



2022

ANNUAL SCHOOL REPORT



St John the Apostle Catholic Primary School

166 Alfred Street, NARRAWEENA 2099

Principal: Mr Mark Bateman

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About this report

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

Message from key groups in our community

Principal's Message

Our school seeks to provide an authentic, professional Catholic education delivered with care and compassion. In doing so, it supports the leadership of our Diocesan Bishop and works closely with our head office, Catholic Schools Broken Bay (CSBB) and with The Parish of Warringah. This annual report provides an insight into the activities and achievement of St John the Apostle Primary School, Narraweena (St John's, Narraweena) during the past year. Much of our energy has been placed on improving student learning by creating weekly opportunities for teachers to work collaboratively with a focus on improving student learning. We have also been working hard to encourage our parents and carers to engage with our learning plans and with our community. I trust you find this report a helpful insight into the life of St John's during the past year.

Parent Body Message

St John's Parents and Friends group meets once per term as does the St John's Advisory Council. The Parents and Friends focus is on building community and supporting the school's improvement plans. The Advisory Council works with the principal and the school executive team to provide input on matters of school policy, current issues and it takes particular interest in the mission and vision of the school.

St John's Parents and Friends and the Advisory Council organised a special evening via Zoom with an expert in the use of online safety for children. The evening successfully explored the benefits and issues with online usage and assisted parents with practical strategies on how to keep their children and families safe while benefitting from this aspect of our lives.

St John's Parents and Friends provided direct support to the school by running the canteen and uniform shop, organising book club purchases, organising opportunities for parents to meet socially at class social events and special days organised by our Class Parents and our Class Parent Coordinator and by organising a special function to mark the 60th anniversary of our school. A dinner and Trivia Night was organised at Manly Leagues Club and was attended by staff, parents, parishioners and ex-students of St John's.

Parents feel a sense of partnership with the staff of St John's in providing a Catholic education for their children.

Student Body Message

St John's offers a range of student leadership opportunities. Each class selects a Semester 1 and Semester 2 Student Council Representative (SRC) to meet with the principal on a fortnightly basis. The SRC provides student voice in helping our school to be the best it can be. The SRC initiated our Smile Award Days which are celebrated at the end of each term. The children choose how they will celebrate the day which may include a dress up day, a class party afternoon, a special sport or class game time in recognition of the work students put into our Positive Behaviours for Learning system. The SRC provided input into the creation and design of our new playground and equipment.

Our senior leadership teams assisted with the day to day running of our school and the organisation of special events. The teams focused on Mission, Playground, Technology, Citizenship, Library and Colour House with every child in Year 6 being a member of one of the teams. The Leadership Team provided the students with the opportunity to make a positive contribution on a regular basis to the daily life of our school.

All students participated in our Anti-bullying Day. Students were reminded that bullying in any form is not acceptable and were taught the stop, walk, talk strategy as well as what it means to be an upstander rather than a bystander. They were also taught about the importance of reporting incidents to a trusted adult - a teacher or a parent. Mater Maria Catholic College, Warriewood sent their students to St John's to perform an anti-bullying play during which the above themes were explored.

School Features

The 250 students of St John's were organised into 13 class groups. There were two classes in each grade, Kindergarten to Year 6 except for Year 3 in which there was one class. St John's also hosted a satellite class from St Lucy's, Wahroonga known as Plover Class. Children in this class had a range of disabilities and were in Years 4 to 6. Next year, this class will be comprised of children in Years 2 to Year 4.

CSBB provided funding for the construction of a new playground for the children. The playground equipment was replaced and the design and selection of the new play equipment included voice of the children through our Student Representative Council (SRC). This project forms the second phase of our playground improvement plans. Our previous playground improvement included the addition of creative play and native areas and the addition of 'Finn's Hill' which offers children a variety of active and passive activities during supervised school time or when at play. A third phase is being developed.

St John's works closely with local prior to school services providing visits to St John's and return visits by our senior students to our four neighbouring prior to school settings. We ran playgroups for 3 to 5 year olds as an optional transition activity as well as parent education evenings for parents in the local community who had children about to begin school. These events were offered to the local community as well as to all who had their children enrolled at St John's.

