

2022

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Alicia van der Merwe

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About this report

St John the Baptist Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

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

Message from key groups in our community

Principal's Message

St John the Baptist Catholic Primary School, Freshwater is a community that prides itself on Compassion, Courage, and Humility. Our staff, parents and Parish work in partnership to provide an environment that allows our students to grow and thrive in their learning.

Our staff provide learning experiences that respond to the real world and allow our students to readily apply their learning in their daily lives. Our school believes in meeting every learner where they are in terms of academic and social development and we look for opportunities to both support and extend our students.

2022 provided an opportunity for large school events to recommence after COVID restrictions. We celebrated having our parents back on the school site with various functions; Open Classrooms, Assemblies, Liturgies, Masses, and celebrations such as Mother's Day, Father's Day, and Grandparent's Day. Our students enjoyed the SJB Feast Day Colour Run, various sports carnivals, SJB's Got Talent, and the annual Christmas Carols in the Park.

The latter half of the year also saw a return of excursions for all students, including Golden Ridge Farm, Narrabeen, and Long Reef Coastal Centre, Year 5 and 6 Camps, Royal Botanic Gardens, Power House, Hyde Park Barracks and St Mary's Cathedral.

Parent Body Message

At St John the Baptist, the partnership between school and parents is so important. This year we were able to re-establish the social events that had been on hold for most of 2020 and 2021. This brought great joy to the parents, being back on site to see learning and for social events.

Our Grade parent group ably assisted the school leadership to lead special events both for families and students e.g. The Feast Day Colour Run and Mother's and Father's Day breakfasts and Open classrooms.

The existing parents also highly valued being able to meet and greet the new Kindy parents for 2023 at their Step into School session, something that COVID-19 restrictions limited over the previous two years.

Student Body Message

As representatives of the Year 6 leadership teams and the rest of the SJB student community, 2022 was a year where we could once again enjoy the fun side of school life! We

were able to mix with everyone at school, have special celebrations, and interact with other schools.

We loved having the Colour Run for our Feast Day celebration and also events where we linked with our local Pre-Schools. The SRC was able to assist Mrs van der Merwe to plan exciting ways to improve our play options.

Our Year 5 students were able to lead the Mission initiative for Kids Giving Back - Cook for Good, which was a wonderful experience for the children and their parents.

We also loved working with Deadly Ed to establish our Bush Tucker Garden - we can't wait to see it grow!

School Features

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

The school has a rich past and was established by the Good Samaritan Sisters. In 2022 there were approximately 211 students attending St John the Baptist Freshwater. These students were well supported in their learning by 17 full and part-time teachers. Music, Physical Education, and Library are taught by specialist teachers on a weekly basis.

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

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
100	109	12	209

* 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 2023. 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 2022 was 89.00%. 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
89.10	90.20	89.60	89.20	88.80	87.70	88.30

Managing Student Non-Attendance

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

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	28
Number of full time teaching staff	10
Number of part time teaching staff	12
Number of non-teaching staff	6

Total number of teaching staff by NESA category

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

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

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

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

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

A major Professional Learning focus for the School this year was the introduction of the CSBB Collaborative Coaching initiative, in the curriculum area of Spelling. Supported by the CSBB Learning Improvement Team and external experts in learning improvement, staff have met in class and stage teams to engage in professional learning, analysing student learning data and the design and implementation of strategies to address identified student learning needs.

The School was a Pilot school for the introduction of the Microsoft platform. Through System supported Professional Learning, staff have successfully adopted the platform supporting professional collaboration and communication via Teams.

Teachers also engaged with the new K-2 English Syllabus and the new K-2 Mathematics Syllabus. Opportunities were provided for Professional Learning modules and 'drop ins' provided by CSBB and School based Professional Learning sessions.

There was a continued focus on the Towards 2025-Whole System Professional learning on creating authentic professional Catholic education for all of our students. The school participated in the implementation of the new CSBB Kindergarten Religious Education Curriculum. The Religious Education Coordinator, Kindergarten and Year One teachers engaged in Professional Learning in the new CSBB Religious Education Curriculum.

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 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.

In 2022 the school community welcomed the easing of COVID-19 restrictions and the recommencement of whole school and class masses and liturgies. The school community also welcomed the opportunity to again participate in Parish Family Masses and welcome bar-b-ques, the Sacramental programs and the celebration of the Sacraments.

The School and Parish continued to work together and support each other in a number of different ways, with the Parish Priest visiting and joining the staff for morning tea and classes being visited on a regular basis by one of the priests from our twinned Manly/Freshwater parish.

Curriculum, Learning and Teaching

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

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

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

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

This year the School has participated in the CSBB Collaborative Coaching initiative, in the curriculum area of Spelling. Supported by the CSBB Learning Improvement Team and external experts in learning improvement, staff have met in class and stage teams to engage in professional learning, analysing student learning data and the design and implementation of strategies to address identified student learning needs.

In acknowledgment of the diverse ability and learning styles of individual students, support and extension opportunities are in place for all students to meet them at their point of learning. The Learner Diversity Teachers and the Learning Diversity Assistants meet regularly with teachers and parents to formulate tailored learning plans to further engage identified individual students in class.

