



2022

ANNUAL SCHOOL REPORT

ANNI



St John the Apostle Catholic Primary School

166 Alfred Street, NARRAWEENA 2099

Principal: Mr Mark Bateman

Web: www.sjandbb.catholic.edu.au

About this report

St John the Apostle Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for

Message from key groups in our community

Principal's Message

Our school seeks to provide an authentic, professional Catholic education delivered with care and compassion. In doing so, it supports the leadership of our Diocesan Bishop and works closely with our head office, Catholic Schools Broken Bay (CSBB) and with The Parish of Warringah. This annual report provides an insight into the activities and achievement of St John the Apostle Primary School, Narraweena (St John's, Narraweena) during the past year. Much of our energy has been placed on improving student learning by creating weekly opportunities for teachers to work collaboratively with a focus on improving student learning. We have also been working hard to encourage our parents and careaboratively

Student Body Message

St John's offers a range of student leadership opportunities. Each class selects a Semester 1 and Semester 2 Student Council Representative (SRC) to meet with the principal on a fortnightly basis. The SRC provides student voice in helping our school to be the best it can be. The SRC initiated our Smile Award Days which are celebrated at the end of each term. The children choose how they will celebrate the day which may include a dress up day, a class party afternoon, a special sport or class game time in recognition of the work students put into our Positive Behaviours for Learning system. The SRC provided input into the creation and design of our new playground and equipment.

Our senior leadership teams assisted with the day to day running of our school and the organisation of special events. The teams focused on Mission, Playground, Technology, Citizenship, Library and Colour House with every child in Year 6 being a member of one of the teams. The Leadership Team provided the students with the opportunity to make a positive contribution on a regular basis to the daily life of our school.

All students participated in our Anti-bullying Day. Students were reminded that bullying in any form is not acceptable and were taught the stop, walk, talk strategy as well as what it means to be an upstander rather than a bystander. They were also taught about the importance of reporting incidents to a trusted adult - a teacher or a parent. Mater Maria Catholic College, Warriewood sent their students to St John's to perform an anti-bullying play during which the above themes were explored.

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
116	124	57	240

* 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 89.20%. 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
89.90	89.00	90.10	89.90	87.20	89.40	89.60

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	31
Number of full time teaching staff	12
Number of part time teaching staff	13
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 service meetings and conferences and a range of programs provided by CSBB.

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following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

St John's teachers and staff engaged in a variety of professional learning opportunities during the year. We began the year with a staff planning day. The day focused on reviewing our direction for the year and we spent time reviewing requirements for our Mathematics Assessment Interviews (MAI's) ensuring that these assessments were carried out consistently by our teachers.

In line with the Diocesan goal to create a culture of continuous improvement, St

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

related events and contributing to discussions concerning the evaluation of the Sacramental Program and the strengthening of relationships between school and Parish.

We held our 60th Anniversary and in November organised an Anniversary Liturgy to which our parents and special guests were invited. The liturgy explored the story of St John's and gave an engaging insight into the contribution of so many local people to building, sustaining and giving life to our local faith community. Two large banners depicting the community life of St John's were hung in St John's Hall near the stage to highlight the importance of our local story.

The Parish Sacramental Program ran on the school site on weekends. These were re-established after being interrupted by COVID. Our Advisory Council supported by encouraging parents to assist as facilitators to the program. Parents with children attending Catholic and government schools attended sacramental preparation sessions during the year.

Our executive team organised two spirituality twilight sessions for our staff, focused on the Broken Bay Catholic Charter and

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.

This report has mentioned the initiative of collaborative coaching with a focus on Spelling from Kindergarten to Year 6. The teachers use an approach of regular formative assessment to identify students' strengths, needs and to establish a teaching direction. They link the identified focus concepts with key concepts and ideas in the English syllabus. This approach was implemented in grade teams via weekly meetings with our Assistant Principal coach. Our assessment data is showing student growth. It has also helped us to identify the need to implement a more focused approach on teaching foundational skills, such as phonics, especially in Kindergarten and Year 1.

The approach outlined has achieved a more consistent

lessons often requiring groups of children to complete a range of learning tasks related to or extending key concepts, skills or knowledge.

