



2019

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Judy Slattery

Web: 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 the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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 the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

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

Message from key groups in our community

Principal's Message

St John the Baptist Catholic Primary School is a thriving, welcoming, inclusive and socially just community. As Principal of our highly engaging school, I am very proud and honoured to work with dedicated professional staff, committed parents, enthusiastic students and a devoted parish. All of whom enhance, inspire and support the School.

The School is committed to living our motto *Prepare the Way* demonstrated through providing equal opportunities for all students in which to succeed. Our progressive School continuously provides inspiring, innovative, differentiated and challenging learning experiences to develop students' deep understanding, broaden agile minds and ingenuity, achieve personal excellence and prepare for a future yet known with confidence, faith and hope.

School highlights were; receiving our external NAPLAN ranking of *second*, out of the fifty-two Primary Schools on the Northern Beaches. The diocesan 'Self Review' audit successfully endorsed the School's rigour of governance and high standards, and the introduction of STEM.

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

Parent Body Message

The St John the Baptist P&F serves as a conduit between the School and the parent community, concentrating efforts in three main areas; engagement, connection and support. We engage with parents to help involve them in their children's learning, and host information evenings targeting specific areas of parent interest such as, Cyber Safety. We connect families with each other, the School and the broader community by means of a wide variety of social events, including our popular Drinks Under the Stars which welcomes newcomers to the School each year. We support SJB by fundraising to provide valuable School resources, and by providing support to SJB families and members of the broader community going through difficult times.

In 2019, the School's Advisory Committee was established as a separate identity to the P&F. This Committee complements the work of P&F through its communicative role supporting the school's vision and strategic direction. This year the Committee reviewed the diocesan enrolment form making it more 'parent friendly', provided parent information on the School's

revised 'Student Behaviour Management Guidelines' and suggested information to provide new families commencing children during the School year.

Student Body Message

At our School, all senior students are leaders. We collaboratively work in teams on school initiatives which promote and encourage our personal leadership skills, qualities and character, instilling confidence to succeed as leaders in high school and beyond.

Year Five are the School's Environment Team who promote and encourage our green School and implement initiatives to improve the School's environmental footprint.

All Year Six students are School leaders. We collaboratively work in one of five Leadership Teams. Team highlights in 2019 include;

1. *Creative Arts and Liturgy Team*: Organising and judging SJB's Got Talent and weekly lunchtime Art Club.
2. *Mission Team*: Providing for the less fortunate, presenting our ideas at the Mission Day and Parish.
3. *Civics & Citizenship Team*: Representing the School at many events e.g. ANZAC Day and State Parliament House.
4. *Technology Team*: Running weekly lunchtime Coding and Robotics Clubs.
5. *Sport Team*: Promoting School spirit, organising Colour House Points, assisting at special events and organising daily sports equipment for all students.

All Year Five and Six students enjoy the responsibility of having a Kindergarten Buddy and leading the Peer Support program. We have a big responsibility as role models to others but, we have lots of privileges too!

School Features

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

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

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

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

- Lunch Time Clubs such as, Gardening, Robotics, Coding, Art, Wellbeing, Touch Football, Choir and Library.
- Debating and Public Speaking.
- School Bands.
- Gifted & Talented Programs and competitions.
- Sporting activities such as; cricket, tennis, hockey, swimming, cross country, athletics and football codes with competitions at local, state and national levels.
- Extracurricular activities include; Spanish, Chess, Dance, Keyboard and Instrumental tutors.

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

- Peer Support Programs.
- Social and Emotional Learning (SEL).
- Friendly Schools Program
- Leadership Programs.
- Buddy Programs for both students and new parents.

- Anti-Bullying Program
- Counselling Services.
- LAP mentoring Program.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
135	111	15	246

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.54%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.21	94.44	93.64	93.08	93.06	93.05	92.05

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	26
Number of full time teaching staff	11
Number of part time teaching staff	8
Number of non-teaching staff	7

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

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

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

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

Summary of professional learning at this school

In 2019 our Professional Learning focused on a *Culture that Promotes Learning and Analysis and Discussion of Data* using the 'National School Improvement Tool' (NSIT). Teaching staff unpacked these specific NSIT areas and completed surveys with evidence. As a result, the School as a *Culture that Promotes Learning* achieved the NSIT category of *Outstanding*. The *Analysis and Discussion of Data* achieved the NSIT category of *Very Good* and provided staff with explicit direction and focus on rigour. The PL of the NSIT tools resulted in the successful redevelopment of the School's 'Beliefs about Learning' which were implemented.