The school is a leader in the implementation of state-of-the-art technology as a tool for learning. Interactive projectors, Apple TV's, Chromebooks, iPads, and desktop computers are utilised by students in all classes, from Kindergarten to Year Six. Students engage in

coding challenges and have the opportunity to join lunchtime clubs in technology and coding.

Student Performance in Tests and Examinations

NAPLAN

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

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

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61%	52%	0%	12%
	Reading	64%	54%	4%	11%
	Writing	67%	50%	0%	7%
	Spelling	64%	48%	4%	15%
	Numeracy	75%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37%	31%	6%	14%
	Reading	43%	39%	9%	11%
	Writing	14%	25%	14%	18%
	Spelling	29%	37%	12%	14%
	Numeracy	26%	25%	14%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

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 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

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

Pastoral care and personal responsibility is promoted through the Positive Behaviours for Learning (PBL) framework and the URStrong program. The program provides opportunities for students to implement and demonstrate respect and responsibility to support their social and emotional learning. PBL language is used consistently by teachers and staff with clear procedures in place for student reflection and self-advocacy.

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

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

School Improvement

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

Key Improvements Achieved

In the area of School Improvement, the St John the Baptist school community successfully re-established face to face learning after the disruption experienced during the previous two years of extended periods of Home Based Learning due to COVID19 school lockdowns.

The priority Key Improvements in the area of Mission, focused on continuing a commitment to enhance student's Catholic character. This was supported throughout 2022 with our primary students organising, leading and participating in a variety of mission-based initiatives. Throughout these initiatives, Catholic character was fostered and developed through student voice with regard to decision on what mission action on learning would take place.

A key improvement strategy for Pastoral Care was the continuation of the URSTRONG program. The student led Playing For Life program assisted in re-enforcing leadership, cooperation, team building and resilience skills in the students.

A major improvement in the area of Learning and Teaching was the CSBB Collaborative Coaching initiative. Teachers met in grade and stage teams to collaboratively engage with professional reading, analyse student data, plan and implement strategies to improve student learning outcomes in the syllabus area of Spelling.

Priority Key Improvements for Next Year

In Pastoral Care a Priority Key Improvement for next year is the implementation of the Resilience Project. The Project aims at equipping teachers, students and parents with the strategies and language necessary to understand and appreciate the personal attributes of themselves and others and to successfully improve their resilience and form positive relationships.

In 2023 a Key Priority in Learning and Teaching will be a continuation of the CSBB Collaborative Coaching initiative, with the major focus being the improvement of student learning in Mathematics and a continuation of Spelling as a minor focus.

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

With the easing of COVID-19 restrictions in 2022, parents welcomed the return of students to face to face learning. They also welcomed the opportunity to access school grounds, meet teachers face to face, volunteer, attend sporting events, school assemblies, open classrooms and whole school celebrations such as Grandparents' Day, Easter and Book Week parades and Christmas Carols. Although acknowledging the support of the school and the teachers, parents reported how challenging they had found Home Based Learning and welcomed familiar school routines.

When surveyed, parents indicated that they viewed the school as welcoming and inclusive with a strong sense of community. Parents also reported satisfaction with the school's support of student learning and their ability to contact staff when needed.

Student satisfaction

A positive for students in 2022 was being able, as they stated, to 'get back to normal'. Students were particularly pleased to see their friends again and participate in school and inter-school sporting activities. Students also commented on the benefits for them of face-to-face learning as opposed to Home Based Learning due to their ability to have immediate access to teacher instruction and support.

When surveyed, students reported positively on their ability to feel included, engage in school and inter-school sport, incursions and excursions. Students also reported that they felt supported and encouraged by their teachers.

Senior students were positive about their leadership roles such as the Year Five leading as the school's Environment Team and being able to attend their Year Five Leadership/Team Building Camp. Year Six leadership highlights in 2022 included leading the Senior Student Leadership teams of Creative Arts and Liturgy, Mission, Civics & Citizenship, Technology Team and Sport Teams. All Year Six students reported enjoying the responsibility of having a Kindergarten Buddy and leading the Playing For Life program. Year Six students were also able to celebrate their graduation from primary school with a liturgy attended by their parents and teachers and an off-site Graduation Dinner.

Teacher satisfaction

After two years of uncertainty in regard to classroom life, teachers were more settled and secure in the knowledge that restrictions had completely eased by the latter half of Term 1. Teachers expressed at staff meetings, that having face-to-face Professional Learning again, assisted in their positive outlook and also the opportunity to collaborate with their colleagues.

Collaborative Coaching was an exceptionally positive experience for classroom teachers as they could focus on learning and what their student's needs were. The feedback provided in these sessions was the importance of having time to focus on student learning outcomes and growth with a learned colleague.

When surveyed, teachers positively responded in regards to having their learners back onsite and engaged in learning and being able to enrich learning with excursions and incursions. Teachers also felt happier with the re-establishment of the "fun" activities for the students, raising their own and the students well-being.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$1,906,745
Government Capital Grants ²	\$20,000
State Recurrent Grants ³	\$508,825
Fees and Private Income ⁴	\$914,315
Interest Subsidy Grants	\$693
Other Capital Income ⁵	\$901
Total Income	\$3,351,480

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$62,633
Salaries and Related Expenses ⁷	\$2,815,553
Non-Salary Expenses ⁸	\$1,107,464
Total Expenditure	\$3,923,018

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 2022 REPORT