



# 2023

## ANNUAL SCHOOL REPORT



### St John the Apostle Catholic Primary School

166 Alfred Street, NARRAWEENA 2099

Principal: Mr Mark Bateman

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

## About this report

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St John the Apostle 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

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### Principal's Message

St John the Apostle Primary (St John's) is part of a system of Catholic schools in the Diocese of Broken Bay under the leadership of Bishop Anthony Randazzo. The school's purpose is to offer its students and community the opportunity to know Christ, love learning and for all who join us to identify and use their talents to be the best they can be. We action this by offering an authentic, professional Catholic education delivered with care and compassion.

Our school is also an important part of the Parish of Warringah. We work closely with the Parish Priest and the Assistant Priests to provide our students with experiences of faith within the local community in which they are involved.

This report provides an insight into the way in which we have enacted the above and provides information on the progress our school has made in relation to our school improvement plan. During the past year our students have been working hard in all Key Learning Areas. Our work has been carried out in these three areas:

1. Teachers working in collaborative groups on student learning with our Assistant Principal to identifying learning progress and how to respond to student learning needs.
2. Introducing and implementing new approaches to the teaching of Religious Education. Working concurrently with staff on faith formation.
3. Focusing on monitoring and responding to student wellbeing along with the introduction of a relationship skills development program.

I trust the reader finds this report successfully offers relevant insights into our school and its work during the past year.

### Parent Body Message

St John's Parents and Friends (P&F) provides valuable support and contribution to the school and the community. The work of the P&F directly supports the goals of the school and seeks to engage parents in their child's learning and encourage parent engagement with the life of the school. The P&F achieves this through the volunteer work of its Class Parents and subcommittees; the organisation of events and gatherings of parents; involvement with the Catholic Schools Broken Bay Diocesan Parent Council and arranging fundraising activities which support the learning activities of the school.

During the year our Class Parents helped to create smaller communities within our grades by arranging social events and gatherings. They also provided much appreciated support for

families who found themselves facing unexpected challenges in life. This contribution enacts the values of care and compassion that form the foundation of our faith.

Our Class Parents also arranged events such as our annual Bush Dance, Mother's Day and Father's Day breakfasts and arranged hospitality for our Grandparents and Special Friends afternoon. Community raffles were well supported through the generosity of our local community and our own families who made donations towards prizes. The resulting funds supported the school's purchase of new readers to supplement the new English curriculum along with resources for the school wellbeing program.

Our P&F organises our Canteen and our Second-Hand Uniform Shop and provides welcome support and direction for the children in keeping our Eco Garden productive. Parent volunteers provide a very helpful source of support for our Open Days, playgroups, sporting activities and excursions. We rely on parent volunteers to keep these resources and activities available in our school.

Finally, the P&F provided feedback and advice in relation to decision making to the school principal and the leadership team across the year as the need arose and via its termly meetings which are open to all parents and carers of the community.

### **Student Body Message**

The students of St John's school had another enjoyable year of friendship and learning.

Each class has the opportunity to contribute to the life of the school via its Student Representative Council (SRC) nominee. The SRC meets with the principal and two to three weeks during the school year to discuss ideas and initiatives; give feedback on proposed ideas or plans or suggest improvements that can be made to the life of our school. One of the most significant achievements of our SRC was the replacement of our school play equipment which can from consultation processes involving classes and the council.

Our senior students play a significant role in providing leadership at St John's. Every child in Year 6 was engaged in one of six Leadership Teams which helped in the day to day running of our school. The teams are Citizenship (school captains), Playground (colour house captains), Mission, Library, Technology and Wellbeing. Each team made a significant contribution to the organisation of activities such as - running weekly assemblies and prayer celebrations; leading student engagement at sport carnivals; organising the running of our annual Mission Day; ensuring engaging activities for wellbeing week; ensuring our technology was well organised, ready to use and functional; supporting and encouraging reading, writing and public speaking through our school library.

Our senior teams encourage our younger students look forward to being leaders at St John's and we value the opportunity having a say in the running of our school.

## School Features

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The students of St John's were provided with a variety of extra curricula activities during the year and their participation and interest in these events was commendable. The maintenance and physical improvement of our school site is now managed by our head office with a cyclical plan in place.

Our students were able to benefit from the Commonwealth Government's Sport in Schools Program. This provided our children with the opportunity to enjoy gymnastics, touch football run by a local Rugby League club and a series of basketball clinic proved extremely popular. In addition to these sports, we had our children compete in at zone, region and state level in a variety of sports including swimming, athletics, cross country, hockey, touch football, soccer and rugby league. A re-structure of the sporting pathway in the diocese and at Catholic State level has increased the opportunity for our children to participate at representative level.

St John's students had opportunities to participate in public speaking competition at school, zone and diocesan level. They took part in the NSW Education Standards Authority (NESA) writing competition. We had interest in our Bishop's Religious Creative Arts competition and the children had the opportunity to participate in band, choir, chess, coding, sewing, gardening and Minecraft clubs. All students performed at the end of the year at our outdoor Christmas concert. Our Library Team took part in 'Lunch with the Stars' which is a lunch hosted by well-known children's authors. The children receive writing tips and learn about writing techniques.

Our school site moved to a maintenance program managed by the Facilities Department at Catholic Schools Broken Bay. We had an automatic gate system installed throughout the site. This provides a higher level of safety for the children and security for the site. All gates are monitored by internal cameras and access is via intercom. A cyclical maintenance plan has been established to ensure the school classrooms and the site generally is functioning well and is safe for all who use it.

# 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
116	120	66	236

\* 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 92.01%. 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
92.80	91.80	92.50	92.80	92.50	90.90	90.80

## 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	20
Number of full time teaching staff	13
Number of part time teaching staff	7
Number of non-teaching staff	2

### 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 NESAs 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**

St John's held six professional learning days during 2023.

In Term One, we began the year with a day that had staff revisiting our annual plan and our goals for 2023. The day also involved clarification of teaching and learning processes as well as beginning of year organisation to ensure smooth day to day running of our school.

During the term staff took part in a Spirituality Day held at a local venue. The day provided the opportunity for staff to explore prayer in its many forms including singing, dancing, drama as well as meditative forms of prayer. The day used the themes of Communion and Common Good which were highlighted in Bishop Anthony's Pastoral Letter to the people of Broken Bay.

During Term 2 staff attended a day led by our head office. Staff from St John's and across the diocese were provided with the opportunity to respond to information about the progress of Broken Bay's Towards 2025 directional strategy and to Bishop Anthony's vision for the diocese. Our director gave an explanation of how successfully staff viewed the key goals of the plan and invited feedback on it for the future. A leadership specialist from New Zealand, Linda Bendikson, gave schools an understanding about planning for effective student learning.

We held two three-hour twilight sessions for staff. One explored the new disability standards and how they work. The teachers were introduced to a process of moderation which assisted them to identify levels of disability being demonstrated by children. The second twilight involved staff working with our English as an Additional Language/Dialect (EAL/D) Learning Partner. We look at the curriculum and how to cater for the varying levels of ability in this area. St John's is experiencing a more culturally diverse community and is enrolling more children with needs in this area.

During Term Three we used two three-hour twilight sessions. During the first, we explored the new Mathematics Syllabus for Years Three to Six, working with staff to build their understanding of changes and structure of the syllabus. The new syllabus will be implemented at St John's from the beginning of 2024.

During the second afternoon the staff engaged with Positive Behaviours for Learning (PBL). They upgraded our student behaviour expectations and developed a clearer way to communicate these to our children and our community. We also developed a flow chart to

manage behaviour incidents when they occur. The afternoon resulted in the production of resources which will assist us with a consistent, clear approach to behaviour in our school.

During the final Term of the year, we used the final day of our school year to complete a handover of information about students from the 2023 teachers to the 2024 teachers. This enabled teachers to feel prepared for students from day one, 2024.

## Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [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.

The Catholic life of the school is what distinguishes it from other primary schools within the local community. Inspiring hearts and minds to know Christ, love learning, to use their talents to be the best they can be is central to our purpose.

The children regularly share their experiences of learning about their faith in many ways. Each week our classes were rostered to share a special prayer time with the rest of the school. Parents were invited to attend our special prayer assemblies. They joined us in prayer and enjoyed seeing their children express their faith in a variety of ways. Our classroom teachers play an important role in guiding the children as they prepared for these special occasions and assisted them to communicate key messages in prayer and creative ways.

In addition to prayer assemblies, the children were involved in re-enacting the Passion and Death of Jesus during Holy Week over several afternoons. These special gatherings were

very well attended by parents. Following the Easter break, the children re-gathered and joined our Year 1 in celebrating the joy of Jesus' resurrection.

Our families gathered regularly with the Parish to celebrate the Eucharist. Classes took turns in sharing the tasks of singing, bringing the gifts to the altar, acting the Gospel stories, reading the prayers of intercession. Their parents helped celebrate with our community by providing hospitality at our post Mass sausage sizzle.

The children worked with their teachers to organise our annual Mission Day. A variety of fun activities were created by the children. Each class created and led activities which were organised into a mini school fair. All children K-6 took donated money to participate in the Mission activities on Mission Day and proceeds for the day were donated to identified Catholic charities to support those in need.

Our senior students joined the Diocesan Year 6 Leaders Day and our Mission Team took part in the annual Mission Mass at the Diocesan Cathedral. This occasion brought children from across the diocese together to gather as a community wanting to support those in need prayerfully and practically within their local communities. Our Mission Team helped to lead the organisation of our special Mission Day.

Our Year 6 Mission Team was involved in preparing whole school celebrations for events like Welcome Liturgies for the beginning of year, Mother's Day, Father's Day, ANZAC Day, Shrove Tuesday and Grandparents Day and our end of year liturgy. It was very encouraging for children from Kindergarten to Year 5 to see our senior students engaging in the organisation of these significant faith experiences.

Our staff was involved in a Staff Spirituality Day which explored various aspects of prayer, music and scripture reflection. The day was held off site. We engaged the assistance of our diocesan Mission Lead in assisting us with the exploration of Music and invited our Assistant Priest at the Parish of Warringah to celebrate Mass with us at the end of the day. The teachers engaged in faith formation experiences either through staff meetings or through professional learning organised by the diocese. These experiences help them to nurture their own faith so that it can be shared willingly with the children and families at St John's.

The implementation of the new Kindergarten to Year 2 Religious Education Curriculum began. Our staff and students report that the new approach is helping our children to better understand the stories about Jesus in the New Testament, The children gained a deeper understanding about our Church, its special features and components and the teacher noted a higher level of courtesy and respect from the children when they attended our Church and the prayer room in which they learn about their faith and their local Church. We look forward to the introduction of the new curriculum into our Stage 3 classrooms in 2024.

Our parents report the religious life of our school as something that is easily recognised. It is noticeable from the time a person walks into our front doors and is recognisable within each

of our classrooms. They see this as a highly valued aspect of life at St John's and feel that the accompanying values are well supported through our community.

Our principal is an ex-officio member of the Parish Pastoral Council which meets each month. A strong relationship between the school and the Parish is an important component of Catholic school life. Our priests regularly celebrate masses with each of classes and use the time to educate the children about the importance of Eucharist and the various aspects of the Mass. The children enjoy spending time in this way with our Parish Priests.

## Curriculum, Learning and Teaching

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

This report has mentioned the initiative of Catholic Schools Broken Bay, Collaborative Coaching initiative. St John the Apostle Catholic School continued its focus on Spelling across the school, from Kindergarten to Year 6. The teachers use an approach initial and mid-point diagnostic assessment, aligned to the work of C. Topfer, with regular formative assessment to identify students' strengths, needs and to establish a teaching direction. They link the identified focus concepts with key concepts and ideas in the English syllabus-Spelling outcomes, as well as suggested phonics sequence for Kindergarten to Year 2. This approach was implemented in grade teams via weekly meetings with our Assistant Principal coach. Our assessment data is showing student growth. It has also helped us to identify the need to implement a more focused approach on teaching foundational skills, such as phonics, especially in Kindergarten and Year 2.

The approach outlined has achieved a more consistent approach to teaching and learning in relation to spelling and aspects of reading and writing. It has resulted in our teachers focusing directly on the needs of our children.

Our Diverse Learning Team adds value to the above approach twice a term (Weeks 4 and 9). The team worked with our teachers and parents to provide guidance and assistance in areas of student need in the form of in class adjustments for children identified with a learning disability. St John's used a combination of either class-based intervention and / or small group instruction to build foundational literacy skills. We also offered support for children identified with extension needs via small group project work.

The introduction of new syllabuses for English and Mathematics (K-2) was in its implementation stage during the year, as well as familiarisation of English and Mathematics curriculum for Years 3-6. We supported this process with our staff by engaging them in professional learning at staff meetings. The professional learning explained the changes to the syllabus clarifying the new expectations and arrangements. These changes were then discussed, where applicable, in our coaching sessions. This strategy helped teachers to explore how the new syllabus applied to their class and students. The mathematics syllabus

was introduced at staff meetings and our Learning Coordinator supported teachers with implementation in their own classrooms.

The students at St John's had access to iPads and laptop on a leased basis. This technology enhanced the learning offered to our children. The technology was used within planned lessons often requiring groups of children to complete a range of learning tasks related to or extending key concepts, skills or knowledge.

