelmingly positive. The students felt involved in the process and proud to share the new logos with the community.
- The communication between school and families has improved immensely over the last few years. It was noted that this is because of the PEC and accessibility of the leadership team.
- Community engagement within the parish continues to grow. Attendance at Children's Liturgies has stayed high. Parent attendance at school masses and liturgies has seen significant growth.
- The introduction of the school service dog in 2026 is an exciting addition to SJF.

Opportunities for the growth:

- Continued focus on creative pursuits like a school musical or community mural.
- We'd like to see improvements to furniture and seating, playground equipment, classroom spaces and facilities such as fans in the hall.

Student satisfaction

In 2025, students were surveyed on all aspects of school life. Results showed high overall satisfaction. Eighty-five percent of students rated their experience between 8 and 10, including half who gave ratings of 9 or 10.

Teacher support was identified as a key strength, with 90 percent of students stating that their teacher “always” or “often” encourages them. Peer support was equally strong, with 90 percent of students reporting they feel supported by their classmates. Teacher encouragement was identified as the strongest motivator for learning.

Sport was the most popular subject, followed by Mathematics and Creative Arts. Students highlighted kindness and friendships as the aspects they value most.

Achievements students felt most proud of included academic progress, awards and recognition, and sporting or team successes.

Most students were able to identify “growth mindset” as a Positive Behaviour for Learning (PBL) focus. Views on the consistency of PBL implementation across the school were evenly split, with half of students responding positively and the remainder indicating a neutral response.

Suggested areas for improvement included furniture and seating and playground equipment.

Teacher satisfaction

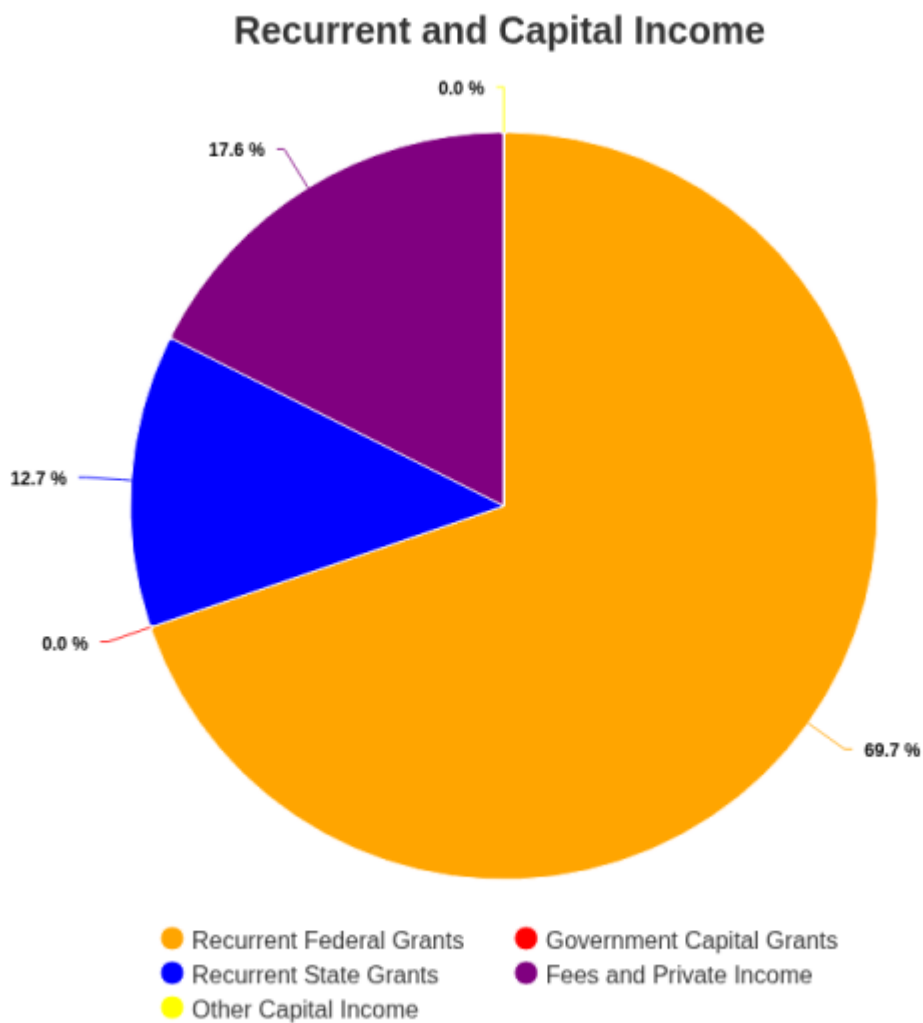
In 2025, teachers were surveyed on all aspects of school life through the CSBB Culture Survey. Results indicated an overall improvement in staff satisfaction. Staff reported a strong culture of professionalism, supported by positive results in the areas of Continuous Improvement and Work Enablement.

