



# 2021

## ANNUAL SCHOOL REPORT



### St John the Apostle Catholic Primary School

166 Alfred Street, NARRAWEENA 2099

Principal: Mr Mark Bateman

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

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## About this report

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St John the Apostle Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for 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, 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 in the School Improvement Plan (SIP) which 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 be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

This report provides an account of our 2021 school year.

We began the year with a focus on building partnerships between home and school focused on learning. The teachers conducted Parent Information Nights and included discussion with parents on this topic. Each grade developed communication strategies about learning and the sharing of information. This process set the stage for a home school partnership which focused on each child's learning during the year.

The school we engaged with the diocese concerning the implementation of the 'Towards 2025' initiative. This document was foundational to the development of our own annual plan which was developed following a system school staff experience which focused on school improvement.

Our Parents and Friends and our Advisory Councils were able to meet during the first two terms of the year and made plans for parent engagement during 2021 which included a parent meeting about the safe use of technology along with opportunities for social engagement. Term three, however, saw life disrupted by COVID 19 and we had to move to limited contact with parents and a home based learning platform.

Our teachers drew upon the experience of dealing with the pandemic previously in 2020. They rallied and worked collaboratively with Catholic Schools Broken Bay and the NSW Education Standards Authority to coordinate support for students and families during Term Three and beyond. Teaching and learning, community engagement and community practice of our faith moved mostly to an online environment. St John's relied on social media pages and online communication to keep our community in touch with our school, our students and our community.

We re-established our i-pad loan scheme which enabled parents to borrow a school i-pad during the at home experience. This reduced the pressure to access technology at home for many families and allowed the children to join Zoom calls from school as well as complete their learning tasks. The result was the ability to make regular connection with students and their families.

This report provides an account of the way in which we adapted to the challenges of 2021 and is underpinned by a sense of gratitude for the way in which our teachers and staff were able to work constantly to connect with and encourage our students, provide them with online learning experiences on a daily basis. The gratitude extends to our parent and carer community who bore the brunt of disruption in their own lives. Managing working from home, online learning with their children and the uncertainty about the future has been stressful.

Despite this, the cooperation and support we received from our parents and carers encouraged us to keep going.

### Parent Body Message

After a fairly normal start to 2021 we were able to run our meetings with and do some planning for the remainder of the year, however, Term 3 saw us return to minimal contact and home based learning. St John's Parents and Friends was not able to run many of its usual functions and gatherings. We did our best to support the school in providing an online education for our children and wherever we could we offered encouragement to parents via Zoom calls and online gatherings. Not being able to enter the school site for such a long period of time has made it difficult to provide the support we normally do. One of the important roles of the P&F was to do our best to show the teachers and staff our appreciation for their work and understanding about how difficult the situation was for them. We provided hospitality for World Teachers Day and offered hospitality to the staff on numerous occasions. We wanted to lift spirits and provide encouragement for them.

The P&F provided the school with feedback about communication and online learning processes during the online experience. A parental perspective on what was happening was very important and assisted the school to make often small but important adjustments along the way.

We supported the school with their Open Morning at the beginning of the year and during Mother's Day and Father's Day celebrations via our online raffles. Our parents were able to organise a gathering for the Year Six Graduation at the end of the year. Bringing the children and families together to finish the year, especially during their final year of school, was particularly satisfying.

We look forward to organising gatherings on the school site in the not too distant future.

### Student Body Message

2021 began normally but it wasn't long before we had to return to online learning. Our teachers met with us everyday via Zoom and did their best to help us learn and to be together. We missed being with each other and being at school with our teachers and friends. When we were finally able to return to school, we were really glad to be able to meet with each other again.

For our Year 6 students, the pandemic has meant that many of the things we normally do in our Leadership Teams had to move online wherever we could. When we finally did return to school, our parents were not able to come onto the school grounds. This meant we played an important role in including them online via video and live streaming of events. Our weekly

prayer assemblies, merit assemblies and special occasion presentations helped parents and our extended families still feel a part of our school.

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## School Features

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St John the Apostle Catholic School, Narraweena, (St John's) is a K-6 primary school in the Parish of Warringah. Scalabrini priests have been invited by our Bishop to administer the Parish and have played an important pastoral and formational role in the life of our school.

The school was established in 1961 and its first teachers were the Brigidine Sisters. It was in these times that the motto of 'Strength and Gentleness' was established. In 2021 there were thirteen classes with two classes in each grade except for Year 5 where there was one class. St John's also supports a St Lucy's satellite class which is for children with disabilities who are aiming to be integrated into mainstream schools.

In this 200th year of Catholic Education in Australia, we feel very much a part of our Catholic history. The Brigidine sisters and our priests provided creative and community building leadership during their tenure at St John's and played a significant role in establishing the good name of our school within the local community of Warringah. We have much to celebrate from the story of our school.