The teaching and learning work done was characterised by a high level of collaboration and it maintained a focus on continuous improvement.

## 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 Apostle 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	63%	54%
	Reading	82%	67%
	Writing	98%	76%
	Spelling	68%	61%
	Numeracy	82%	65%



NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	82%	64%
	Reading	85%	74%
	Writing	86%	66%
	Spelling	77%	69%
	Numeracy	74%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

Throughout 2023, St John's went on a journey to re-engage and develop consistent practices with our school long-standing Positive Behaviours for Learning (PBL) approach. This included working closely with teachers, students, parents and Catholic Schools Broken Bay stakeholders.

The PBL/Wellbeing Team worked closely with the Catholic Schools Broken Bay Wellbeing Partner to develop our PBL Action Plan for 2023. The PBL/Wellbeing team invited all stakeholders to review the current school rules and PBL focuses to ensure that they were aligned and were meeting the needs of our school context. From this review, we made adaptations and identified areas on which to focus. This included aligning one new PBL focus, 'I use my friendship strategies', to our UR Strong Program, implemented in 2023. The programs assisted in developing student resilience. New school rules and PBL focus posters were developed with feedback from our Student Representative Council members and Parents & Friends representatives.

The next step was to revisit, and gain feedback from all stakeholders to ensure the connected PBL Consequences Matrix, also met the needs of the school community. Feedback was invited from students, parents and teachers. New PBL posters were produced. 2024 will see a Kinder to Year 2 Consequence Poster created. In line with the PBL Behaviour Consequences Matrix, a simplified classroom poster was created to show our processes of first reminder, second reminder, third reminder, Chill Out Zone-Reflection Time.

Teachers completed PBL Professional Learning, led by our CSBB PBL/Wellbeing Coordinator. Staff were provided evidence-based research to support PBL techniques evident within our approach. We also discussed Teir 3 strategies for more challenging behaviour. The consistent application of Chill Out Zones was discussed with staff. The PBL/

Wellbeing Team completed walk around classrooms to identify processes which were evident within classrooms and then worked collaboratively with staff to align what the Chill Out Zone looked like across the school, Kindergarten to Year 6 posters (Chill Out Zone poster, PBL rules and focuses poster, PBL Behaviour Consequences Matrix, simplified Reminder Poster) were displayed in all classrooms.

2023 saw the roll out of Life Skills Go platform (Years 3-6) to track and better understand the wellbeing needs of our students. Students check in daily, sharing their feelings and context for feelings identified. This platform supported our weekly PBL focuses with aligned learning, from the platform's lesson portal. Teachers also had access to student journal and mindfulness functions as required within their classroom. These were actioned in a variety of ways. Feedback sort from our Wellbeing Team. We look forward to continuing our work with Life Skills Go and to moving toward a Kindergarten - Year 6 approach in 2024.

With the foundations set across the school, the PBL/Wellbeing Team were able to clearly track and triangulate data from Compass (attendance and major/minor behaviour incidences) as well as Life Skills Go (Readiness to Learn) data. This technology allows us to see behaviour trends, location of incidents, regular behaviour issues, attendance trends and readiness to learn, that may be occurring with children so that we can alert staff or target strategies for improving respect, responsibility and safety in our school. This data supported the team to identify PBL focuses in order to ensure that students feel safe, supported and ready to do their best learning.

When the children behave in a way that is not aligned with our framework, we feel there is an opportunity for them to learn about expected behaviours and to be supported in this learning. Our rules require that the children learn best when they show respect, responsibility and a value for safety.

Each classroom teacher has the autonomy to use the PBL Framework as a tool for developing their own classroom-based procedures. The focus must be on the development of respectful, responsible and safe relationships between the students and the teachers, between the students themselves and with visitors and guests who come to our school. During the year, with input from our Student Representative Council, we introduced a 'Smile Award' day at the end of each term to celebrate the children's successful implementation of our PBL Framework.

Knowledge of our Anti-Bullying Guidelines is refreshed annually on Anti-Bullying Day. This is a national day during which schools agree to have a whole school focus on anti-bullying strategies. The day and activities are planned with our staff and children, and we use the opportunity to refresh our 'Stop, Walk, Talk' strategy which teaches a specific way of dealing with bullying or unwelcome behaviour. It also teaches the importance of children reporting behaviour which is not stopping, or which makes them feel unsafe or uncomfortable. It also encourages them to seek help if they need help in dealing with a situation.

