

# 2024

## ANNUAL SCHOOL REPORT



### **St John the Baptist Catholic Primary School**

21a Dulkara Road, WOY WOY 2256

Principal: Mrs Nicole Davies

Web: [www.sjbwwdbb.catholic.edu.au](http://www.sjbwwdbb.catholic.edu.au)

## About this report

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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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

At St John the Baptist, a vibrant and inclusive learning community is built through diverse curriculum activities, innovative teaching practices, and a strong commitment to student wellbeing. A caring and professional staff work collaboratively, using rigorous tracking of student learning growth to ensure every child achieves personal excellence. The school's spacious, well-maintained grounds and modern facilities provide dynamic spaces for learning, creativity, and play. Strong partnerships with families and the broader community further enrich the learning journey. Guided by a spirit of compassion and service, students are nurtured to grow into confident, capable individuals who are ready to make a positive difference in the world.

### Parent Body Message

Families at St John the Baptist (SJB) School enjoy a strong and collaborative partnership with the school community. The Parent Representative Group meets regularly with the leadership team to discuss ways to strengthen connections, support student learning, and enhance wellbeing initiatives across the school.

Parents are actively involved in their children's education through opportunities such as reviewing weekly workbooks, attending open classrooms, receiving regular updates via the SeeSaw app, and participating in shared experiences like mindfulness sessions. The school also offers valuable parent education opportunities, including Anxiety Workshops, information sessions about the student reporting process, and a comprehensive Kindergarten transition program featuring targeted Math and English workshops. These initiatives help equip families with strategies to support learning at home and ease important school transitions.

The school community comes together throughout the year to celebrate special occasions such as Grandparents', Mothers', and Fathers' Days, and the Feast Day of St John the Baptist. Families are warmly welcomed to join in school Masses, which provide sacred opportunities to gather in prayer, give thanks, and celebrate the faith that underpins all aspects of school life.

Teachers at SJB work in close partnership with families, recognising the essential role that the home environment plays in every child's learning journey. Communication between families and teachers extends well beyond traditional parent-teacher interviews. Regular emails and updates allow for early discussion of concerns, the celebration of individual achievements, and a shared focus on student wellbeing. This ongoing dialogue helps create a positive, cooperative environment aimed at achieving the best outcomes for all students.

In addition to strong academic and wellbeing programs, SJB offers a broad range of sporting opportunities. Students are encouraged to participate in school carnivals, inter-school sporting competitions, and specialist clinics across various sports, promoting physical development, teamwork, resilience, and school pride.

Through this vibrant partnership between families and the school, St John the Baptist continues to foster a nurturing, faith-filled environment where every student is supported to thrive academically, spiritually, and personally.

### **Student Body Message**

At St John the Baptist (SJB), kindness is at the heart of everything we do. The teachers and students work together to make sure everyone feels welcome, safe, and happy at school. There are anti-bullying expectations in place, and a bucket filler system encourages students to fill each other's buckets with kind words and actions. The school also has buddy benches in the playground, where students who are feeling left out or lonely can sit, and others will invite them to join in. The teachers always remind students that kindness is the key to success, helping everyone to grow with a positive attitude and never give up.

There are many fun learning opportunities at SJB. The school has a big library full of interesting books, and students get to learn Greek every week, which is exciting. The music program gives everyone a chance to explore different instruments and perform. The sports fields and play areas are great for running around, playing games, and making new friends. During break times, there are clubs for things like art, debating, and creative writing, giving students lots of chances to explore their interests and meet new people. There's always something for everyone, making it easy to make new friends.

SJB also cares a lot about students' feelings. The Reset Room is a special space where students can go when they're feeling overwhelmed to reset and relax before returning to the playground. A parent at SJB even crocheted little buddy animals, which are given to students who might be struggling with "school can't" days or school refusal. These little buddies help students feel less alone and more comfortable coming to school. The school's motto, "Be kind to one another," is more than just words - it's something that everyone lives by every day, making SJB a warm, welcoming place where students can grow, thrive, and feel supported.