There was clear confidence in leadership, with staff expressing strong belief in leaders’ commitment to ongoing school improvement. A shared, values driven approach was evident through staff commitment to student wellbeing, and many staff reported that their work is meaningful and has a direct impact on student outcomes. Positive results in wellbeing and safety reflected strong relationships, trust in colleagues and a supportive working environment.

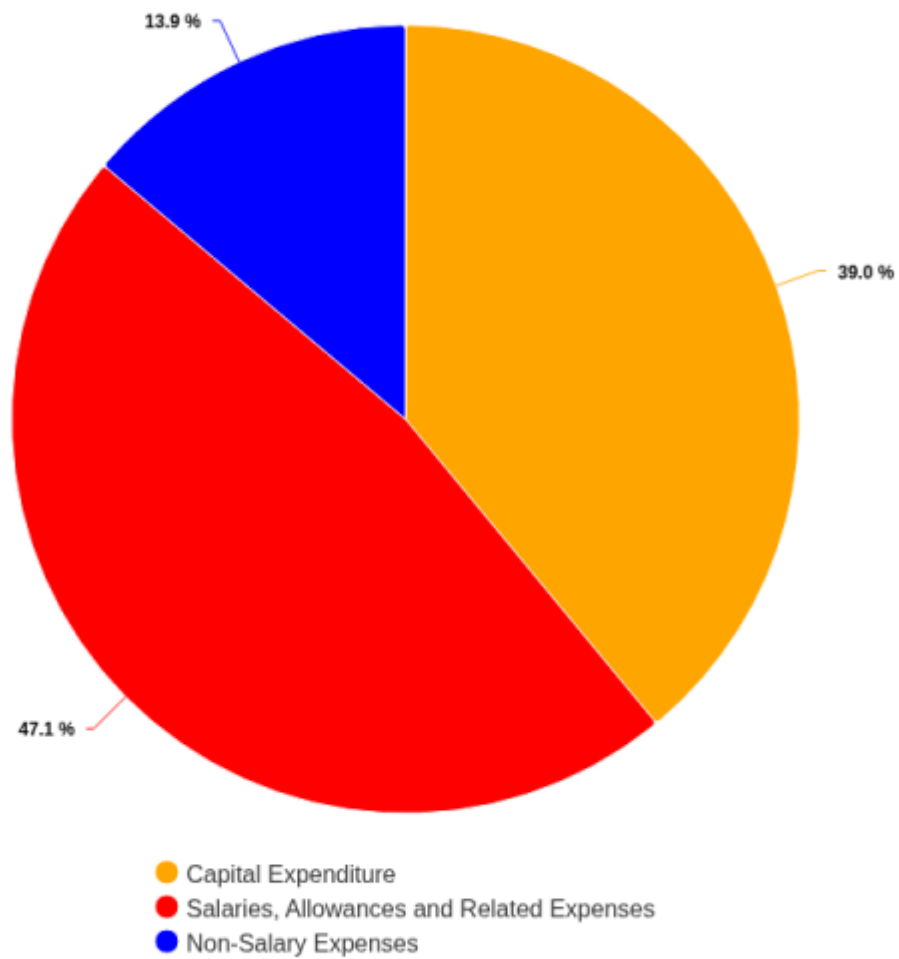
The survey highlighted areas for future development. Some staff raised concerns regarding clarity and consistency in behaviour management practices. Staff expressed a desire for increased cross-stage collaboration to strengthen alignment and collegiality, along with improved school-based structures to better support diverse learning needs.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT