



CATHOLIC SCHOOLS
Broken Bay

2021

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Alicia van der Merwe

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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, Freshwater is a vibrant, inclusive school where staff, parents and Parish work towards providing the children with engaging learning experiences.

The School's motto "Prepare the Way" is lived out in the community through the demonstration of our values Compassion, Courage and Humility. The School nurtures and challenges students to become lifelong learners and believes in providing an innovative, authentic learning environment where students are actively engaged in their learning.

The 2021 school year proved to be challenging given the COVID-19 restrictions and subsequently the introduction and implementation of Home-Based Learning. The school year was heavily disrupted with various events, professional learning and school experiences postponed or cancelled.

Parent Body Message

2021 was another unimaginable year, but in the true spirit of SJB we've supported and cared for one another, showed our commitment to community, and demonstrated our strength and spirit can carry us through the challenging times.

As always our teachers went over and above to nurture, teach and inspire our children. Their ongoing efforts to support our families through HBL were nothing short of amazing. In term 4 we hosted a lunch to show our gratitude.

This year we hosted our inaugural SJB family camp at Ingenia Port Stephens. A fabulous way for families to relax and spend time together. The kids had a great time creating lifelong memories.

We hosted our annual Mother's Day breakfast and stall in May, celebrating our wonderful SJB mums.

Rounding out the year we joined together at Freshwater Reserve for Christmas carols.

Sadly, this year our time as P&F team has come to an end. I'm extremely grateful that I have had the opportunity to lead this team and work so closely with the teachers and staff. I have loved being able to give back just a small bit to this community.

Thank you Prue, Pene, Jo, Marnie, Suzy and Simon. I cannot thank you enough for the time and effort that you put in.

Jacinta Herd - P&F President

Student Body Message

At our school, every senior student has a leadership role. In Year 5 we are 'leaders in training; where our whole class is the school Environment Team. At the end of Year 5 students are given the opportunity to nominate which leadership team they feel would be best suited to lead the following year. This is a highlight for many of us!

This year as Year Six leaders we have had the opportunity to lead a variety of initiatives. Our Mission Leadership team assisted with the St Vincent de Paul Winter and Christmas appeal where each class collected food items for those in need. Being involved in things like this is a great way to learn about mission and it's also a great way to teach the younger children that we all have the power to help others. Everyone in the school loves to hear the end result of how much they've raised for the people in need. It is such a good feeling to know that you have helped someone else.

A highlight of the year was having the opportunity to attend a Caritas learning zoom where we shared our learning about mission with other schools around Australia. We also had the opportunity to share different ways we can be involved in reaching out to others in a positive way. Experiences like this are always a lot of fun and we enjoy interacting with students from other schools.

The Civics & Citizenship team had the privilege of organising this year's ANZAC and Remembrance Day commemorations for the school. They also held a colouring competition to help raise awareness of these important events in a fun way.

We are very lucky to participate in many sporting opportunities at our school. This year we particularly enjoyed the Basketball and Cricket Clinics organised for us.

Even though we had COVID restrictions we still found ways to share and celebrate our learning and achievements with others in the school. We held a variety of whole school liturgies and assemblies to celebrate special events. This also provided the opportunity for our Technology Team students to use their skills in organising these events.

School Features

St John the Baptist Catholic Primary School Freshwater is a part of the Catholic Schools Broken Bay system of schools on Sydney's Northern Beaches.

The school has a rich past and was established by the Good Samaritan Sisters. In 2021 there were approximately 244 students attending St John the Baptist Freshwater. These students were well supported in their learning by 17 full and part-time teachers. Music, Physical Education and Library are taught by specialist teachers on a weekly basis.

Technology is utilised in all aspects of the curriculum by the use of interactive white boards, laptops, iPads, Apple TVs, Chromebooks and Google applications. The School grounds include two Campuses, which both have classrooms and play spaces. Students have the opportunity to participate in many activities including band, choir, debating, public speaking, sporting activities, gala days, competitions and extracurricular experiences.

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
123	121	15	244

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 95.80%. 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
97.19	96.25	96.45	95.02	95.77	95.53	94.42

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	25
Number of full time teaching staff	12
Number of part time teaching staff	8
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 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes.

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

Summary of professional learning at this school

Due to COVID-19 restrictions, Professional learning was mainly focused on the set-up and implementation of Home-Based Learning.

This included;

Technology upskilling for all staff- Google Platform, SeeSaw and other interactive applications.

Online learning delivery- a range of resources.

Towards 2025- Whole System Professional learning on creating authentic professional Catholic education for all of our students.

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

As a Catholic community, the School shares in the mission of the local Church: "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 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 however, during 2021 the Sacramental programs and Masses were cancelled due to COVID-19 restrictions.

The School and Parish work together and support each other in a number of different ways. Many of these initiatives were cancelled due to Covid 19 restrictions in 2021. However, one initiative that St John the Baptist was able to put in place was our "Savvy Tech Seniors". This involved our year 5 students leading parishioners through technological programs and device support.

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.

St John the Baptist Freshwater 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 are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to the continuous improvement of teaching and learning in all facets of the curriculum.