St John's is a member of the broader system of schools in the Diocese of Broken Bay. The diocese has developed, under the leadership of our Bishop, a clear plan and direction for the future entitled 'Towards 2025'. St John's is committed to supporting the implementation of the plan in order to provide an authentic, professional Catholic education delivered with care and compassion.

During 2021, the COVID 19 pandemic impacted the school's ability to work directly with students and their families. Many of our social functions, face to face meetings and opportunities to gather and celebrate were not able to be held. The situation caused the teachers, staff and parents to find new ways to engage in and deliver education to our students. It required our community to work cooperatively and patiently as we created new learning pathways for our students and establish new ways of communicating with our families.

The Parish Sacramental Programs had to move from people gathering on the school site as a faith community to parents running the programs at home with their children on an individual basis.

Creating a sense of community, belonging and engagement was challenging, to say the least but we finished the year with a sense of gratitude for the cooperation, support and hard work of our students, their parents, and our teachers and staff here at St John's.

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## 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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
133	123	64	256

\* 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 2022. 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 2021 was 95.77%. 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
96.06	95.35	96.98	95.46	96.05	96.26	94.22

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	29
Number of full time teaching staff	11
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 teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

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

St John's engaged in a variety of professional learning experiences during 2022 for teachers and staff. We continued our work in the area of assessment by focusing on the implementation and analysis of the Maths Assessment Interviews run at the beginning of the school year. This work helped to guide the direction of Mathematics teaching in each of our classes during the year.

We supported two early career teachers, each receiving eight days training as they work toward their proficiency accreditation in 2022. Each has an experienced St John's teacher supervising and mentoring them in this stage of their career.

Two twilight sessions were conducted. One focused on maintaining staff skills in the area of Cardio Pulmonary Resuscitation and supporting children with Asthma. The other focus on School Improvement Planning.

The NSW Education Standards Authority (NESA) is developing new syllabus documents for Kindergarten to Year 2 in the areas of Maths and English and staff were introduced to the new format and intentions of the syllabus with more intensive work to be done in 2022. Teachers were up skilled in the use of technology for home learning purposes during COVID lock down. They learned to use a range of applications which enhanced their ability to communicate clearly with students using online learning. St John's teachers were also supported in the implementation of the National Consistent Collection of Disability Data (NCCD) working consistently with parents in consultation about the needs of children with identified disabilities.

The year finished with a reflection and handover day. 2021 teachers met with 2022 teachers introducing their new pupils, discussing needs and focuses for each student so that meaningful planning for teaching and learning could take place prior to the beginning of the 2022 school year.

All staff took part in a day to introduce the 'Towards 2025' initiatives developed by Catholic Schools Broken Bay with all systemic schools including St John's. The day led to the identification of our own annual goals for 2022.

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## 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 [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. This 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

St John's supports the diocesan vision of providing an authentic, professional Catholic education delivered with care and compassion. We aim to provide experiences of discipleship within the local community for each of our children. This means that it is important to establish a positive and supportive relationship with our Parish - the Parish of Warringah. Despite the disruptions during the year our Parish Priest and Assistant Priests did their very best to celebrate the Eucharist with each of our classes. These experiences provided opportunities for the priests to talk with the children about various aspects of the Church, the masses and occasions they celebrated together.

We participated in the Diocesan Student Leaders Day with Bishop Anthony and our Catholic School Broken Bay leaders. This was an online experience introducing a number of community youth leaders who provided inspiration for our own student leaders to make and impact on their community. We celebrated 200 years of Catholic Education by joining the national online celebration of Mass with other diocesan schools.

The Parish continued to support Sacramental Programs but needed to move these to individual homes. Parents were required to educate their own child in Confirmation, Reconciliation and Eucharist during the year.

The school introduced the new Religious Education Curriculum to our teachers and planned to trial the program in 2022 with our Kindergarten children. We set up a special Religious Education room for the children to visit twice per week and to discover scripture through play, activity and discussion. All resources were purchased and by the end of 2021 our staff were trained, the room was set up and ready to accept the first pupils in 2022.

Our connections with the Parish were affected by COVID 19. Mass attendance fell as restrictions were introduced. This led to limited attendance at mass. We had to stop our Parish family masses and hospitality sessions. Experience of discipleship within the local context was very challenging. Our children did run Mission Day and contributed to both Project Compassion and the Saint Vincent de Paul Christmas Appeal. Our families were also very generous in supporting these causes.

Despite the limitations placed upon our community we held a central space for the presence of Christ within our lives and our families and felt supported by the initiatives of our Bishop and our diocese.

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## 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.

