



2022

ANNUAL SCHOOL REPORT

ANNI



St John the Baptist Catholic Primary School

21a Dulkara Road, WOY WOY 2256

Principal: Mrs Nicole Davies

Web: www.sjbwwdbb.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

Message from key groups in our community

Principal's Message

Diverse curricula activities initiated by a caring and dedicated team of professionals, large well-maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities for students. St John the Baptist is blessed with a dedicated and caring staff who have created a loving Catholic environment where students are nurtured to be the best they can be in order to make a difference in the world.

Parent Body Message

We enjoy a fruitful, collaborative partnerships between St John the Baptist (SJB) and our homes. This year has seen a gradual return to regular school life with the easing of Covid restrictions and it has been wonderful for children and families to again have a sense of normal school routines and experiences. Overnight and full day excursions returned this year and the school swimming and surf education programs have also been highlights for our children. The performance of our school musical was a very fitting way to end the school year, a most joyful celebration that brought our whole community together once again. Parent-teacher interviews were able to be held in person, which continued to promote collaboration so that concerns could be addressed and individual achievements highlighted, where the wellbeing of all students is a mutual priority. Parents and teachers share open communication throughout the year.

Student Body Message

St John the Baptist is a Catholic school that gives opportunities for many children, both inside and outside the classroom. The School has evolved over the years, and now has new flexible learning classrooms and environments, different playground areas for children and there is an increase in technology available to help students with their learning. Our School participates in many carnivals, competitions, Gala days and excursions. The teachers here both challenge the students and make sure they have fun and are not too stressed.

School Features

St John the Baptist Catholic Primary School Woy Woy South, is a Catholic systemic coeducational school. The School originally began in 1922 in the centre of Woy Woy and was established by the Josephite nuns. It was moved to its present site in 1979. The School belongs to the Woy Woy Peninsula Parish with the priests visiting weekly to celebrate Mass and Reconciliation.

The School caters for boys and girls from Kindergarten to Year 6 and due to increasing enrolments is moving from a three stream structure to the inclusion of four streams in Kindergarten and Year 1 in 2022. To cater to the growth, six new classrooms were built in 2015 and opened for use in 2016. The School draws from a wide geographical area, with children travelling from Kariong, Tascot, Umina Beach, Ettalong, Phegan's Bay, Booker Bay, Empire Bay as well as from the local surrounding areas of Woy Woy. This demographic contains a vast spread of socio-economic backgrounds. Aspect classes are provided for children with autism with an enrolment of eighteen children in three classes.

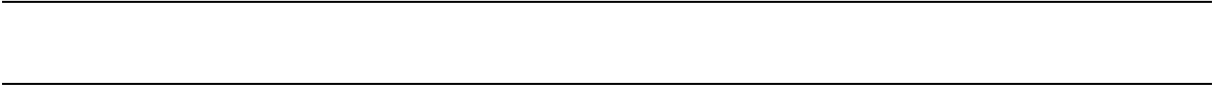
2022 saw the resumption of many school activities that were temporarily affected by Covid restrictions in previous years. The students were once again involved in creative, academic and sporting pursuits, gala days, diocesan sporting events, chess, public speaking, and band competitions. The School band consists of a concert and a training band and both are going from strength to strength. We thoroughly enjoyed being able to present our Musical "Pirates of the Curry Bean" to our whole school

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



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

Summary of professional learning at this school

Day 1&2: With the introduction of new syllabus documentation for Kindergarten to Year 2 in both English and Mathematics the Literacy and Numeracy coaches lead teachers in a process of familiarisation. Teachers were introduced to a more streamlined curriculum framework with content linked to Literacy and Numeracy learning progressions. The Early Years Learning framework highlighted the importance of prior-to-school learning. An overview of the new structure of both syllabi was presented, content was mapped through new outcomes and the teaching advice feature was explored. Teachers in Kindergarten, Year 1, and Year 2 were able to delve more deeply into the syllabus when working with coaches during their weekly two hour collaborative planning meetings, seeing them well-placed to implement the new syllabus in 2023.

Day 3: Our annual whole system staff development day saw further input from Bishop Anthony Randazzo and Director Mr Danny Casey regarding our progress in the CSBB Towards 2025 strategic plan for school improvement.

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

display the colours and symbols of the liturgical seasons throughout the church year. The School supported the local St Vincent de Paul chapter at Christmas time by collecting donations of toys for parish hampers.

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 teaching staff believes it is important that they have consistent practice across the English and Mathematics blocks so that students know and understand learning expectations and routines. Extensive professional learning (PL) for staff has been an integral part of this process. The School Leadership Team continues to collaboratively and actively lead PL.

Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate pedagogical approaches to the teaching of English and Mathematics (incorporating both literacy and numeracy experiences) that maximise children's learning.

Teachers continue to work towards high quality practice in English based on evidence-based best practice and towards greater precision in the teaching of Mathematics. This journey has been aided by support from Catholic Schools Broken Bay (CSBB) with embedding programs such as Best Start and Improving Literacy and Numeracy National Partnerships (ILNNP), Encouraging Persistence and Maintaining Challenge (EPMC) and in the provision of much needed funding respectively. Considerable resourcing by way of releasing teachers and purchasing teaching resources has greatly assisted this journey. 2022 saw the re-introduction of face to face PL for teachers following the easing of Covid restrictions. To understand a student's point of need, and consequently inform teaching, data gathering

Building Cycle (Timperley 2008). All teachers conduct a Mathematical Assessment Interview (MAI) with their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the strengths and challenges of students and subsequent instructional decisions. Similarly, Running Records are taken at the beginning of the year to analyse reading ability for areas of strength and need. Reading levels are then tracked each term which is the catalyst for further professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

Technology skills learned through necessity by both students and teachers as a result of previous home based learning have been utilised in face to face teaching throughout 2022.

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	59%	52%	8%	12%
	Reading	51%	54%	12%	11%
	Writing	52%	50%	9%	7%
	Spelling	46%	48%	16%	15%
	Numeracy	37%	34%	11%	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	51%	31%	5%	14%
	Reading	50%	39%	3%	11%
	Writing	37%	25%	13%	18%
	Spelling	37%	37%	8%	14%
	Numeracy	21%	25%	8%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

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

Learning and Teaching: The sustained and strategic focus on literacy and numeracy through teachers engaging in coaching cycles in both areas had a positive impact on teaching practice and student achievement in these curriculum areas. Coaches supported grade teachers as they planned and implemented learning for all students ensuring differentiated tasks met all students' needs.

Mission: The new RE units for Kindergarten were implemented, to consolidate the use of rich and differentiated tasks in RE lessons. These new units went over a longer period of time to allow scripture to be explored at a much deeper level, incorporating the Godly play strategy where children manipulate models to explore and retell bible stories.

Pastoral Care: Zones of Regulation awareness and Mindfulness continued across the School to help students explore calming techniques, cognitive strategies, and sensory supports so they have a toolbox of methods to use to move between zones. Mindfulness sessions at the end of each term assisted children to learn and practice these self-calming techniques.

Priority Key Improvements for Next Year

Learning and Teaching: In 2023 the School will continue its strong focus on point of need teaching in the areas of literacy and numeracy by analysing data and deepening teachers' knowledge and understanding of differentiation strategies to meet student needs.

Collaborative coaching with grade 93 Tm(end)J JETBT/F2 14.67 Tf0.75 0 0 0.Abu 70M552.67 Tm(witl)J

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

In the TTFM (Tell Them From Me) survey conducted at the end of 2022, parents commented on the following:

- Excellent school, teachers are committed and care about the children. The older children are encouraged to look out for the younger children, there is always an outstretched hand when my child has been upset. My children are very happy at school, they love learning, the facilities are excellent and the opportunities for additional activities are plentiful.
- I appreciate all the work teachers do. The children really enjoyed the basketball and tennis lessons.
- Lovely school which helps support the learning and needs of the children especially those who need extra support and/or learning support.
- The teachers have been amazing and I love that I get little updates on my child from them if I bump into them at drive through.
- Great community, no judgement, everyone feels involved and welcome.
- I love the community nature of the school and the opportunities it offers for our child! The office staff are very approachable and very helpful.
- I love how they encourage all the kids by positive behaviour in school. My son has learned that school has rules that need to be followed, including inside the classroom. He is always happy to go to school and always excited for school days.
- My child is happy at school and we feel he is developing well socially. He feels safe at school too, which makes us happy as parents.

Student satisfaction

In the TTFM survey conducted at the end of 2022, students commented on the following:

- I like how my school makes me feel safe and I can ask for help whenever I want.
- I really like that I make friends and have fun. I learn all subjects and learn things for life.
- I like how my teacher supports and always cares for the other students fairly. I can express my emotions and do fun activities with others and enjoy myself.

Financial Statement

Consistent with the NESAs 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	\$5,825,183
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,550,928
Fees and Private Income ⁴	\$1,540,199
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$2,239
Total Income	\$8,918,549

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$81,655
Salaries and Related Expenses ⁷	\$5,160,818
Non-Salary Expenses ⁸	\$2,160,224
Total Expenditure	\$7,321,043

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.

