

2020

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Fiona Dignan

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About this report

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

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

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St John the Baptist Catholic Primary School is a thriving, welcoming, inclusive and socially just community. The school is committed to living our motto Prepare the Way demonstrated through providing equal opportunities for all students in which to succeed. It has been an honour to work with dedicated professional staff, committed parents, enthusiastic students, and a devoted parish. All of whom enhance, inspire, and support the school.

Our school staff are dedicated to their partnership with parents, to give each child the opportunity to experience the fullness of their faith, provide opportunities to practise it, and foster each child's growth to make a positive difference to the world in which they live.

2020 has shown all in our community how adaptable and resilient our students and teachers are. Positive learning gains were seen across the school despite the challenges of the year, this is a result of the exemplary teaching that occurred across a variety of platforms and a willingness of each student to engage with the learning.

Parent Body Message

The P&F Team at St John the Baptist are an important medium between the school and the parent community. Our goals for 2020 were to: Engage, Connect and Support. To help engage parents in their children's learning. Connect families within the community and with the school and to support the school by fundraising to provide additional resources, and those families going through difficult times.

However, 2020 has been like no other. We have been faced with challenges that no one could have predicted. This year more than ever it has been important to connect. It is clear that once again our community and our support network are what's carried us through. As a community we have rallied together, we have shown our strength and resilience and our adaptability, and this is what's helped us navigate through the most challenging of years.

We have been able to continue to contribute financially through some small fundraisers. One being our Tea Towel fundraiser where all students and teachers' portraits were printed on a tea towel. This was also a way to commemorate 2020 and our unity.

As we move to 2021 it is important that we continue to nurture the relationship between the school and our families and provide the ongoing support needed for St John the Baptist to flourish.

Student Body Message

Leadership is fostered across the school, with a particular focus on all students in Year 6 being a leader with specific roles and responsibilities. Each student in Year 6 works collaboratively with peers and teachers to lead a portfolio. The portfolios include:

- Creative Arts and Liturgy Team
- Mission Team
- Civics & Citizenship Team
- Technology Team
- Sport Team

Initiatives are provided which promote and encourage personal leadership skills, qualities and character, instilling confidence to succeed as leaders in high school and beyond.

Year Five are the school's Environment Team who promote and encourage our Green School and implement initiatives to improve the school's environmental footprint. Year Six students enjoy the responsibility of having a Kindergarten Buddy and leading the Peer Support program.

School Features

St John the Baptist Catholic Primary School is co-educational for students Kindergarten to Year Six. The school serves families living in Freshwater and the surrounding suburbs of Curl Curl, North Manly and Queenscliff as their local Catholic School in the Parish of Manly Freshwater. The school community of St John the Baptist is highly engaging, supportive, welcoming and inclusive. We appreciate our outstanding reputation in the wider community.

We are very proud of our rich heritage which is resonated in our educational philosophy and motto *Prepare the Way*. Our Catholic foundations underpin the development of the whole child; spiritually, academically, socially, physically, mentally and emotionally.

St John the Baptist is a school that gives life to its vision through our high educational standards, engaging and differentiated programs and our exceptional Senior Student Leadership Programs. Our well-maintained school consists of eleven classes with the majority two streams. All class environments are child centred, well-resourced in all KLA's with state-of-the-art technology, and air conditioned. The school has flexible open learning spaces and outdoor learning areas. There are two playground areas, McMahon Campus and Jacka Park where children play with school equipment at recess and lunch. The school employs specialist teachers in Music, Library, PE and Learning Support. Our students have automatic entry to Before and After School Care.

St John the Baptist firmly believes all children should be given a range of opportunities to develop and enhance students' potential. Thus, the school provides co-curricula and extra curricula activities including;

Lunch Time Clubs such as, Gardening, Robotics, Coding, Art, Wellbeing, Touch Football, Choir and Library.

Debating and Public Speaking.

School Bands.

Gifted & Talented Programs and competitions.

Sporting activities such as; cricket, tennis, hockey, swimming, cross country, athletics and football codes with competitions at local, state and national levels.

Extracurricular activities include; Spanish, Chess, Dance, Keyboard and Instrumental tutors.

St John the Baptist Catholic Primary School strongly promotes student wellbeing through our;

Peer Mentoring Programs.

Social and Emotional Learning (SEL).

Friendly Schools Program

Leadership Programs.

Buddy Programs for both students and new parents.

