



# 2023

## ANNUAL SCHOOL REPORT



### St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Alicia van der Merwe

Web: [www.sjbfdbb.catholic.edu.au](http://www.sjbfdbb.catholic.edu.au)

## 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 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 be also be obtained from the [My School website](#).

## Message from key groups in our community

---

### Principal's Message

St John the Baptist, Freshwater aims to provide an authentic, professional Catholic education delivered with care and compassion, supporting the Mission and Vision of Catholic Schools Broken Bay (CSBB).

Wellbeing for both students and parents was a main focus for the St John the Baptist, Freshwater community in 2023. We implemented The Resilience Project, with all staff engaging in professional learning to assist in delivering the program to their classes. We are looking forward to seeing the impact of this program in building Gratitude, Empathy and Mindfulness in our students and staff.

For our parents; our Executive Team and P&F Presidents worked closely with our School Counsellor to organise four parent engagement seminars, one each term.

- Riding the Waves of Big Emotions- led by two psychologists.
- Tech Diet- led by Brad Marshall.
- Supporting students with anxiety- led by two psychologists.
- Raising Compassionate and Resilient Children- led by Lael Stone.

Our parent representative groups were reformed, with both the School Advisory Group and the Parents & Friends meeting and leading great initiatives for the school.

Our staff participated in a range of professional learning opportunities to enhance their professional knowledge to assist in bringing out the best learning in our students. The new English and Mathematics syllabus was introduced in K-2 as well as our investment in the MultiLit Suite for whole class and small group intervention.

The St John the Baptist community continued to strengthen our relationship with our local pre-schools and also with our fellow Northern Beaches Southern Precinct Schools. These connections have enriched our community and the student's learning opportunities.

### Parent Body Message

2023 has been great year at St John the Baptist; we started Term 1 with a Welcome Family Picnic at Jacka Park, hosted Parent Welcome Drinks at St Paul's and a family movie night at school. The children have enjoyed sporting events, Easter & Book Week Parades and a Feast Day that is still being talked about months later. The Mother's, Father's & Grandparent's Day breakfasts & liturgies were well received and attended by our SJB families. The Thursday morning playgroup run by Mrs Kennett has been extremely successful with both our current and new families. In late Term 2 we appointed our new P&F

committee and in Term 3 we appointed our Parent Engagement Coordinator Katherine Peak. We had a busy Term 4 with the inaugural SJB Art Showcase, Christmas Carols & SJB's Got Talent. It was great to see many of our parent community volunteering this year with reading, in canteen and on school excursions.

### **Student Body Message**

Representing the school as part of a Year Six Leadership Team gave us the chance to help the younger children to have a great time at school while having a fun time ourselves! At our school everyone knows each other, and we got to join in and help lead so many things together.

On our Feast Day we had a picnic at Freshwater Park with a giant inflatable obstacle course, some of us even beat our principal, Mrs van der Merwe's time. In our Leadership Teams we got to organise and run school assemblies, SJB's Got Talent, appeals for Caritas and Saint Vincent De Paul and represent the school in the community. We also got to help the pre-schoolers when they visited and help on special Playgroup days.

Helping our Kindy Buddies in the playground and with special events in the classroom was so much fun. We also loved our school camp to Canberra, Night of the Notables, our sports gala days and leading our colour house teams at the swimming and athletics carnivals.

## 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. We are a Kindergarten to Year 6 school for both boys and girls. The school has a rich past and was established by the Good Samaritan Sisters in 1922 and we are a part of the Manly Freshwater Parish. We are proud to be a priority feeder school to St Paul's College, Manly.

The school grounds include two Campuses, which have both classrooms and play spaces. Our school has a well-resourced Library and multi-purpose classroom. Students have the opportunity to participate in many activities that enhance our academic curriculum including Mixed Ensemble, dance, 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 2023. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 91    | 80   | 12     | 171            |

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2023 was 90.37%. 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 |
| 90.40                          | 92.40  | 91.00  | 91.40  | 91.60  | 88.50  | 87.30  |

## Managing Student Non-Attendance

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

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

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

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

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2023:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 18 |
| Number of full time teaching staff | 12 |
| Number of part time teaching staff | 6  |
| Number of non-teaching staff       | 3  |

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

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

Additionally, there are approximately 35 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional



development (PD) and logging Elective PD via their 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**