Teaching staff also attended Professional Learning days in;

1. Spelling with Toplfer
2. Student Data with Dylan Wiliam
3. New PDHPE syllabus
4. Sweeter than Honey

Two teachers continued to study in 2019 one in Religious Education the other, in the Masters of Educational Leadership. Early career teachers attended CSO training, Best Start, MAI and Observation Survey training.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

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

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

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

The School takes its Catholic responsibility of being in service to others seriously. In 2019 our Primary students organised, led and participated in a variety of mission-based initiatives through the action of their Challenge Based Learning (CBL). Recent initiatives included; Year Six care packages; organised and collected in support of St Vincent de Paul and for members within our own Parish Community, Year Four Cook for Good; Saturday cake stall raising money and cooking meals for the homeless via Our Big Kitchen and Year Three, undertaking acts of service at home to raise money to fund a Christmas Party for the students in our sister school, St Joseph's a drought affected area in Peak Hill. Other whole School, mission-based initiatives that took place in 2019 were; Bust the Dust Rain Dance; raising drought awareness, continued whole school support and funds raised for the school-

borne, national initiative of A Fiver for A Farmer Campaign, raising awareness and support for Australian, drought affected farmers.

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

At St John the Baptist, we pride ourselves on having a positive partnership with the Manly-Freshwater Parish. A recent initiative implemented in 2019, was the collaboration between our Year Six Leader's and Parish to prepare for the annual Parish, Christmas Day Lunch. Here, the senior students liaised with the Parish to assist with preparations such as, making decorations and writing Christmas cards for those participating. Opportunities such as this are open to all members of our school community. At St John the Baptist, we believe these opportunities are key in strengthening Parish and Community connections and are instrumental in fostering student faith and Catholic identity, with an authentic call to discipleship.

Curriculum, Learning and Teaching

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

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

The School's strong advocacy and embedded; Inquiry based learning and applied Visible Thinking strategies increasing student voice in all KLA's, provided the perfect platform for the School to implement a new STEM initiative in 2019. As with our existing Challenge Based Learning program, students were given real life problems to solve integrating Science, Technology, Engineering and Mathematics. Students investigated solutions through different pathways of interest to them, from an overarching real-life problem. Students presented their individual or group pathway findings and solutions at the School's inaugural STEM Fair. Some students represented the School, presenting their STEM project to the wider community.

Whole School data tracking and analysis of students' learning and SEL competences informs the collaboratively formulated School Improvement Plan. Well-funded School based, and external Professional Learning maintains a consistent, targeted focus on student academic growth aligned to each student's Social and Emotional Learning.

The School's continual focus in a differentiated curriculum to support the diverse ability and learning styles of individual students, guarantees extended opportunities are in place for all students to meet every student at their point of learning. High achieving students successfully represented the School in; the Mathematics Challenge, Debating, Public Speaking, Write-On Competition, Visual Arts Competition, Robotics Cup and Chess Competition to name a few. The Learning Support Teacher and Learning Support Assistant meet regularly with teachers

and parents to formulate tailored learning strategies to implement in class for individual students.

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

Student Performance in Tests and Examinations

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

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

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	90%	59%	0%	10%
	Reading	87%	54%	0%	10%
	Writing	77%	55%	3%	5%
	Spelling	77%	52%	3%	11%
	Numeracy	69%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	54%	37%	4%	17%
	Reading	67%	38%	0%	12%
	Writing	17%	19%	4%	18%
	Spelling	46%	38%	0%	13%
	Numeracy	33%	32%	4%	14%

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 pre-requisite 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 CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

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

Throughout 2019 the school has continued to embed several initiatives aimed at sustaining the growth of pastoral care and wellbeing and to promote respect and responsibility in the school community.

As a *Be You* School, Pastoral Care is promoted through our student led Peer support program. This program is designed to teach students about respect and responsibility. It provides opportunities for students to implement and demonstrate respect and responsibility whilst embedding into their Social and Emotional learning. This is achieved by providing students with Challenge Based activities that require students to work collaboratively in small groups of mixed ability and age. In order to be successful with the activities, students are required to communicate effectively with one another and demonstrate respect for each persons' ideas, opinions and abilities.

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

handle difficult situations. It promotes the responsibility of owning behaviour and respecting others in a socially acceptable manner.

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

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

School Improvement

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

Key Improvements Achieved

The annual School Improvement Plan consists of three domains; Mission, Teaching and Learning and Pastoral Care.