Anti-Bullying Program
Counselling Services.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
138	116	21	254

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy 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 2020 was 94.89%. 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
95.76	94.62	94.78	95.50	93.56	94.31	95.70

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 School Review and Development (SRD) 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 (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	24
Number of full time teaching staff	9
Number of part time teaching staff	11
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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Areas of particular focus were:

- Inquiry based spelling
- Literacy and Numeracy progressions
- Literacy and Numeracy plan reviews
- Child Protection and Disability SALT modules
- MAI training
- Compass training

Teaching staff also attended professional learning days in:

- CPR and Anaphylaxis
- Spirituality and Wellbeing

Two teachers continued study in Religious Education in 2020. An early career teacher attended CSO mentoring days.

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 educate and form young people in the Catholic faith. The School provides 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.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

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.

As a vibrant Catholic School Community, daily interactions within the school, parish and wider community gives witness to the School's Catholic identity. Our strong partnerships within these communities are formed in a variety of ways where staff students live our school Values, Vision and Mission.

Students from Kindergarten to Year Six are challenged with a Mission focused call to action, where students are encouraged be active within their faith and to reflect upon their developing Catholic identity.

At St John the Baptist we believe in authentically walking the way and accompanying others in our Catholic responsibility of being of service to others. In 2020 our Primary students organised, led and participated in a variety of mission-based initiatives through the action of their Challenge Based Learning (CBL) and STEM curriculum. Recent initiatives included; Year Six hamper packages; organised and collected in support of our own Manly-Freshwater Parish Christmas day lunch, Year Four Bake Sale and Service day; raising money for St Vincent de Paul Society through organisation of a school cake stall and service day, where students gave up their own time to teach others a new skill and Year Three, undertaking acts of service at home to raise money to fund a Christmas Party for the students at our drought affected, sister school, St Joseph's, Peak Hill. Other whole school, mission-based initiatives

that took place were: St Vincent de Paul Winter Appeal, Caritas Project Compassion and St Vincent de Paul Christmas Appeal.

Our School Values of Courage, Compassion and Humility are specifically resonated within our Wellbeing and Religious Education Programs. These values reflect the life and mission of St John the Baptist. Continued unpacking and exploration of these values from Kindergarten to Year Six supports the development of our student's Catholic identity and call to discipleship. In addition to Diocesan initiatives, each year, the Year Six School Leaders actively collaborate with staff within their specific area of leadership to bring student voice, shared evangelisation and encouragement to live out our Vision and Mission across the school and within our community.

At St John the Baptist, we pride ourselves on having a positive partnership with the Manly-Freshwater Parish. A continued tradition is the collaboration between our Religious Education Coordinator and Year Six Leader's with the parish to assist with organisation and donations for the annual parish, Christmas Day Lunch. Here, the senior students and teachers liaise with the parish to assist with asking for food hamper donations, making gifts and writing Christmas cards for those who attend the Parish Christmas Day Lunch. Opportunities such as these are open to all members of our school community. At St John the Baptist, we believe opportunities such as these are key in strengthening parish and community connections and are instrumental in fostering student faith and Catholic identity, with an authentic and active call to discipleship.

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.

The school has a culture that promotes learning thus, views itself as a 'community of learners' engaging all as partners in a shared love of learning. Our dedicated teachers are passionately committed to the wellbeing and academic achievement of all students. Students' engagement in collaborative and stimulating learning experiences is supported through innovative technology and well-resourced contemporary learning spaces. Our school prides itself on bringing the curriculum alive for all students through contextual and challenging inquiry-based learning in all KLA's. An embedded learning culture supporting students' agency in their learning consistently promotes the growth of critical thinking, collaboration, initiative, discernment and responsibility.

The school community recognises the links between student wellbeing and academic achievement. Students engage in explicit instruction in Social and Emotional Learning (SEL) skills, Peer Support and the Positive Behaviours for Learning (PBL). Students, building their understanding of themselves as learners, set personal learning and SEL goals. A safe, predictable classroom and playground environment promotes student agency and positive learning dispositions.

Whole school data tracking and analysis of students' learning and wellbeing informs the collaboratively formulated School Improvement Plan (SIP). Well-funded school based and external professional learning maintains a consistent, targeted focus on student achievement and well-being.

The advent of COVID19 resulted in school closures for the students of 'non-essential' workers for three weeks in term one and five weeks in term two. Students continued to be engaged in their learning through daily teacher led whole class 'ZOOM' conferences. Daily curriculum focussed learning tasks, with an emphasis on literacy and numeracy, were posted on the online platforms of Class Dojo for infants students and Google Classrooms for primary students. These platforms enabled teachers to monitor student learning and provide timely feedback and support.

