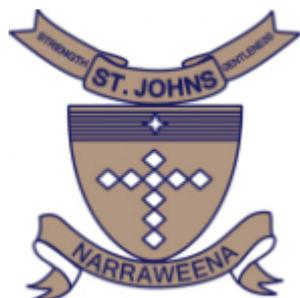




# 2024

## 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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

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

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

## Message from key groups in our community

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### Principal's Message

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 mission is to offer its students and community the opportunity to know Christ, love learning, and for all who joined us to identify and use their talents to be the best they could be.

In 2024, we achieved this by providing an authentic, professional Catholic education delivered with care and compassion. Our school was also an integral part of the Parish of Warringah.

We collaborated closely with the Parish Priest and the Assistant Priests, who supported our goal of offering opportunities to know Christ through the experiences provided within our school and Parish life.

This report offers an insight into how we enacted our mission and details the progress our school made in relation to our school improvement plan. Over the past year, our students worked diligently in all Key Learning Areas.

Our efforts were focused on these key areas:

- Collaborative work with our staff through weekly coaching on student learning with our Assistant Principal in Mathematics to identify learning progress and respond to student needs.
- Introducing and implementing new approaches to the teaching of Religious Education in Years 5 and 6 and concurrently working with staff on faith formation.
- Monitoring and responding to student wellbeing and reviewing our behaviour management systems.

I trust this report provides valuable insights into our school's achievements and efforts over the past year.

### Parent Body Message

St John's Parents and Friends (P&F) provided invaluable support and contributions to the school and the community. The P&F's work directly supported the school's goals and sought to engage parents in their child's learning and encourage parent involvement in school life.

The P&F achieved this through the volunteer work of its Class Parents and subcommittees, organising events and gatherings, involvement with the Catholic Schools Broken Bay

Diocesan Parent Council, and arranging fundraising activities that supported the school's learning initiatives.

Throughout the year, our Class Parents helped create smaller communities within our grades by organising social events and gatherings. They also provided much-appreciated support for the school's wellbeing and learning programs through their fundraising efforts.

Our Parents and Friends nominated a representative to attend the Diocesan Parent Council meetings each term and contribute to local networks focused on parent engagement.

### **Student Body Message**

The students of St John's school enjoyed another year filled with friendship and learning.

Each class contributed to the life of the school through its Student Representative Council (SRC) nominee. The SRC met with the principal every two to three weeks during the school year to discuss ideas and initiatives, provide feedback on proposed plans, and suggest improvements for the school. One of the SRC's most significant achievements was the introduction of new outdoor portal play equipment, initiating the purchase of new height-adjustable basketball posts, and contributing to the celebration of special events by encouraging participation and playing a lead role in presenting these events.

Our senior students played a crucial 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. Our student leaders were organised into the Citizenship (school captains), Playground (Colour House Captains), Mission, Library, Technology, and Wellbeing Teams.

Each team significantly contributed to organising activities such as weekly assemblies and prayer celebrations, leading student engagement at sports carnivals, organising our annual Mission Day, ensuring engaging activities for wellbeing week, maintaining our technology, and supporting reading, writing, and public speaking through our school library. Our senior teams inspired our younger students to look forward to being leaders at St John's, and we valued the opportunity to have a say in the running of our school.

## School Features

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In 2024, our school proudly maintained twelve classes and hosted a satellite class for students with high support learning needs, in collaboration with St Lucy's School, Wahroonga. The total enrolment for the year was 240 students.

We continued our tradition of running regular Playgroup sessions for potential students, which served as an effective transition tool. These monthly sessions were extremely popular with both parents and children, fostering a smooth transition into school life. It also provided a valuable connection with families in the local community.

Each term, we celebrated our core values of hope, respect, compassion, service, justice, and celebration. Students nominated by their peers for exemplifying these values were awarded Core Values certificates and badges, reinforcing the importance of these principles in our community.

A highlight of the year was our musical production, 'Pantastic'. Every student participated in this event, which was a well-coordinated and staged celebration of music, dance, and drama. The show was well-attended by parents, extended family, and the St John's community, showcasing the talents of our students.

Our students participated in various special celebration days, including ANZAC Day, Mother's and Father's Day, Grandparents Day, and Harmony Day. They also celebrated NAIDOC Day and participated in the National Simultaneous Storytime morning, promoting a love of reading.