## School Features

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St John the Baptist Catholic Primary School, located in Woy Woy South, is a vibrant Catholic coeducational school with a rich history. Established in 1922 in the heart of Woy Woy by the Josephite nuns, the school moved to its current location in 1979. It is part of the Woy Woy Peninsula Parish, with priests visiting regularly to celebrate Mass and Reconciliation with the students.

The school serves boys and girls from Kindergarten to Year 6. With growing enrolments, SJB is expanding from a three-stream structure to four streams in Kindergarten, Year 1, and Year 2. The school draws students from a wide geographical area, including Kariong, Tascott, Umina Beach, Ettalong, Phegans Bay, Booker Bay, Empire Bay, and the local Woy Woy area. The diverse community includes families from a broad range of socio-economic backgrounds. The school also offers Aspect classes for children with autism, providing dedicated support across two classes.

Students at SJB are actively involved in a variety of creative, academic, and sporting activities. These include gala days, diocesan sporting events, chess, public speaking, and band competitions. The school's band program has flourished, with both the concert band and training band gaining recognition for their performances. A highlight of the school year is the end-of-year concert, where the SJB community comes together at St Edward's College, making use of their large auditorium to fit our expanding school community. This year we enjoyed the musical, *Star Wars: The Empire Strikes Back*, where every child in the school was involved in the performance.

The school places a strong emphasis on Positive Behaviour for Learning (PBL) and student wellbeing. A range of programs, including mindfulness sessions and Zones of Regulation, are implemented to support the mental health of all students. These initiatives are key to fostering a positive and nurturing environment, helping students develop emotionally and socially as well as academically.

## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
274	266	86	540

\* 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 2024. 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 2024 was 89.60%. 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
91.10	90.80	90.70	89.50	89.40	87.60	86.80

## 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	37
Number of full time teaching staff	22
Number of part time teaching staff	15
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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.



## Catholic Identity and Mission

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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 [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2024, the School continued to uphold a strong Catholic identity, integrating faith and learning as part of its mission to provide quality education through a Catholic worldview. Efforts to apply this worldview across all areas of school life remain a priority, with clear expression in teaching programs, school policies, and the daily interactions among students, staff, and families.

Students were engaged in a wide range of liturgical and spiritual experiences throughout the year. Each term, the School's liturgical calendar guided the celebration of whole-school Masses, liturgies, and feast days, fostering a sense of reverence and community. Students in Years 4 to 6 participated in the Sacrament of Reconciliation each term, and all classes engaged in the Exposition of the Blessed Sacrament, enhancing their spiritual formation.

Daily prayer continued to be a central part of school life. Each class incorporated both formal and informal prayer at various times during the day, with prayer tables reflecting the liturgical

seasons through appropriate colours and symbols. Staff gathered each Friday morning for community prayer, strengthening the spiritual life of the School.

In May 2024, in response to Bishop Anthony Randazzo's directive, the School introduced the Angelus. Since then, staff and students have paused at 11:45am each day to pray the Angelus together, deepening their devotion and connection to the broader Church.

The School also embraced its commitment to service by supporting the local St Vincent de Paul Society during the Christmas season, collecting donations of toys for parish hampers and helping to bring joy to families in need.

## Curriculum, Learning and Teaching

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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.

In 2024, the teaching staff have prioritised building consistent practices across the English and Mathematics blocks to ensure students clearly understand learning expectations and routines. Extensive professional learning (PL) has supported this work, led collaboratively and actively by the School Leadership Team.

Throughout the year, teachers have implemented the new K-6 English and Mathematics syllabuses. With the support of Collaborative Coaching sessions, elements of Reading have been explored across K-6. To support this focus, decodable readers were purchased to align with the requirements of the new English syllabus and to strengthen students' foundational reading skills. Teachers have drawn on their growing knowledge of syllabus content and teaching strategies to create engaging, targeted learning activities. Such planning is only possible when staff have current, comprehensive expertise, a focus that has been strongly supported by school leadership.

Staff continue to work towards delivering high-quality, evidence-based practices in English and achieving greater precision in Mathematics instruction. Catholic Schools Broken Bay (CSBB) has provided valuable professional learning resources to assist leaders and teachers in deepening their understanding of the syllabuses' intent, content, and pedagogies.