Mater Maria College, Warriewood and St Paul's College, Manly, are our two local Catholic system high schools offering places to St John's children for Year 7. Both colleges ran special days to introduce our children to high school and our ex-students were invited back to talk to our Year 6 boys and girls about transitioning from primary school to high school. These activities help to build a sense of connection with our local Catholic system high schools.

St John's students were provided with opportunities to participate in and enjoy extra curricular activities. These included our annual swimming, athletics and cross-country carnivals; sport gala days each term for Years 3 to Year 6; our Fr Jim McKeown Public Speaking Competition, the Fr Vogt Writing Competition; a special lunch with local authors, Lunch with the Stars, and our annual Talent Quest.

As a result of the above, St John's students are offered high levels of engagement inside and beyond the classroom.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
116	124	57	240

* 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 2023. 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 2022 was 89.20%. 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
89.90	89.00	90.10	89.90	87.20	89.40	89.60

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	31
Number of full time teaching staff	12
Number of part time teaching staff	13
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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 teachers and staff engaged in a variety of professional learning opportunities during the year. We began the year with a staff planning day. The day focused on reviewing our direction for the year and we spent time reviewing requirements for our Mathematics Assessment Interviews (MAI's) ensuring that these assessments were carried out consistently by our teachers.

In line with the Diocesan goal to create a culture of continuous improvement, St John's began work on Collaborative Coaching. This initiative, supported by the diocese, released our Assistant Principal as a teaching and learning coach two days a week. This allocation allowed groups of teachers in each Stage of the school to attend coaching sessions for one hour a week to work on a school identified learning issue. After considering our NAPLAN results, assessment data and feedback from our teachers, we identified a need to improve the school's student achievement in the area of Spelling. We used a twilight session to work with our staff. The session was spent introducing coaching and working with the staff on requirements, organisation and expectations. We analysed our spelling assessment data and established a baseline result for the children. We then used this to measure future assessment results and learning growth.

Our school was required by NSW Education Standards Authority (NESA) to complete compliance processes in relation to the teaching of Creative Arts and Personal Development, Health and Physical Education. We used a twilight session to engage our staff in these processes. As a result, St John's was able to show our work in these areas complied with all requirements.

Catholic Schools Broken Bay led a professional learning day for all schools. St John's participated in this. We looked at trend data in relation to the most recent Australian census and its implications for our communities. The Assistant Executive Director of the National Catholic Education Commission led a session on data analysis as it related to learning. This provided a helpful foundation for our other teaching and learning projects. We reviewed the progress of our diocesan wide strategy, Towards 2025 and focused on the goals set in that plan for our schools. We also considered their impact on St John's.

We worked with our staff on the introduction of the Catholic Charter. Our executive staff attended a diocesan retreat day to be introduced to the Catholic Charter. Following the retreat, executive staff ran two twilight meetings with our staff using the Bishop's Pastoral Letter, 'Jesus Christ, Our Beginning and Our End' to unpack and discuss the Charter and its implications for us, our community and our system.

At the end of the year, we held an assessment day with our staff during which we analysed assessment results. The teachers then met to complete handover processes for 2023. The purpose of the day was to give 2023 teachers an insight into the strengths and needs of their children based on 2022 data and teacher observations.

Other professional learning included regular sessions with staff to familiarise them with the new English and Mathematics syllabuses for Kindergarten to Year 2. We held several meetings to introduce and familiarise the staff with the new Broken Bay Kindergarten to Year 2 Religious Education curriculum.

Four of our teachers participated in diocesan Expert Teacher Groups (ETG's) organised by the diocese. We had teachers involved in the Mathematics, English and Early Years Expert groups. These groups contributed to the work of all diocesan teachers in relation to implementation of the new syllabuses. Our Assistant Principal took part in the Education Minister's Teacher Advisory Group and facilitated learning for a group of diocesan teachers interested in achieving the Highly Accomplished and Lead Teacher (HALT) accreditation. She facilitated a group of Early Career Teachers towards graduate accreditation and engaged our staff in the introduction of Life Skills Go, a resource for monitoring the wellbeing of our children.