At the core of learning and teaching at the School is the recognition that the early years of schooling shape attitudes towards lifelong learning. Building positive relationships with children, giving them agency in their own learning, and providing them with a rich and engaging learning environment is key to successfully preparing the students for their future.

St John the Baptist staff seek to create learning environments that foster and promote experiences where children collaborate with each other and develop their social skills and growth mindset. The School values the importance of catering for the individual needs of the learner and differentiating tasks to meet these needs and challenge learners.

In 2021, the St John the Baptist staff successfully implemented teaching online during Home-Based Learning (HBL). On return to face to face schooling, there was a key focus on Literacy and Numeracy skills to ensure the students completed the year in a focused manner.

Student Performance in Tests and Examinations

NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	47%	54%	0%	11%
	Reading	50%	55%	0%	10%
	Writing	50%	53%	0%	6%
	Spelling	47%	49%	0%	13%
	Numeracy	41%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	41%	35%	3%	14%
	Reading	69%	40%	3%	11%
	Writing	24%	20%	7%	18%
	Spelling	41%	38%	3%	14%
	Numeracy	45%	29%	3%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

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 2021 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 the Positive Behaviours for Learning (PBL) framework and our student led Peer Support program. The Peer Support program provides opportunities for students to implement and demonstrate respect and responsibility to support their social and emotional learning. A fortnightly PBL focus is explicitly taught and promoted throughout the school. PBL language is used consistently by teachers and staff with clear procedures in place for student reflection and self-advocacy.

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. 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.

Student achievement is regularly acknowledged at whole school assemblies for academic, sporting and wellbeing accomplishments in the form of Wellbeing Awards, Merit Awards and Colour House Points.

Leadership is promoted across the whole student body. Senior students have the responsibility of leading environmental initiatives. After attending a Leadership / Team Building Camp 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 2021 including; COVID19 school lockdowns, the continuation of Home-Based Learning and the welcoming of a new principal at the commencement of Semester 1.

The priority Key Improvements in the area of Mission, focused on continuing a commitment to enhance student's Catholic character. This was supported throughout 2021 with our primary students organising, leading and participating in a variety of mission-based initiatives that were born out of the Challenge Based Learning curriculum focus. 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 commencement of a new principal at the beginning of Semester 1, the decision was made to pause this strategy and investigate alternatives as the URSTRONG program trainers were unable to travel from their base in Western Australia.

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 low performing students and track growth.

School closures for seventeen weeks in Term 3 and Term 4 for the students of 'non-essential' workers shifted the focus of the two key planned strategies.

During this extended period of school lockdowns, 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 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. The learning diversity teachers and the learning support assistants 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

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

The key focuses for 2022 will be a commencement of the Collaborative Coaching CSBB led initiative, with a whole school focus on spelling and a continuation of 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

As was the case in 2020, 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. This was exacerbated by the fact that school lockdowns for the students of 'non-essential' workers was extended over most of term 2 and term 3. Parents welcomed the introduction of telephone and online 'wellbeing checks-ups' from teaching and administration staff and the weekly COVID19-safe distribution of student learning take home packs that replicated online learning. These initiatives alleviated some of the concerns expressed by parents in 2020, in regard to communication and parents' ability to support their children to complete Home Based Learning Tasks. There was a continuation of 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.

Due to COVID19 restrictions, parents felt the impact of not being able to enter the school site during the lock-down periods. They particularly missed the sense of community, for which SJB prides itself, with the necessary cancellation of assemblies and the numerous community events such as school masses, P & F functions and the celebrations of mothers', fathers' and grandparents' days.

The commencement of a new principal at the beginning of the year was welcomed by the school community after the uncertainty of the previous year.

Student satisfaction

As was the case in 2020, 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 the Year 6 Canberra Camp 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 and being able to attend their Year 5 Leadership / Team Building Camp. Year Six leadership highlights in 2021 included;

Creative Arts and Liturgy Team: organising and judging SJB's Got Talent and 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 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. Year Six students were also able to celebrate their graduation from primary school with a mass attended by their parents and teachers and an off-site Graduation Dinner.

Teacher satisfaction

2021 saw a continuation of the challenges that impacted on teacher satisfaction during 2020. Key factors were the commencement of a new principal at the beginning of 2021, this being the third principal in a 12-month period. These changes were further impacted by COVID19, and the need for teachers to once again transition to a Home-Based Learning Model. Teachers were also impacted by the COVID19-safe restrictions that necessitated the separation of cohorts, supervision roster changes and limited numbers of mingling and association in the staff room and other school locations.

Although the teachers demonstrated commendable professionalism in their ability to deliver high quality, online and face-to-face 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 the new and existing school 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 and adjustments to Student Semester Reporting.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,268,715
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$614,697
Fees and Private Income ⁴	\$929,887
Interest Subsidy Grants	\$1,759
Other Capital Income ⁵	\$0
Total Income	\$3,815,057

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$5,946
Salaries and Related Expenses ⁷	\$2,765,003
Non-Salary Expenses ⁸	\$945,651
Total Expenditure	\$3,716,600

Notes

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

END OF 2021 REPORT