



# 2025

## 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 Limited as Trustee for the Catholic Schools Broken Bay Trust (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 are highly engaged in a strong and collaborative partnership with the school community. The Parent Representative Group meets regularly with the leadership team to share feedback, strengthen connections, and contribute to initiatives that support student learning and wellbeing.

Parents are actively involved in their children's education through a variety of opportunities, including reviewing weekly workbooks, attending open classroom experiences, and engaging with regular updates via the SeeSaw app. Shared activities, such as mindfulness sessions, further enhance family involvement. The school also provides valuable parent learning opportunities, including workshops on anxiety, information sessions on student reporting, and a comprehensive Kindergarten transition program with targeted English and Mathematics sessions. These initiatives equip families with practical strategies to support learning at home and assist children during key transition periods.

Throughout the year, the school fosters a strong sense of community by celebrating events such as Grandparents', Mothers', and Fathers' Days, as well as the Feast Day of St John the Baptist. Families are warmly invited to participate in school Masses, which provide meaningful opportunities to gather in prayer and celebrate the faith that underpins school life.

Teachers at SJB work in close partnership with families, recognising the vital role of home in each child's learning journey. Communication is ongoing and extends beyond formal interviews, with regular updates enabling early identification of concerns, celebration of student achievements, and a shared commitment to wellbeing.

In addition, SJB offers a wide range of sporting opportunities, including school carnivals, inter-school competitions, and specialist clinics. These experiences promote physical development, teamwork, resilience, and school spirit.

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

### **Student Body Message**

At St John the Baptist (SJB), being kind is really important to everyone. Teachers and students work together to make sure people feel welcome, safe and happy at school. We have clear rules about bullying, and the bucket filler system helps us remember to use kind words and actions. There are also buddy benches in the playground, so if someone is feeling lonely, they can sit there and others will invite them to play. Our teachers often remind us that kindness helps us do our best and keep trying, even when things are tricky.

There are lots of fun and interesting things to do at SJB. Our library has heaps of great books to read, and we get to learn Greek each week, which is really exciting. In music, we can try different instruments and sometimes perform. The playground and sports fields are great for running around, playing games and making friends. At break times, there are clubs like art, debating and creative writing, so everyone can find something they enjoy and meet new people.

SJB also cares about how students are feeling. The Reset Room is a calm place we can go if we feel overwhelmed, so we can relax before heading back to class or play. Some students are also given small crocheted buddy animals, made by a parent, to help them feel more comfortable on days when school feels hard. Our school motto is "Be kind to one another," and we really try to live this out every day, making SJB a friendly place where everyone feels supported and included.

## 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 our dance concert, "Dancing through the Decades", 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

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
279	272	89	551

\* 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 2025. 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 2025 was 89.55%. 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
91.16	90.59	90.73	90.00	90.00	88.88	85.05

## 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 Department of Education 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 2025:

Total number of staff	50
Number of full time teaching staff	23
Number of part time teaching staff	16
Number of non-teaching staff	11

### 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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	1
Proficient Teachers	36
HALT Teachers	1

## 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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 2025, 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. The School community also celebrated the election of Pope Leo XIV, joining Catholics worldwide in marking this significant moment in the life of the Church. Efforts to embed this worldview across all aspects of school life remain a priority, with clear expression in teaching programs, school policies, and 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 throughout the day, with prayer tables reflecting the liturgical seasons through appropriate colours and symbols. Staff and students paused at

11:45am each day to pray the Angelus together, deepening their devotion and connection to the broader Church. Staff also gathered each Friday morning for community prayer, strengthening the spiritual life of the School.

The School embraced its commitment to service by supporting Caritas Project Compassion during Lent and 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.

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In 2025, a key focus was strengthening Mathematics teaching and building teacher capacity in the collection, analysis and interpretation of student data. Professional learning supported teachers to use data more effectively to inform instruction, identify student needs and adjust teaching to improve learning outcomes. This work was led collaboratively by the School Leadership Team and embedded through ongoing professional dialogue and reflection.

Teachers continued implementing the new K–6 English syllabus, with a strong emphasis on reading. Ongoing professional learning supported staff in the effective use of decodable readers to strengthen early reading instruction and build student confidence and fluency. Teachers applied this growing knowledge to design targeted and engaging learning experiences that align with syllabus requirements.