The St John the Baptist Freshwater staff have participated in the following Staff Development Days:

Deadly Ed-Indigenous Education for class learning

Deadly Ed-shared with Northern Beaches Precinct Schools- Indigenous and Christian Spirituality

Learning, Wellbeing and Faith-System-wide Staff Development Day

Curriculum Reform- Implementation and Purpose for Curriculum Reform in NSW

Other professional Learning included Initial Lit training, MacqLit training Mini Lit Sage training, SpellX The Resilience Project, Prof Lorraine Hammond- Direct Instruction, Middle Leaders Course, Spelling- Tess Dafern and ongoing Collaborative Coaching sessions.

## Catholic Identity and Mission

---

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

As a vibrant Catholic School Community, 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. 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.

At St John the Baptist, we pride ourselves on having a positive partnership with the Manly-Freshwater Parish. In addition to Diocesan and Parish 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 via the Mission Leadership Team. The students

are guided by the Religious Education Coordinator (REC) throughout the year in coordinating Mission related events. 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 2023 our Primary students have been involved in initiatives including; Year Four Bake Sale and Service day; St Vincent de Paul Winter Appeal, Caritas Project Compassion and St Vincent de Paul Christmas Appeal. 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 identify. 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.

The Parent Engagement Coordinator role has been developed in direct response to community feedback and aligned with the towards 2025 strategy to strengthen family, school and diocesan relationships. This process was undertaken in consultation with key stakeholders; CSBB leaders, principals, parents, clergy, Catholic care and the chancery. The PEC plays a crucial role in building and maintaining a welcoming, respectful community, while strengthening relationships between school, parents/families and the wider catholic community.

Beginning in 2022 and continuing into 2023, the REC and K-2 teachers have been in attendance and participated in training for the implementation of the new K-2 Religious Education Syllabus. This will be continued on as the new 3-6 Religious Education Syllabus is delivered with greater staffing Professional Development.

## 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.

### Professional Learning

All staff attended a system wide Staff Development Day (SDD) focussing on the Towards 2025 Vision and Mission in Leading Learning, Mission and Wellbeing.

### Curriculum

A major focus of Professional Learning at the school this year is the continuation of Collaborative Coaching. In the Collaborative Coaching model teachers are released from class on a weekly basis to meet with the Assistant Principal (AP) as Collaborative Coach, to engage in professional learning, data analysis and instructional intervention planning in a specific subject area. The AP is supported in their role by the Principal, CSBB Coach Lead and CSBB Project Lead and the attendance at AP Collaborative Coaching Networking Days. The Principal and AP also meet regularly with Professor Linda Bendickson, an external educational consultant, to support their work in the school. Collaborative Coaching this year had an emphasis on Mathematics with Whole Number and Place Value being a particular focus. There has also been a minor focus on Spelling, continued from last year. The New K-2 English and Mathematics Syllabus' were successfully implemented, as was the New Religious Education Syllabus in Kindergarten and Year One. Students in Kindergarten and Stage One were successfully introduced to the InitialLit Literacy Program, following staff training. Staff were also trained in MacqLit and conducted timetabled reading intervention sessions for identified students.

Staff engaged with the CSSB Learning Improvement site, MyPL and CSNSW to support their self-directed learning with a focus on the new English and Mathematics Curriculums.

Professional Learning at the school this year has focussed on:

- A SDD on the new English and Mathematics Curriculums 3-6.
- Collaborative Coaching – with a major emphasis on Mathematics (Whole Number/ Place Value) and a minor emphasis on the Spelling component of English.
- Indigenous Education and Cultural Immersion.
- Wellbeing and Safeguarding.

- Wellbeing - The Resilience Project.
- The New 3-6 English and Mathematics Curriculums
- The New K-2 Religious Education Syllabus.
- Annual Compliance Review - History (HSIE and Geography) and Science and Technology.
- Assessment and Reporting
- MS technology
- Spelling Professional Learning Day with Tessa Dufern
- MacqLit and MiniLit Training
- CPR, Anaphylaxis and Asthma
- Direct Instruction Professional Learning Days led by Lorraine Hammond
- Essential Assessment Professional Learning Days
- Middle Leaders Professional Learning Days
- Mathematics - ACU Conference Professional Learning Days