Students engaged in whole school, zone, and diocesan competitions in public speaking, sports, and national academic competitions run by the International Competitions and Assessments for Schools (ICAS) in Maths, Spelling, English, Science, and Digital Technologies. We had representatives compete at zone, diocesan, state, and national levels. Our Year Six students participated in the Diocesan student leaders day, joining all system schools for a focused online leadership day.

Our senior students attended a three-day trip to Canberra to study government and the nation's capital, providing them with valuable educational experiences beyond the classroom.

In the Parish of Warringah, our school worked closely with St Kevin's Dee Why to build stronger connections. The student Mission Teams from both schools met to discuss and share ideas. Year Six classes participated in a friendly soccer competition and shared before and after school care activities, as well as vacation care hosting.

These events and initiatives throughout the year have significantly enriched our students' educational 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 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
127	115	56	242

\* Language Background Other than English

## Enrolment Policy

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

## Student Attendance Rates

The average student attendance rate for the School in 2024 was 92.30%. 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
94.20	93.10	90.40	89.80	92.30	94.80	90.90

## Managing Student Non-Attendance

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

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

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

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

# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	20
Number of full time teaching staff	13
Number of part time teaching staff	7
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 45 schools at these levels is as follows:

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

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

## Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

Throughout the year, our commitment to knowing Christ and fostering a love for learning has driven us to actively seek opportunities to engage with and contribute to God's mission within our local community and beyond.

### **Weekly Prayer Assemblies**

Each grade took turns presenting the weekly prayer assembly to peers and parents, fostering a sense of community and shared faith. Daily class prayers and religious education lessons deepened our understanding of faith and traditions. Celebrations for feast days and special religious occasions, such as St Brigid's Day, Ash Wednesday, Holy Week, Easter, and Advent, enriched our spiritual journey.

### **Sacramental Preparation**

Our school supported the Parish in preparing students for the Sacraments of Confirmation, Reconciliation, and Eucharist. We facilitated group preparation sessions on the school site

and encouraged parents to serve as group facilitators. Our Religious Education Coordinator (REC) collaborated with the Parish Sacramental Coordinator to organise information evenings and coordinate sacramental preparation.

### **Staff Spirituality and Prayer**

Staff members regularly participated in prayer sessions, formed a special group for Lenten prayers, and took part in a spirituality day that connected Aboriginal spirituality with Catholic traditions, including visits to local Aboriginal sites.

### **Diocesan Religious Arts Competition**

Our students participated in the Diocesan Religious Arts competition, themed 'Joy,' inspired by Romans 15:13: "May the God of hope fill you with joy."

### **Weekday Masses**

Classes were rostered to attend weekday Masses celebrated by our Parish Priests. These Masses provided opportunities for children to learn about their local Church, understand aspects of the Mass, and celebrate in a child-friendly manner. This strengthened the connection between our priests, children, and the local Parish.

### **Mission Activities**

In Term 4, our Mission Team attended the annual Mission Mass at the Cathedral. Teachers and students organised the school's annual Mission Day, raising funds for Catholic support agencies, particularly St Vincent de Paul (SVDP). The school participated in the SVDP annual Christmas Appeal, donating items for hampers for the needy, presented at the end-of-year liturgy. A Talent Quest was also organised, with donations supporting the SVDP Christmas Appeal.

### **Parish and Community Engagement**

The principal attended monthly Parish Council meetings and led Diocesan Pastoral Planning workshops with the community. Data collected informed the Northern Beaches Pastoral Plan, guiding the school's future work within the Parish.

Through these activities, we have strengthened our faith, built a supportive community, and contributed meaningfully to God's mission.

## 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.

Throughout the year, our students engaged in a comprehensive learning program covering Physical Education, Health and Personal Development, Science and Technology, Creative Arts, History and Geography, Mathematics, English, and Religious Education.

Our Assistant Principal held weekly meetings with teaching teams, which consisted of either two teachers from the same grade or a group of teachers from different grades. These one-hour sessions focused on raising student achievement in Mathematics through a process known as Collaborative Coaching. This approach allowed teachers to collaboratively analyse, plan, act, and review their teaching strategies to address identified teaching and learning issues, ultimately aiming to improve student outcomes.