The staff focused strongly on the learning of our students at St John's. We began the year by participating in the Commonwealth Government audit concerning our processes and systems which provide for students with disabilities. The audit looked at our documentation, procedures and checked our evidence of compliance with requirements. St John's was able to meet all requirements and was validated for the processes and procedures that we have in place to support children with disabilities.

We also received validation from the previous year for meeting all Commonwealth and State government school compliance requirements. Each of the above processes asked considerable effort from staff to provide evidence of compliance to the authorities. The result provides confidence to our community that St John's operates with integrity and quality in providing a Catholic education for each of the students attending the school.

We introduced a new practices to cater for students identified as high ability. These students were catered for both in classrooms and via individual challenges and projects which were offered throughout the year. Children were nominated for community based extension and challenge programs; they took part in university sponsored competitions in the areas of Writing, Mathematics, Digital Technologies and Science and many of our students received credit, distinction or high distinctions results. These programs continued online during lock down and helped to engage and motivate the students identified.

Our students benefited from being introduced to a range of new technology applications. These enhanced their ability to present projects and tasks. They supported our teachers to communicate more clearly with our students during phases of online learning. As we come out of the COVID situation, many of the structures and processes we used involving technology will continue. We found that the strategies enabled our students to work independently and at differing levels.

There is no doubt that the interruptions to learning during 2021 have had a varied impact on our students. The ability of individual students to cope with significant change varied according to the support that was able to be put in place at home during the disruption. It also varied according to the individual needs of each our students.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70%	54%	0%	11%
	Reading	72%	55%	0%	10%
	Writing	67%	53%	0%	6%
	Spelling	65%	49%	0%	13%
	Numeracy	51%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37%	35%	13%	14%
	Reading	47%	40%	7%	11%
	Writing	23%	20%	3%	18%
	Spelling	43%	38%	0%	14%
	Numeracy	33%	29%	7%	15%

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## 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 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 2021.

### 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 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 2021.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

St John's implemented a Positive Behaviours for Learning Framework (PBL) from Kindergarten to Year 6. Our staff Wellbeing Team monitored this implementation. The team also collected data which helped us to understand the effectiveness of the work we did with the children. The teachers ensured that the children were explicitly taught our expected PBL rules and the accompanying behaviours which underpinned the framework. In order to encourage the children in their cooperation with our rules and behaviours, the teachers issued 'Smile Awards' on the playground and in class when they witnessed children consciously or automatically following the rules.

In addition to our 'Smile Awards' each class nominated a child who demonstrated the values of compassion, celebration, hope, service or justice during the term on a regular basis. The class then decided on a child who should receive our 'Strength and Gentleness Award' each term. The successful nominees received their certificate and acknowledgement at a whole school assembly to which parents were invited.

During Term 3, the students participated in our annual Mission Day. Each class developed some fun activities for other children in the school to engage with. Children from other grades spent their tokens, which are purchased online, on the activities, and the money raised went to Catholic causes which were nominated by the children in each class. This is always an enjoyable event for the children as well as an event that is very practical in the way it contributes to those in need.

By being involved in these initiatives, the children developed an understanding for the plight of others and respect for the difficulties that can be encountered. They came to the



understanding that taking responsibility to support those less fortunate expressed our care and compassion for our neighbours.

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## School Improvement

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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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

St John's began the year by focusing on three key areas numbered and identified. Each key area is explained under the bold heading.

#### **1. Maximise the learning growth of each student.**

As part of the teaching and learning cycle, St John's uses a variety of assessment strategies in order to know each child and how they learn. The significant interruptions experienced during the year caused us to rethink our approaches to assessment. We needed to consider what we could reasonably assess and how we could reliably assess in order to clearly identify student need.

We do not believe we were able to adequately achieve our goal because of the pandemic. We did have to modify what we taught. We had the freedom to focus on an essential curriculum as a result.

#### **2. Demonstrate academic and personal learning growth.**

A critical factor during and following the pandemic was the Wellbeing of our students, our staff and our parents. Our teachers worked extremely hard to keep in regular contact with their students and the parents of their students during the pandemic and during the year. On returning to school, it was important that the teachers re-established expectations and boundaries believing that a well structured, safe and supportive environment is essential if learning is to occur effectively.

While many students did demonstrate academic and personal growth, there were others who found the uncertainty created by restrictions, availability of technology and of parents having

to work from home difficult to navigate. The learning needs of the children around personal growth will continue into next year.

### **3. Each student genuinely engages with traditional Catholic practices and expression of faith within the local Catholic community.**

Teachers created intimate, prayer experiences within their classrooms and during online sessions with the children in their care. While we were able to celebrate the sacrament of Confirmation with our Parish Priest, other sacramental programs had to move to a home based environment. This made it difficult to practice our faith within community. We did, however, use technology to share our prayer celebrations with parents online as well as our Core Values Awards assemblies.

