



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2024

## ANNUAL SCHOOL REPORT



### **St John Fisher Catholic Primary School**

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

## About this report

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St John Fisher Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), 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

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### Principal's Message

After completing my third year as Principal of St John Fisher in 2024, I continue to feel deeply honoured and blessed to lead such a vibrant and caring community. St John Fisher remains a place where warmth, welcome, and connection are truly felt the moment you walk through our gates.

This year, we experienced a strong sense of community through our whole school events such as Mother's Day, Father's Day, Grandparents' Day, and our school assemblies. These gatherings saw a growing number of families come together to enjoy shared breakfasts, open classrooms, and meaningful liturgies. All of these events were beautifully coordinated by our dedicated Parent Engagement Officer (PEC) and made possible through the active involvement of our wonderful parent volunteers.

In 2024, our leadership team continued to strengthen our commitment to working as a Professional Learning Community. We facilitated ongoing Coaching Learning Meetings in regular cycles to support our teaching staff in analysing assessment data and enhancing the quality of teaching and learning. This initiative, strongly supported by Catholic Schools Broken Bay, has played a key role in ensuring growth and success for every student.

It is with great pleasure that we present to you the 2024 Annual School Report. We hope this report not only highlights key moments from the year but also reflects the heart of who we are as a school - a community grounded in shared values, committed to excellence, and dedicated to nurturing the potential of every child.

### Parent Body Message

From a parent perspective the SJF community has had a sensational 2024. There has been such a positive emphasis on wellbeing, which has led the way for better learning and from a parent point of view, better results.

The approachability of the staff, specifically leadership, is well noted and appreciated. The PEC is extremely involved and makes being a part of the school community easy and fun, she makes parents feel valued and appreciated.

The school has provided a great deal of opportunity for families to be part of both school and parish events.

We have noticed the leadership team very active in the community and love seeing them at after-hours events, which they always attend. It really makes us, as parents, respect their focus of building a welcoming learning environment for our children.

We feel that 2025 is sure to be another year of positive growth. We are so grateful for the care SJF puts into fostering academic, social and emotional learning in both the children and their families.

### **Student Body Message**

Throughout the year, the Year 6 students at St. John Fisher School embraced their leadership roles, beginning with a class-created pledge presented at the opening school Mass. Our leadership journey continued through a range of enriching experiences, such as participating in the Diocesan Leadership Day and a dedicated leadership day at school, led by the student mission team from St. Peter's. We also proudly represented our school at the Diocesan Mission Mass. Through initiatives like Peer Pals and helping to run school carnivals, we demonstrated what it means to be supportive and responsible leaders.

In 2024, students at St. John Fisher took part in a wide array of extracurricular activities, proudly representing our school in debating, public speaking, spelling bees, rugby league, netball, cricket, touch football, and soccer. Thanks to the dedication and guidance of our teachers, some students achieved outstanding results, going on to represent the school at the Broken Bay, Polding, and even NSW levels. Year 6 students enjoyed an exciting educational trip to Canberra, gaining insights into our nation's capital, while Year 5 students had a memorable camp experience that fostered teamwork and strengthened friendships.

Students also had many opportunities throughout the year to share their learning with family members during special events such as Mother's Day, Grandparents Day, and the Spelling Bee. Overall, 2024 was a rewarding year filled with learning, growth, and memorable experiences for the students at St. John Fisher School.

## School Features

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St John Fisher Catholic Primary School, Tumby Umbi, is a systemic co-educational Catholic school that continues to grow as a vibrant and faith-filled learning community. Established in 1988 with a single composite Kindergarten/Year 1 class, the school has since expanded to become a two-stream school, with a third Kindergarten class added in 2020. In 2025, we anticipate an enrolment of approximately 380 students from Kindergarten to Year 6.

Our school community is supported by an engaged and committed parent body who work in partnership with us to ensure the best outcomes for their children. A shared desire among families and staff is to nurture each child in developing a deep love of God and a personal relationship with Jesus, helping them to discover their purpose and place in the world. As part of the Wyong Catholic Parish, regular weekday and weekend Masses are celebrated at the St John Fisher Mass Centre, further connecting faith and community.

Teachers, clergy and parents collaborate closely to create a supportive and inclusive learning environment, one in which students are encouraged to live out our school motto: "Growing in Faith and Knowledge." We are committed to fostering a culture of care, respect, and academic excellence.

St John Fisher is situated on a picturesque 2.5-hectare site and boasts a range of modern facilities. These include fifteen air-conditioned classrooms, a dedicated administration block, a well-equipped Learning and Resource Centre (LARC), a multipurpose hall, a covered quadrangle, and a spacious Covered Outdoor Learning Area (COLA). The school features two large, grassed ovals that provide ample space for active play and outdoor learning.

Our classrooms are thoughtfully resourced to support contemporary learning, with access to up-to-date technologies that enhance teaching and student engagement. In 2024, we began an exciting new building project to further support the needs of our growing community. This includes the construction of contemporary new classrooms for Year 5 and 6 students, along with a modern toilet block designed to provide flexible, innovative learning spaces that reflect our commitment to future-focused education.

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 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
203	163	11	366

\* 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 2024 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
93.00	90.60	90.70	90.30	90.20	87.10	87.40

## 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 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

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## Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	25
Number of full time teaching staff	14
Number of part time teaching staff	11
Number of non-teaching staff	5

### 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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2024, the school continued to strengthen its identity as a faith-filled, inclusive community through a range of meaningful initiatives, collaborative partnerships, and powerful moments of spiritual growth.

A significant highlight was the Staff Spirituality Day, which focused on personal faith formation touching on the work of Fr Richard Leonard. This deeply moving experience invited staff to reflect on their own spiritual journey and faith practice.