The key improvement strategy in Mission and Pastoral Care in 2019, was students' call to action underpinned by the School values after studying these through the life of Saint John the Baptist. Successfully each grade's call to action provided resources for St Vincent de Paul and remote areas of Australia.

The Teaching and Learning key improvement strategy, was triangulating student data to improve student outcomes. The triangulation revealed a significant correlation between academic achievement and level of student wellbeing (SEL). Individual student's academic achievements improved after a focus on increasing their wellbeing.

A key Pastoral Care strategy was to review the School's Student Behaviour Management Guidelines and Procedures to align with the CSO's new Behaviour Management Policy. This was successfully communicated to parents and implemented.

Priority Key Improvements for Next Year

Priority Key Improvements areas for 2020 include; Mission, Teaching and Learning and Pastoral Care.

In Mission, to enhance students Catholic character.

In Teaching and Learning their are two key strategies. 1. To embed a culture of regularity and rigour with class/school data to increase student outcomes. 2.To formally identifying high ability students and track growth.

The key improvement strategy for Pastoral Care, is to implementation and embed URSTRONG into the school. to improve students communication skills and relational understanding with peers. Educate parents in the URSTRONG language so it can be reinforced at home.

Community Satisfaction

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

Parent satisfaction

Parents are very happy with the School. Families quickly feel they belong through the school's climate which resonates; engaging, inclusive, welcoming and being highly supportive. The school is a place where you can make life-long friends.

Parents expressed they are extremely happy with the high quality of education their child receives and the School's excellent results. The School's approach to individualising the learning to meet the needs of their child, and programs available.

Parents are pleased with the opportunities the School provides for parents to engage and have a voice in their child's education through, Open Classrooms each term, Child Centred Conversations, Three Way Conferences twice a year, student goal setting, parent education and information nights. Parents are very satisfied with the school's open communication, availability of teachers and the Principal. Parents feel well informed through the Newsletters, teachers' term Curriculum letters, Weebly homework, Google Parent Site (GPS) and Compass.

Parents are thrilled with the large variety of equal opportunities provided for their children including, leadership opportunities for all senior students not just a few, lunchtime clubs, extra curricula activities, variety and levels of competitions.

Parents are satisfied their children are happy and safe at St John the Baptist.

Student satisfaction

Students results from the Tell Them from Me survey disseminated high satisfaction in feeling safe, supported and happy with a strong sense of belonging.

A very high percentage of students are interested, motivated and challenged in their learning. Lessons are well prepared, organised, have clear purpose and immediate feedback helped them to direct learning. A high percent of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Years Four to Six students enjoy working in the open learning environments providing opportunities for task-based seating and collaborative learning. They also expressed high satisfaction with freedom of pathways in Challenged Based Learning and STEM. Year Six particularly noted their high level of enjoyment researching a notable person and presenting at the Night of the Notables to the School and families.

There was high student satisfaction with School events; camps excursions, debating, SJBs Got Talent, extracurricular activities and variety of opportunities provided such as, Band, Lunchtime Clubs, external competitions eg Robotics Cup, Chess, sport etc. Students also expressed high satisfaction of all senior students as School leaders not just two as other schools.

Teacher satisfaction

Staff expressed extremely high levels of satisfaction with the opportunities for staff voice, encouraged and supported through a variety of formats. Teachers highly value the School's model of Distributive Leadership to build and sustain quality school leaders through the development of teachers as; mentors, coaches, KLA coordinators and facilitators.

There was high teacher satisfaction with the School's approach to whole staff collaboration with the formulation of the annual School Improvement Plan (SIP) Goals. Staff also expressed high levels of satisfaction with the well-resourced Professional Learning targeting SIP Goals. Survey data also reflected the same levels of staff satisfaction with Co-Planning and Co-Teaching in English and ICLT.

Staff communicated, in data collected via Google Forms that they felt highly valued and expressed appreciation for the number of opportunities provided by the School for staff voice. Staff highlighted regular end of term Staff Reflection Meetings, joint decision making, the open invitation to contribute to Weekly Business Meeting Agendas, regular scheduled meetings with the Principal, a consistent whole school focus on staff and student wellbeing and regular opportunities to celebrate as a staff.

Staff genuinely feel highly supported both personally and professional.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1827503
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$517007
Fees and Private Income ⁴	\$930396
Interest Subsidy Grants	\$9183
Other Capital Income ⁵	\$164735
Total Income	\$3448824

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$77202
Salaries and Related Expenses ⁷	\$2485067
Non-Salary Expenses ⁸	\$894238
Total Expenditure	\$3456507

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 2019 REPORT