Learning support processes ensure that students requiring additional assistance are identified and supported through targeted interventions. These supports are responsive to student data and focus on building foundational literacy and numeracy skills.

The development of digital technology skills has also remained a priority. Students engaged with technology through a range of age- and stage-appropriate opportunities, both embedded within classroom programs and as stand-alone experiences. A digital technology scope and sequence was refined, supported by the purchase of robotics and coding resources to enhance student engagement and learning.

Daily Reviews have been refined across multiple KLAs as an effective strategy to support knowledge retention and retrieval. Aligned with an explicit teaching approach, these short, focused sessions revisit previously taught concepts through quick and engaging activities. This consistent practice supports recall, builds fluency and strengthens 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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	83%	54%
	Reading	54%	66%
	Writing	73%	76%
	Spelling	73%	62%
	Numeracy	83%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	88%	63%
	Reading	77%	73%
	Writing	76%	65%
	Spelling	64%	69%
	Numeracy	73%	69%

## 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 2025.

### 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 significant changes made to this policy in 2025.

### **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 2025 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 shared what they valued most about SJB in 2025, identifying several key strengths. Parents appreciated the school's strong emphasis on kindness, with daily reminders fostering a calm and supportive environment. They acknowledged the care and dedication of teachers, highlighting consistent communication and strong support for student learning and wellbeing. Sporting opportunities were well received, with a wide range of events encouraging participation, including numerous gala days where parents could be involved. Community engagement remained a highlight, with events such as the Big Arvo, Mother's Day celebrations and Grandparents Day strengthening connections between families and the school. Parents also spoke positively about the school's modern facilities, including a well-resourced library showcased during successful Book Week activities. Access to technology and the variety of playground spaces were also valued. Additionally, parents appreciated the availability of options such as the reset room and library for indoor play and quieter environments.

### Student satisfaction

When students were invited to share their thoughts on 2025 .....

I loved the Year 5 camp, we went to Point Wollstonecraft and had the best time.

I liked the first aid course in year 6 because I learnt how to save someone's life.

My favourite sport lessons were the basketball sessions. They were so much fun.

We went to the Reptile Park and I patted a kangaroo and its joey.

Canberra was amazing, I got to see the War Memorial and Parliament House.

I liked the graded maths group in Year 6 because I love maths and we got to change rooms and be with my friends from the other class. The maths was harder but we all loved it.

### Teacher satisfaction

When teachers were asked about their satisfaction with work in 2025, key themes emerged:

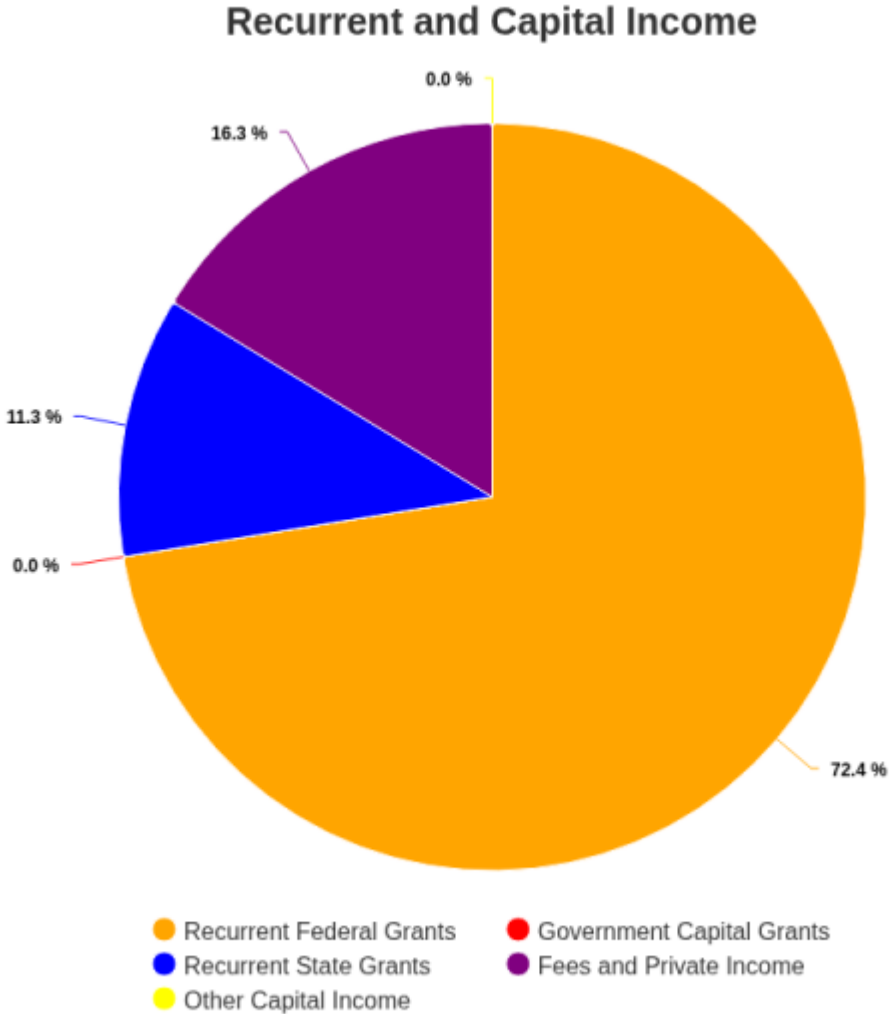
Support and Professional Development: Teachers felt well-supported through professional learning opportunities, with many valuing Collaborative Coaching, which deepened their understanding of the K-6 Maths Syllabus especially, and the discussion of a potential text book for next year that would support a whole school approach for Maths from K-6.