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

Student Performance in Tests and Examinations

NAPLAN

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	58%	52%	3%	12%
	Reading	67%	54%	6%	11%
	Writing	70%	50%	3%	7%
	Spelling	49%	48%	14%	15%
	Numeracy	51%	34%	6%	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	40%	31%	8%	14%
	Reading	43%	39%	2%	11%
	Writing	37%	25%	11%	18%
	Spelling	45%	37%	8%	14%
	Numeracy	18%	25%	13%	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

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's uses a Positive Behaviours for Learning (PBL) approach. Our children are provided with a very clear set of expectations about what behaviour is required at school in order to ensure they feel safe and supported so that they can do their best learning. We believe that when the children behave in a way that is not aligned with our framework an opportunity is presented for them to learn about expected behaviours and to be supported in this learning. Our rules require that the children learn best when they show respect, responsibility and a value for safety.

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

We collected data on behaviour incidents via our Compass resource. This technology allows us to see behaviour trends, location of incidents and regular behaviour issues that may be occurring with children so that we can alert staff or target strategies for improving respect, responsibility and safety in our school. This is monitored and reported by our teacher Wellbeing Team.

We have a designated PBL Coach from another school to monitor the implementation of the PBL framework in our school. Part of this work is regularly assessing whether the staff and students know and understand our expectations and rules. The assessment run by the coach

collects data directly from staff and students. Our results show that our expectations and rules are well known and understood across

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

Goal 1 - Develop a collaborative culture of continuous improvement

- Implement the Collaborative Coaching model in the area of English
- Complete Collaborative Leadership Modules (Leadership and staff)
- Staff Professional Learning

- Implement English and Mathematics K-2 and familiarise Years Three to Year Six with the new English and Mathematics syllabuses when they are released by the NSW Education Standards Authority (NESA).

2. We will accompany our students, families and staff to know Christ and grow in faith.

- Use the Catholic Charter as a foundation for staff faith development.

- Expand the Religious Education syllabus to Year 2 and familiarise our Year Three to Six staff with the new primary syllabus.

3. Maximise the learning growth of each student

- Align our wellbeing practices more closely with learning and implement a wellbeing tool for identifying the state of student wellbeing on a regular basis.

- Introduce and implement a whole school social skills program which focuses on developing relationship and friendship skills in order to strengthen resilience and support learning.

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

The parent community was surveyed in relation to their satisfaction with St John's school. This was carried out via the 'Tell Them from Me' survey. Responses indicated a higher level of satisfaction in all areas surveyed

The area of faith showed that the children felt this was an important aspect of school life with the majority seeing the value for it. They felt there were ample opportunities to be engaged with faith experiences.

Teacher satisfaction

Teacher satisfaction with St John's was also measured via the Tell Them from Me survey. The survey measured satisfaction with the following aspects of school life. The percentage of teachers surveyed indicating a high level of satisfaction is noted in brackets:

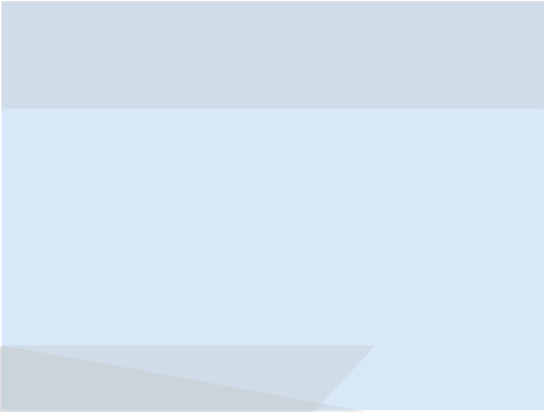
Leadership (80%); inclusive environment (85%); use of technology (65%); teaching strategies (78%); learning culture (80%); collaboration (78%); using data in practice (77%).

Teacher satisfaction is overall higher than average scores on the same levels in schools in the region with the exception of the use of technology. This is an aspect of teaching and working at St John's that will need some analysis in the coming year.

Anecdotally staff report the sense of collegiality and professionalism evident in our school as an important factor influencing their satisfaction with working at St John's. There is also positive feedback being experienced in relation to the way in which collaborative coaching is being implemented in our school.



Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,280,992
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$606,002
Fees and Private Income ⁴	\$889,387
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$51,949
Total Income	\$3,828,331



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