We utilised an online platform to create Mathematics assessments tailored to the students' learning needs and aligned with the NSW K-6 Mathematics syllabus. The assessment results helped us track student learning growth in targeted areas.

Students who exceeded expected outcomes were placed in Challenge groups, where they engaged in high-ability tasks that challenged their thinking and encouraged them to integrate their learning across different subjects.

We regularly invited parents to observe their children working on Mathematical problems and ideas, fostering parental involvement in the school's learning agenda. The students enjoyed sharing their learning experiences with their parents.

The new English syllabus was implemented, introducing a more structured approach to teaching. Regular reviews of key ideas and concepts helped build foundational knowledge, which students then expanded upon using high-quality texts and processes.

Catholic Schools Broken Bay introduced a system-wide reporting process and a consistent student progress reporting format. St John's presented this new reporting system to the community at the Term Two Parents and Friends meeting and communicated it to all families via our Compass App. This reporting process was also a focus of professional learning for staff, ensuring consistency in reporting across the system of schools.

## Student Performance in Tests and Examinations

### NAPLAN

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

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

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John the Apostle Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	72%	54%
	Reading	92%	66%
	Writing	96%	77%
	Spelling	72%	61%
	Numeracy	76%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	69%	65%
	Reading	63%	71%
	Writing	81%	67%
	Spelling	63%	68%
	Numeracy	75%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

### Anti-Bullying Policy

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

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

## Community Satisfaction

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

### Parent satisfaction

Parents engaged with our Parent Engagement Coordinator regularly across the year. Meetings were held in grade groups and information was invited about the school and its operation. Feedback was positive and we received many practical suggestions. Parents were particularly interested in knowing more about what was happening in classrooms with their children.

Our What's Happening weekly communication and our twice a term school magazine, Strength and Gentleness served to provide parents with this insight into our classrooms. Our regular social media posts also helped the community to understand the daily happenings at St John's. Parent feedback about communication and the quality of it was most positive.

Our Parents and Friends meetings held each term offered an opportunity for parents to hear about school initiatives and their progress. Parents valued the opportunity to be involved in the meetings and to contribute to the life of the school through the social activities offered at either grade or school level or to be a part of classrooms or help with the school canteen.

Parents communicated that they felt the school valued partnership and engagement with the parent body.

### Student satisfaction

Our Student Representative Council met every three weeks during the school year. During the meetings the children would provide the principal with information about what is working well, what needs to be improved and what ideas could be considered. The children brought positive reflections to their meetings, expressing satisfaction with school events, the relationships they had with their teachers and satisfaction with the learning they were engaged in throughout the year.

The SMILE Awards were particularly popular as they offered a tangible way for children who consistently cooperated with our behaviour expectations to be recognised. The students enjoyed celebrating their classmates at our Core Values Award celebrations held each term.

The students reported wanting to continue with playground improvements. They reported that encouraging their classmates to be more respectful of the school bathrooms was an important consideration.

### **Teacher satisfaction**

Each year, Catholic Schools Broken Bay invites schools to take part in a Culture survey. In 2024 school staff participated in the survey giving valuable feedback to the school and the diocese.

Staff reported a high level of satisfaction in the survey results. They felt that there was alignment with their individual work and the objectives of the school, and they felt that there was a stronger relationship between the school and the wider Catholic community and Parish.

St John's staff ranked the overall school score in relation to the eight domains assessed higher than those of the diocese. The areas included knowing Christ; strategic alignment; continuous improvement; wellbeing and safety; commitment to students; leadership style; peer collaboration; professional development and work enablement.

The staff felt that improvement was necessary in the areas of managing teacher workload and wellbeing. They also felt that they would appreciate offers of increased and aligned professional development, especially for those teachers who are not full-time teachers. They appreciate feedback from their leaders and would like more regular opportunities to take part in this.

# Financial Statement

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

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,557,631
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$670,863
Fees and Private Income <sup>4</sup>	\$1,059,930
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$172
<b>Total Income</b>	<b>\$4,288,598</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$88,903
Salaries and Related Expenses <sup>7</sup>	\$3,622,500
Non-Salary Expenses <sup>8</sup>	\$1,063,294
<b>Total Expenditure</b>	<b>\$4,774,698</b>

### Notes

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

END OF 2024 REPORT