Student faith formation was further enriched by the presence and leadership of the Year 6 Pastoral Care and Mission Team. Their contributions to liturgies, school-wide initiatives, and peer mentoring played a vital role in shaping the school's spiritual culture.

The school's strong partnership with the parish remained a central focus throughout the year. The Religious Education Coordinator (REC), Parent Engagement Coordinator (PEC), Parish

Priest, and Principal worked closely together to foster a faith-filled and supportive community where families felt welcomed and connected in their journey to know Christ.

The Sacramental Programs remained a vital part of school life, with the Religious Education Coordinator working closely with parish coordinators and parents to ensure meaningful preparation and celebration. Year 3 and 4 teachers led students through the Sacramental curriculum with care and enthusiasm. Weekly Reconciliation ceremonies and class attendance at weekday Masses allowed students to engage regularly in the liturgical life of the Church.

This year also saw the continued implementation of the new Religious Education Curriculum, warmly embraced by the Year 5 & 6 teaching teams. Students engaged deeply with scripture through creative and reflective lessons. Professional development for teachers in Stage 2 commenced in Term 4, with staff responding enthusiastically to this enriching and student-centred approach to religious education.

To further support leadership development through faith, our Year 5 students participated in a faith formation program delivered by the Youth Ministry Team from St Peter's and Simon Hyland from CSBB. This engaging and inspiring experience helped prepare students for their leadership roles in 2025, grounding their emerging leadership in Catholic values and service.

In line with our commitment to aligning primary and secondary ministry structures, the Pastoral Care and Mission Team was renamed the Youth Ministry and Pastoral Care Team. This change reflects our goal of providing continuity in student formation and leadership development from primary through to high school.

Together, these initiatives reflect the school's deep commitment to nurturing faith, fostering leadership, and building a community rooted in Gospel values.

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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 were all aligned to Curriculum Reform and predominantly focussed on creating, moderating and analysing students' assessment data to inform the teaching and learning of our students. These learnings supported and enhanced 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 Days
- Curriculum reform
- Assessment moderation
- Creating and using rubrics
- Staff Spirituality Day – Focus on different forms of prayer
- DIBELs training – reading identification
- MiniLit and MaqLit training – reading intervention
- Leadership Formation Program – executive leaders

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. These meetings also aligned with the CSBB Curriculum Reform staff development days and continued to build upon and implement the learnings that came from those professional learning opportunities.

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

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.

# 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 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	63%	54%
	Reading	76%	66%
	Writing	96%	77%
	Spelling	63%	61%
	Numeracy	76%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	65%
	Reading	86%	71%
	Writing	82%	67%
	Spelling	69%	68%
	Numeracy	71%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care 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 2024.

### 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 changes made to this policy in 2024.

### **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 2024 to reflect new system processes.

## Community Satisfaction

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

### Parent satisfaction

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

- Community engagement within the parish has strengthened. Attendance at Children's Liturgies has grown significantly. Parents are appreciating our commitment to early years faith-based activities.
- Parents have noted “an increase in genuine community-based engagement and ethos at SJF over the past few years”.
- Parent education workshops in the wellbeing space were extremely well attended.
- Sacramental program was overwhelmingly strong with almost all of our students completing their sacraments.
- Parents have appreciated the opportunities for students to participate in inter-school debating, public speaking, chess competitions and sporting gala days.
- Parents are excited for the addition of The Resilience Project starting in 2025.
- The talent show was a huge success, creating opportunity for students to thrive in different areas of interest.

Opportunities for the growth:

- Possibilities for creative pursuits like a school musical or community mural.
- More student voice opportunities.

### Student satisfaction

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

- Students value the extensive play areas/ovals they have to play on
- Students acknowledge that their teachers are kind and caring and get to know them
- Students enjoy the variety of excursions that are offered each year
- Students comment that teacher encouragement and challenging tasks motivate them to learn

- Students enjoyed the opportunities to lead assemblies and contribute to the school newsletter.
- Students enjoy the fact that their classmates are always supportive of them, and they know they can turn to them for help
- Students feel supported and safe and clearly understand the PBL framework
- Students understand there are clear rules and expectations for classroom behaviour
- Students enjoyed participating in the initiative provided by the Year 6 Leadership groups
- Students are taught about Catholic teachings and values and how these relate to their life

### Teacher satisfaction

Teachers were surveyed on all aspects of life in the school through the CSBB 2024 Culture Survey.

Results included:

- Leadership accessibility and regular, honest feedback are highly valued. Leadership listens actively and responds with understanding.
- Values of Faith, Joy, Witness, Compassion, and Courage are integrated into daily work.
- Staff feel connected to their work and clear about their roles and responsibilities.
- The school embraces fresh thinking and continuous improvement.
- Safety is taken seriously, and risks are effectively addressed.
- Student safeguarding is a top priority.
- Data is used effectively to maximise student learning growth.
- The school actively engages with parents, carers, and the broader Catholic community.
- Leadership advocates a strong connection with the system's strategy and vision.
- Staff receive meaningful feedback to enhance performance.
- Staff are satisfied with the quality of collaboration.

Areas which could be considered for development:

- More opportunities for collaboration and professional discussions, along with regular stage meetings.
- Balancing a higher workload with the time needed to implement additional responsibilities.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,605,722
Government Capital Grants <sup>2</sup>	\$657,792
State Recurrent Grants <sup>3</sup>	\$1,235,309
Fees and Private Income <sup>4</sup>	\$1,241,076
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$261
<b>Total Income</b>	<b>\$7,740,161</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$1,843,632
Salaries and Related Expenses <sup>7</sup>	\$4,961,667
Non-Salary Expenses <sup>8</sup>	\$1,423,202
<b>Total Expenditure</b>	<b>\$8,228,502</b>

### Notes

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

END OF 2024 REPORT