Development of digital technology skills has also been a priority. Students have engaged with technology through a range of age, and stage, appropriate opportunities, both embedded within lessons and as stand-alone experiences, enhancing their learning outcomes. In support of this, a digital technology scope and sequence was created in 2024, accompanied by the purchase of new robotic and coding resources.

Daily Reviews have been introduced across multiple Key Learning Areas (KLAs) as an effective strategy to support knowledge retention and retrieval. Aligned with the explicit teaching model, Daily Reviews are short, sharp, and engaging sessions, typically lasting around ten minutes. They focus on revisiting previously taught concepts through a variety of quick activities designed to consolidate learning, strengthen student recall, and identify any gaps in understanding. By incorporating regular retrieval practice in this structured and

consistent way, teachers are able to build fluency and reinforce foundational knowledge, supporting long-term student achievement.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John the Baptist Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	64%	54%
	Reading	75%	66%
	Writing	82%	77%
	Spelling	54%	61%
	Numeracy	68%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	70%	65%
	Reading	79%	71%
	Writing	70%	67%
	Spelling	66%	68%
	Numeracy	66%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.



## Community Satisfaction

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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

Members of the Parent Representative Group were asked to share what they were most happy with at SJB in 2024. Their feedback highlighted several key areas:

- Parents valued the school's strong focus on kindness, with daily reminders helping to create a calm and positive atmosphere.
- They praised the care and commitment of the teachers, noting regular communication and strong support for student progress and wellbeing.
- Sporting opportunities were highly regarded, with a wide range of events encouraging participation for all students.
- Community engagement remained a strength, with events like the Big Arvo, Mother's Day celebrations, and Coffee and Chats fostering strong family-school connections.
- The Student Wellbeing Officer was recognised for providing important emotional and mental health support.
- Parents also commended the school's modern facilities, including updated classrooms, the extensive library, technology access, large playground spaces, and the newly renovated primary toilets.
- Finally, the visit from Star FM was seen as a fantastic promotional opportunity and a fun experience for students.

### Student satisfaction

When the students from Kindergarten to Year 6 were asked what they enjoyed in 2024, they shared:

- I loved the end-of-year concert! It was so fun to dress up and dance on the big stage. The Star Warts show was really funny!
- The new toilets are great! They look so nice and clean, and they have mirrors.
- I like visiting the older people at Hillview House. We make cards, play games, or read to them. They're so nice and always smile when we visit.
- Surf days were awesome! We learned how to read the rips and where it's safe to go into the water. It was really fun at the beach.
- I love seeing my friends every day at school. It's good to run on the oval.

- The teachers are really helpful when we need help with our work or when we're having problems with our friends.

### Teacher satisfaction

When teachers were asked about their satisfaction with work in 2024, key themes emerged:

- **Support and Professional Development:** Teachers felt well-supported through professional learning opportunities, with many valuing Collaborative Coaching, which deepened their understanding of the K-6 English Syllabus, especially in Reading.
- **Collaboration and Teamwork:** A strong sense of teamwork was evident, with teachers appreciating the opportunity to share ideas, strategies, and resources to help students reach their potential.
- **Student Engagement and Growth:** Teachers were pleased with student growth and engagement, noting the positive impact of new resources like decodable readers, drones, and 3D printers. Subscriptions to platforms like Maths Online, Inquisitive, Studyladder, and Decodable Readers Australia further supported teaching.
- **Student Wellbeing:** The school's focus on student wellbeing, particularly through the Student Wellbeing Officer, was valued, as it assisted teachers to better support students emotionally and socially.

## Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,973,946
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,858,494
Fees and Private Income <sup>4</sup>	\$1,795,152
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$385
<b>Total Income</b>	<b>\$10,627,980</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$346,404
Salaries and Related Expenses <sup>7</sup>	\$6,664,375
Non-Salary Expenses <sup>8</sup>	\$1,915,241
<b>Total Expenditure</b>	<b>\$8,926,021</b>

### 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 2024 REPORT