## School Improvement

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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

During 2023 St John's focused on three areas in our improvement strategy:

1. The improvement of learning in Spelling across the school. Our ongoing assessment data showed considerable growth in understanding of spelling and its application to writing and reading in each of our classes. This was the result of teachers working collaboratively in grade teams with our Assistant Principal as lead instructional coach.
2. The introduction of our Religious education programs with the children and supporting our community to know Christ and love learning in order to be the best they can be. Our teachers and children report a positively about the new way of teaching and teachers observe a deeper knowledge about our faith story on behalf of the children.
3. We want to maximise the learning growth of each child supported by a healthy wellbeing strategy. Our data shows that children know our behaviour expectations very well. Our teachers are consistent in their practice of procedures and there is increasing clarity about what to do when things are not as they are expected.

### Priority Key Improvements for Next Year

Heading to 2024, we will keep our Spelling practices in place but will move our attention to Mathematics in a more focused way. Data is showing a need for our students to improve their understanding and application of concepts to do with multiplication and division.

In relation to faith development, we will be implementing the new Religious Education syllabus in Stage 3 and consolidating practices in Kinder to Year 2. Staff faith formation will be a key focus as this has important flow on effects for our children.

We will move our wellbeing monitoring to Kindergarten and Year 1. This will enable us to have a whole school wellbeing focus. We will introduce a new system for recognising the positive behaviour displayed by our children. We aim to employ a Parent Engagement Coordinator at our school to strengthen the connection between Parents, Parish and School.

## Community Satisfaction

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

### Parent satisfaction

Parent feedback about our school was gathered using the following:

- A culture survey
- Anecdotally through parent interactions and meetings.

The school enrolment increased from 2022 to 2023. Our Marketing Officer reported that newly enrolled families expressed a high degree of satisfaction with their transition and enrolment experience citing the school playgroups, transition sessions and communication as an impactful and appreciated.

Current parents comment on the opportunities their children have had to experience faith within the local Catholic community. Family Masses with the Parish, weekly prayer assemblies and special celebrations along with Religious Education taught in a contemporary and professional manner clearly communicate the Catholicity of St John's Narrabeena.

Feedback from parents indicate that the creation of community centred on faith, care and compassion are at the heart of their experience of St John's.

### Student satisfaction

The students of St John's expressed satisfaction with their experience at school during the past year.

There were opportunities for leadership and engagement through our Student Representative Council, our Year 6 Leadership Teams and through engaging experience such as Mission Day; through special liturgies and celebrations and through our end of year Christmas celebration. The students appreciate the extra curricula activities offered by the school, especially at lunch times. These provide a diverse range of activities that offer a difference from the day to day activities provided at recess, lunchtime and during our breaks.

The students appreciated the opportunity to be involved in activities such as Public Speaking, Talent Quest, The Father Vogt Writing Competition, Lunch with the Stars which is an event

celebrating writing with known children's authors and a varied program of sporting offerings throughout the year.

Engaging students in the life of the school is something that is valued. Students feel a sense of belonging and welcome as a result. Students also appreciated the opportunity to participate in the Life Skills Go program which had teachers checking in with pupil wellbeing on a regular weekly basis. As a result of the collected data, teachers were able to respond quickly to group or individual student feelings about how ready to learn they were.

Students reported appreciating being taught friendship and conflict resolution skills through our UR Strong Program introduced into all classes.

### **Teacher satisfaction**

Teachers reported a high degree of satisfaction with the collaborative culture of the school. Weekly meetings with our Assistant Principal to focus on improving an identified learning issue at our school in the area of Spelling lifted student achievement, teacher satisfaction and understanding of this aspect of the English syllabus.

Teachers felt they were given opportunity for professional learning and development at an individual, staff and system level and that this was linked to the Australian Teaching Standards.

Our teachers also reported that their workload was significant. The introduction of new syllabuses in Maths, English and Religious Education place pressure on their available time and stretched their ability to cope with change at multiple levels. The decision by the NSW Education Standards Authority to lengthen the amount of time to introduce new syllabuses was welcomed.

The fact that our staff turnover was the lowest in 10 years, points to a high level of staff satisfaction with their workplace.

# 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>	\$2,267,392
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$600,250
Fees and Private Income <sup>4</sup>	\$970,376
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,504
<b>Total Income</b>	<b>\$3,839,523</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$368,389
Salaries and Related Expenses <sup>7</sup>	\$3,172,087
Non-Salary Expenses <sup>8</sup>	\$1,085,441
<b>Total Expenditure</b>	<b>\$4,257,529</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