



2022

ANNUAL SCHOOL REPORT

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John the Ba

St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Alicia van der Merwe

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 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, and includes

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.

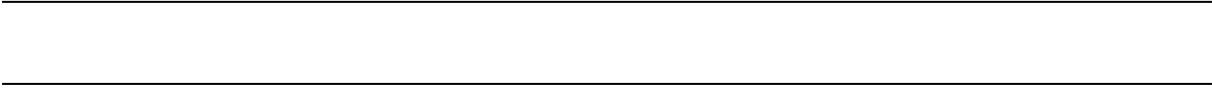
2022 provided an opportunity for large school events to recommence after COVID restrictions. We celebrated having our

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.



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

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

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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

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 bullying and harassment.

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 students' 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

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 aBT/F2 14.67 Tf0.75 0 0 0.75 273.4 495.93 Tm..

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

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

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END OF 2022 REPORT