In spite of COVID 19 restrictions, in 2020 the continuation of the inquiry model of Challenge Based Learning (CBL) resulted in students developing a Mission based 'Call to Action'.

Students engaged in; fundraising activities, providing care packages for the homeless and support for a drought affected rural school. Students also applied the CBL model in stage STEM investigations.

In acknowledgement of the diverse ability and learning styles of individual students, support and extension opportunities are in place for all students to meet them at their point of learning. High achieving students in English and Mathematics successfully represented the school in; Mathematics Challenge, online 'ZOOM' debating and public speaking and Write-On competitions. Visible thinking strategies implemented in all Key Learning Areas enabled an increase in 'student voice'. The learning support teacher and the learning support assistant meet regularly with teachers and parents to formulate tailored learning plans to further engage identified individual students in class.

The school is a leader in the implementation of state-of-the-art technology as a tool for learning. Interactive projectors, Apple TV's, Chromebooks, iPads and desktop computers are utilised by students in all classes, Kindergarten to Year Six. In primary classes students are equipped with school provided one to one iPads. Students engage in coding challenges and have the opportunity to join lunchtime clubs in Robotics and technology and coding. In addition, our school Library is a technology hub where students have access to the library data base and virtual reality technology.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 2020.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

St John the Baptist Catholic Primary School is committed to the pastoral care of all members of our school community; students, staff and parents. We achieve this through a range of initiatives that promote inclusion, respect, responsibility and the promotion of our school values of Courage, Compassion and Humility and the school rules of Safe, Respectful, Learners.

Throughout 2020 the school has continued to embed several initiatives aimed at sustaining the growth of pastoral care and wellbeing and to promote respect and responsibility in the school community.

As a *Be You* School, pastoral care is promoted through our student led Peer Support program. The program provides opportunities for students to implement and demonstrate respect and responsibility to support their social and emotional learning.

Students participated in the school's annual Cyber Safety Program and celebrated World Safer Internet Day. By taking part in programs such as these, students learn how to interact respectfully online and learn to take responsibility for their own personal safety and own actions towards others online. The school also participates in the National Anti-Bullying Day activities which includes an interactive Anti-Bullying play. Drawing awareness to issues of bullying and explicitly teaching the students to identify unacceptable behaviour and strategies in dealing with such behaviour helps students feel more confident in their ability to handle difficult situations. It promotes the responsibility of owning behaviour and respecting others in a socially acceptable manner.

The school has an expectation all students collaborate with their teacher to set personal learning and SEL goals continuously throughout the year upon achieving current goals. Student/teacher collaboration ensures student voice, ownership and responsibility in their learning to achieve set goals. Student achievement is regularly acknowledged at whole school assemblies for academic, sporting and wellbeing accomplishments in the form of Wellbeing Awards, Merit Awards, Colour House Points and Principal's Awards.

Leadership is promoted across the whole student body. Senior students nominate for leadership teams in the areas of; Mission, Sport, Technology, Library, Civics and Citizenship and Creative Arts and Liturgy, providing them with the opportunity to develop their collaboration and leadership skills through student led initiatives. They have the responsibility of caring for their Kindy buddy, demonstrating positive behaviour and respectful relationships as role models to all.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In the area of school improvement, the St John the Baptist school community experienced a number of unexpected disruptions in 2020 including; COVID19 school lockdowns, the introduction of Home Based Learning followed by welcoming a new interim principal at the commencement of Semester 2.

The priority Key Improvements in the area of Mission, focused on continuing a commitment to enhance student's Catholic character. This was supported throughout 2020 with our primary students organising, leading and participating in a variety of mission-based initiatives that were born out of the Challenge Based Learning and STEM curriculum focuses. Throughout these initiatives, Catholic character was fostered and developed through student voice with regard to decision on what mission action on learning would take place. Additionally, students were engaged in continual reflective practice throughout this process in order to further develop their Catholic character

A key improvement strategy for Pastoral Care was to implement and embed the URSTRONG program into the school community by educating parents in the URSTRONG language so that it can be reinforced at home. As a result of numerous interruptions due to Covid 19 and the introduction of a new interim principal at the commencement of Semester 2. The decision was made to pause this strategy until a permanent principal was announced for the commencement of 2021.

The second strategy for Pastoral Care was to improve students' communication skills and relational understanding with peers. This was supported through the Playing for Life, Peer Mentoring program. This program is a Year 5 and 6 student led, skills based experiential learning program. It is integrated into curricula and sustained from Kindergarten to Year 6. Student communication skills and relational understanding are supported and developed via the engagement in a variety of physical activities / challenges that aim to develop interpersonal skills, resilience, team work, enhance relationships, promote inclusion and provide opportunities for personal and group challenge.