St John's joined a pilot program for the new Religious Education curriculum in Broken Bay and set up a prayerful, special classroom for our Kindergarten children to explore scripture through story. In this way they come to know Jesus as a person and will be able to establish a relationship with him. Our participation in the pilot will continue into next year.

### **Priority Key Improvements for Next Year**

Moving into next year, St John's will focus on the following three key areas:

#### **1. Maximise the learning growth of each student.**

We will be focusing on a teacher coaching model. This will involve our Assistant Principal leading the teaching of Spelling across the school. Teachers will meet as teams each week to unpack assessment data; identify clear goals for teaching and learning from the data and discuss how to meet the differing levels of ability within their classrooms in relation to the identified data.

In addition they will use the year to familiarise themselves with the new English and Mathematics syllabus documents produce by the NSW Education Standards Authority ready for full implementation in 2023.

#### **2. Work with students, staff and families to know Christ, love learning and be the best they can be.**

Our teachers will be involved in piloting the new K-2 Religious education syllabus and we will aim to revitalise the faith life of our families and children by working with our local Parish on participation in liturgy and faith celebrations. We will work with our staff to understand and implement the Diocesan Catholic Charter, analysing the impact this will have on our community.

#### **3. Implement Wellbeing practices that enhance student growth.**

We will revitalise our Positive Behaviours for Learning Framework, establishing a more regular system of feedback about student wellbeing and respond to the identified needs from the collected data.

In addition to the above, St John's will embark on a significant program to improve our repair and maintenance issues. This will include the replacement of our play equipment; improvements to the functionality and use of St John's Hall and planning for future outdoor improvements.

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## 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

St John's parents and carers are invited to attend Parents and Friends meetings, parent information evenings, parent education sessions and have had the opportunity to give feedback via surveys. The end of year Tell Them from Me survey provides offers helpful feedback to the school. The ability for parents to meet socially was hampered by the COVID restrictions in NSW. Larger social gatherings, parent meetings and community events have largely been modified. Despite this, we have endeavoured to use our online communication to give parents access to school activities and events involving the children.

Over 80% of parents reported feeling a sense of welcome when visiting the school. The same percentage feel that they can easily speak with their child's teachers, have their concerns heard and can speak easily with the school principal. Parent responses average 78% for the support of positive behaviours for learning scoring 84% when asked if their child knew the school rules and behaviour expectations. 92% of parents survey felt their child did not feel excluded with 95% indentifying that their child had been treated fairly.

One of the challenges we will face into next year is encouraging parents to re-engage with community activities following the lengthy restrictions we have experienced. Participation in our Parish activities will also need to be revitalised. Despite these observations 89% of parents identified that the school positively develops student values, enthical beliefs and the formation of conscience.

### Student satisfaction

Students in Years 4-6 completed the 'Tell Them from Me' (TTFM) survey. The data collected showed that they felt the impact of COVID 19 and the associated restrictions significantly. The children very much appreciated the opportunity to return to school to be with their friends and their teachers. The students indicated that they felt part of their school, that they can talk to their teachers and that they have good access to learning materials, support and technology. Results indicated that St John's students reported above TTFM norms for feeling safe at school, for positive teacher-student relationships and for positive learning climate.

Our students reported above TTFM norms concerning the effective use of learning time, the relevance of instruction to their everyday lives and they indicated an equal score to the TTFM norms concerning rigour which refers to well organised learning environments, clear purposeful learning and immediate feedback that helps them to learn.

Students were satisfied that Religious Education formed a strong component of their learning and life at St John's.

### Teacher satisfaction

Teachers at St John's worked collaboratively and with dedication during the year. They pride themselves on their ability to establish clear expectations for classroom behaviour and in setting high expectations of student behaviour. Both of these points are supported through the Tell Them from Me staff survey.

The staff worked extremely hard during Term 2 to provide access to learning using online resources including Zoom meetings, Google Classroom where students could present their learning and responses online and get feedback. The school loaned its own devices to families who had difficulties accessing technology. The success of online learning varied across the school. It was clear that teachers and students enjoyed the return to face to face teaching and learning with many online practices being retained, especially where they save time and create opportunities for engagement.

The teachers feel that they work with parents to involve them in their child's learning with 92% of teachers indicating that they are able to understand and meet the needs of students with learning needs. St John's restructured the diverse learning program during 2021 to cater for a broader range of student learning including students with higher ability learning needs as well as those with disabilities. The emphasis was on consultation and inclusion of parents in the process.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,522,268
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$684,962
Fees and Private Income <sup>4</sup>	\$879,111
Interest Subsidy Grants	\$745
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$4,087,085</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$7,014
Salaries and Related Expenses <sup>7</sup>	\$3,099,468
Non-Salary Expenses <sup>8</sup>	\$905,298
<b>Total Expenditure</b>	<b>\$4,011,780</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 2021 REPORT