# Student Performance in Tests and Examinations

## NAPLAN

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

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

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

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

| NAPLAN RESULTS 2023 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|-----------------------------------------------------------|-----------|
|                     |                         | School                                                    | Australia |
| Year 3              | Grammar and Punctuation | 78%                                                       | 54%       |
|                     | Reading                 | 90%                                                       | 67%       |
|                     | Writing                 | 90%                                                       | 76%       |
|                     | Spelling                | 66%                                                       | 61%       |
|                     | Numeracy                | 73%                                                       | 65%       |

| NAPLAN RESULTS 2023 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|-----------------------------------------------------------|-----------|
|                     |                         | School                                                    | Australia |
| Year<br>5           | Grammar and Punctuation | 73%                                                       | 64%       |
|                     | Reading                 | 80%                                                       | 74%       |
|                     | Writing                 | 80%                                                       | 66%       |
|                     | Spelling                | 74%                                                       | 69%       |
|                     | Numeracy                | 73%                                                       | 68%       |

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

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

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

### Anti-Bullying Policy

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



this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

### **Initiatives promoting respect and responsibility**

St John the Baptist, Freshwater, is committed to the wellbeing of all members of our school community; students, staff and parents. We achieve this through a range of initiatives that promote inclusion, respect and the promotion of our School Values of Courage, Compassion and Humility.

Beginning in 2023, St John the Baptist introduced The Resilience Project as a PDH/wellbeing tool for students, families and staff to enhance wellbeing and build resilience for our whole community. The Resilience Project delivers emotionally engaging programs to schools, with evidence-based mental health strategies to build resilience and happiness. Through presentations, school curriculum, events, the TRP App, and Wellbeing Journals, they share the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. The Resilience Project also incorporates Emotional Literacy, Connection and Physical Health education and activities as they are foundational contributors to positive mental health.

St John the Baptist Freshwater school has continued to embed a number of additional initiatives aimed at sustaining the growth of pastoral care and wellbeing including Social and Emotional Learning (SEL) Skills, Positive Behaviours for Learning (PBL) and student behaviour protocols. Student wellbeing and pastoral care is further supported through; Cyber Safety Programs celebrating World Safer Internet Day, a variety of lunch clubs including a Wellbeing lunch club, Meditation sessions, participation in the National Anti-Bullying Day and student led anti-bullying plays, student behaviour reflection sheets and students setting individual SEL goals each term. Students are regularly acknowledged at assemblies for academic, sporting and wellbeing achievements in the form of Wellbeing Awards, Merit Awards, Colour House Points, School Values Awards, end of year awards and Principal's

Awards.

Leadership is promoted across the whole student body. Senior students nominate for leadership teams in the areas of; Environment, Sport, Library and Wellbeing, Mission and Civics and Citizenship and Creative Arts and Liturgy, providing them with the opportunity to develop their collaboration and leadership skills through the initiatives they generate and positive role modelling to younger students.

Effective communication is a key to the promotion of whole school wellbeing and pastoral care. Numerous platforms such as our Parent Guide, Wellbeing announcements in the school Newsletter, The Resilience Project Parent Hub and online access, Curriculum Overviews, Compass notifications are in place to support an inclusive sense of belonging as well as 'Family Week', parent engagement sessions, Parent and Friends social functions, PEC communication and regular acknowledgement of volunteers.

## School Improvement

---

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

### Key Improvements Achieved

We have many reasons to be grateful at this time of year and we wish to give thanks for the following successful initiatives within our community

#### New

- The Resilience Project- implemented across all grades
- Intervention Support- MultiLit Suite- Initial Lit, Mini Lit Sage, MacqLit
- Values Award Recognition
- Parent Engagement Seminars
- School Advisory Group
- Parent Engagement Coordinator (PEC) appointed
- Playgroup - going from strength to strength!
- Engagement in the Southern Peninsula Project

#### Academic

- Implementation of new K-2 English and Mathematics Syllabus
- Roll out of new Religious Education Curriculum Kindy and Year One
- Weekly Collaborative Coaching, for teachers with a focus on Mathematics
- School Executive team worked with Prof Linda Bendickson on Strategic School

#### Improvement

- Professional Learning for teachers- Indigenous education, Resilience Project, targeted Literacy courses, Pedagogical approaches with Prof Lorraine Hammond, ongoing Mathematics learning from ACU, Autism, ADHD and behaviour in the classroom

### Priority Key Improvements for Next Year

2024 will be an exciting year, where we continue to focus on the Resilience Project and implement the new English and Mathematics Syllabus for Years 3-6. Our new language program will start with a teacher, teaching the French language to all students. A goal of two Kindergarten classes will come to fruition and we will continue to focus on promoting our wonderful school in the local community.