In Teaching and Learning there were two key strategies for school improvement: To embed a culture of regularity and rigour with class/school data to increase student outcomes. To formally identify high ability students and track growth.

School closures for three weeks in term one and five weeks in term two for the students of 'non-essential' workers shifted the focus of the two key planned strategies.

A curriculum focus on literacy and numeracy was adopted, with teachers engaging with students via daily teacher-led whole class 'ZOOM' conferences. Daily curriculum focussed learning tasks were posted on the online platforms of ClassDojo for infants students and Google Classrooms for primary students. These platforms enabled teachers to monitor student learning and provide timely feedback and support.

In spite of COVID 19 restrictions, in 2020 there was a continuation of the inquiry model of Challenge Based Learning (CBL) and CBL model in stage STEM investigations.

In acknowledgement of the diverse ability and learning styles of individual students, support and extension opportunities are in place for all students to meet them at their point of learning. High achieving students in English and Mathematics successfully represented the school in; Mathematics Challenge, online 'ZOOM' debating and public speaking and Write-On competitions. Visible thinking strategies implemented in all Key Learning Areas enabled an increase in 'student voice'. The learning support teacher and the learning support assistant meet regularly with teachers and parents to formulate tailored learning plans to further engage identified individual students in class.

Priority Key Improvements for Next Year

Priority key improvement for 2022:

With the appointment of a new principal in 2021 and a number of new staff, a data focussed approach will be used to identify areas of improvement in literacy and numeracy .

A key focus for 2022 will be the planning, engagement with and implementation of the Diocesan Plan TOWARDS 2025.

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

Parents expressed that the impact of Covid on their families and businesses, in addition to the stresses of juggling their work life with Home Based Learning proved difficult. There was mixed feedback in regard to communication and parents' ability to support their children to complete Home Based Learning Tasks. There was however positive feedback in relation to the professionalism of the teaching staff and their flexibility and willingness to be available to support parents and students at this time.

The changes in principal also required a period of adjustment for parents which had an unsettling impact on the community, particularly in the middle of the year. The announcement of the appointment of a new principal at the end of the year was welcomed by parents as it brought with it a clearer direction for the future and more certainty after such a disruptive year.

Student satisfaction

Although 2020 meant that a number of school events were not able to be held, student feedback was positive in regard to Home Based Learning and the social interactions made possible through school organised experiences such as Zoom and Google Classrooms. Students noted that they missed face to face interactions. Although regular events such as school camps and assemblies were disrupted, many students were proud of their ability to demonstrate flexibility and adjust.

Senior students were positive about their ability to still undertake their leadership roles such as the Year Five leading as the school's Environment Team. Year Six leadership highlights in 2020 included; Creative Arts and Liturgy Team: Organising and judging SJB's Got Talent and weekly lunchtime Art Club. Mission Team: Providing for the less fortunate. Civics & Citizenship Team: Leading in-school based events such as Zoom public speaking competitions. Technology Team: Running weekly lunchtime Coding and Robotics Clubs. Sport Team: Promoting school spirit, organising colour house points and assisting at special in-school events. All Year Six students reported enjoying the responsibility of having a Kindergarten Buddy and leading the Peer Mentoring program.

Teacher satisfaction

2020 saw a number of changes that impacted on teacher satisfaction. Key factors were a mid year change of principal and the appointment of an interim principal for the last six months of the year. These changes were further impacted by Covid19 and the need for teachers to quickly transition to a Home Based Learning Model. Although the teachers demonstrated commendable professionalism in their ability to deliver high quality, online learning experiences and opportunities for student engagement this was not without an increase in levels of stress. This was during a time when teachers were also impacted in their own home life due to the pandemic.

Teachers however felt very supported by their peers and existing leadership. Morale remained high despite a continuing uncertain climate. With the return to face to face learning, teacher feedback was positive as they felt supported by the directive for there to be an emphasis on Literacy and Numeracy.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,066,779
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$576,770
Fees and Private Income ⁴	\$736,750
Interest Subsidy Grants	\$3,502
Other Capital Income ⁵	\$144,390
Total Income	\$3,528,191

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$73,815
Salaries and Related Expenses ⁷	\$2,646,081
Non-Salary Expenses ⁸	\$819,741
Total Expenditure	\$3,539,637

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 2020 REPORT