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. Teachers appreciated time given to work together as a grade and compare student growth and work from point of need.

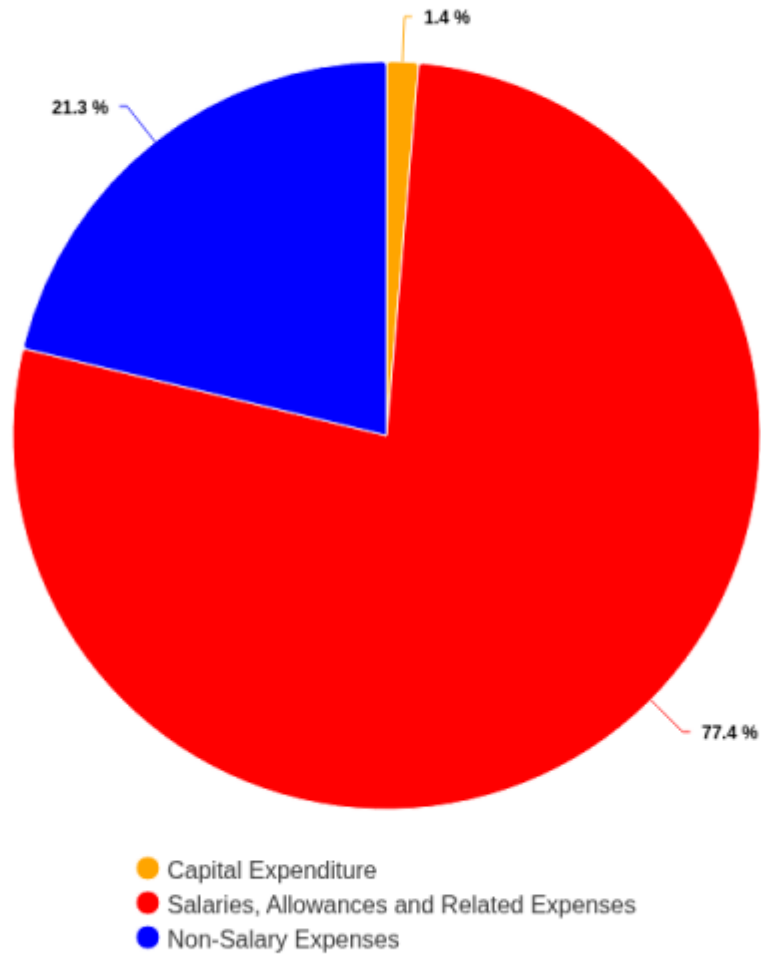
Student Engagement and Growth: Teachers were pleased with student growth and engagement, noting the positive impact of new resources, especially more decodable readers in stage 1 and stage 2 and class sets of texts for stage 3.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



## Recurrent and Capital Expenditure



END OF 2025 REPORT