## 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

2023 has been great year at St John the Baptist; we started Term 1 with a Welcome Family Picnic at Jacka Park, hosted Parent Welcome Drinks at St Paul's and a family movie night at school. The children have enjoyed sporting events, Easter & Book Week Parades and a Feast Day that is still being talked about months later. The Mother's, Father's & Grandparent's Day breakfasts & liturgies were well received and attended by our SJB families. The Thursday morning playgroup run by Mrs Kennett has been extremely successful with both our current and new families. In late Term 2 we appointed our new P&F committee and in Term 3 we appointed our Parent Engagement Coordinator Katherine Peak. We had a busy Term 4 with the inaugural SJB Art Showcase, Christmas Carols & SJB's Got Talent. It was great to see many of our parent community volunteering this year with reading, in canteen and on school excursions.

The selection of parents we have surveyed advised us they felt St John's has a strong & welcoming community. Parents found teacher's approachable and available and felt their children were thriving at school.

### Student satisfaction

In 2023 a number of educational and Wellbeing initiatives were introduced and embraced by the students. Students engaged enthusiastically with the introduction of the Resilience Project and were excited by the opportunity to plant and care for an Indigenous Garden, with the involvement of Deadly Ed. The creation of a *quiet playground* enabled students from across the grades engage regularly in creative play during break times.

When surveyed students commented on the welcoming nature of the school and that being in a smaller school meant that everyone knew each other and that teachers understood the strengths and needs of every student. Students also reported that the school provided more opportunities to participate in a variety of sporting and leadership activities.

Senior students were pleased with the opportunity to take on leadership roles that involved working in teams to lead assemblies and being able to represent the school in community events. Other highlights for the senior students were being able to represent

the school in debating and public speaking and through participation in Tournament of the Minds and representative sporting events. They also commented on welcoming the opportunity to support their Kindergarten Buddies. End of year celebrations were also a highlight with senior students being acknowledged at a Graduation Liturgy, Graduation Breakfast and an offsite Graduation Dinner.

### **Teacher satisfaction**

Teachers expressed appreciation for the collaborative culture of the school and the collegial support and mentoring offered, particularly for Early Career Teachers. Teachers also reported that Professional Learning offered by the Diocese and the school in the New Mathematics and English Curriculum and the (ES1 and Year 1) Religious Education Curriculum supported their professional development. They further expressed increased confidence through opportunities to familiarise themselves with the Stage 2 and Stage 3 Curriculums and support implementing the ES1 and Stage 1 syllabuses.

Teachers continued to give extremely favourable feedback on the benefits of Collaborative Coaching for their own professional development, the building of a learning community and the positive impact of student learning, particularly in the main focus area of place value and whole number in Mathematics. Opportunities for increased data analysis and tracking during Collaborative Coaching and the introduction of Essential Assessment assisted in identifying areas of growth and future directions.

Staff days offering opportunities for professional development in Essential Assessment, direct instruction, mathematics, spelling and middle leadership were also welcomed. Teachers endorsed the whole school approach to Wellbeing with the introduction of the Resilience Project and its positive impact on the overall school community.

# Financial Statement

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

| Recurrent and Capital Income 2023          |                    |
|--------------------------------------------|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$1,715,759        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$455,842          |
| Fees and Private Income <sup>4</sup>       | \$807,076          |
| Interest Subsidy Grants                    | \$0                |
| Other Capital Income <sup>5</sup>          | \$1,090            |
| <b>Total Income</b>                        | <b>\$2,979,768</b> |

| Recurrent and Capital Expenditure 2023     |                    |
|--------------------------------------------|--------------------|
| Capital Expenditure <sup>6</sup>           | \$104,582          |
| Salaries and Related Expenses <sup>7</sup> | \$2,724,077        |
| Non-Salary Expenses <sup>8</sup>           | \$1,061,097        |
| <b>Total Expenditure</b>                   | <b>\$3,785,175</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 2023 REPORT