Our principal worked with the NSW Association of Catholic School Principals (ACSP) and the Australian Primary Principals Association (APPA). These groups consulted with Catholic Schools NSW, the National Catholic Education Commission (NCEC), the NSW Education Standards Authority (NESA), the Australian Curriculum, Assessment and Reporting Authority (ACARA) about current issues affecting education at state and national level.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

St John's provides a professional, Catholic education delivered with care and compassion. The staff and parents at St John's worked together to bring this to life within the community. A key component to achieving this is our relationship with our Parish. Each of our classes regularly attended Eucharist on weekdays. Our priests used the time with the children to lead them to a deeper understanding of aspects of the Eucharist, the physical and symbolic aspects of our Church and the rhythm of the seasons of the Church year. Our school also worked with the Parish to organise regular Family Masses with the Parish on weekends creating opportunities to build a sense of connection and belonging between our families and our Parish.

Our principal participated in Parish Council meetings throughout the year keeping the Pastoral Council informed of ways in which we were working on connecting with our Parish and supporting opportunities the Parish offered for our families to connect. Our school Advisory Council supported the activities of the Parish by encouraging participation in Parish

related events and contributing to discussions concerning the evaluation of the Sacramental Program and the strengthening of relationships between school and Parish.

We held our 60th Anniversary and in November organised an Anniversary Liturgy to which our parents and special guests were invited. The liturgy explored the story of St John's and gave an engaging insight into the contribution of so many local people to building, sustaining and giving life to our local faith community. Two large banners depicting the community life of St John's were hung in St John's Hall near the stage to highlight the importance of our local story.

The Parish Sacramental Program ran on the school site on weekends. These were re-established after being interrupted by COVID. Our Advisory Council supported by encouraging parents to assist as facilitators to the program. Parents with children attending Catholic and government schools attended sacramental preparation sessions during the year.

Our executive team organised two spirituality twilight sessions for our staff, focused on the Broken Bay Catholic Charter and underpinned by our Bishop's Pastoral Letter, Jesus Christ, Our Beginning and Our End. these were preceded by diocesan retreat days for school executives focused on the Charter.

Our Year 6 Mission Team, led by our Religious Education Coordinator, contributed to the faith life of the school. The students in the team led our whole school liturgies to mark special occasions e.g. welcome back to school, Mother's Day, Father's Day, Grandparents' Day, ANZAC and Remembrance Day as well as special feast days. The team represented our school at the Diocesan Mission Day and coordinated the St John's Mission Day to support the cause of Catholic Mission and other relevant Catholic charities.

We established a relationship with the Palm Grove Community, a local group supporting the elderly. Regular visits, communication and sharing of faith created a supportive connection with this very special group. Outreach included supporting Caritas's Project Compassion initiatives.

There is a strong sense of mission amongst the staff, children and parents of St John's and a desire to express this in practical and prayerful ways.

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Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

This report has mentioned the initiative of collaborative coaching with a focus on Spelling from Kindergarten to Year 6. The teachers use an approach of regular formative assessment to identify students' strengths, needs and to establish a teaching direction. They link the identified focus concepts with key concepts and ideas in the English syllabus. This approach was implemented in grade teams via weekly meetings with our Assistant Principal coach. Our assessment data is showing student growth. It has also helped us to identify the need to implement a more focused approach on teaching foundational skills, such as phonics, especially in Kindergarten and Year 1.

The approach outlined has achieved a more consistent approach to teaching and learning in relation to spelling and aspects of reading and writing. It has resulted in our teachers focusing directly on the needs of our children.

Our Diverse Learning Team adds value to the above approach. The team worked with our teachers and parents to provide guidance and assistance in areas of student need in the form of in class adjustments for children identified with a learning disability. St John's used a combination of either class-based intervention and / or small group instruction to build foundational literacy skills. We also offered support for children identified with extension needs via small group project work.

The introduction of new syllabuses for English and Mathematics (K-2) was in its familiarisation stage during the year. We supported this process with our staff by engaging them in professional learning at staff meetings. The professional learning explained the changes to the syllabus clarifying the new expectations and arrangements. These changes were then discussed, where applicable, in our coaching sessions. This strategy helped teachers to explore how the new syllabus applied to their class and students. The mathematics syllabus was introduced at staff meetings and our Maths Coordinator supported teachers with implementation in their own classrooms.

The students at St John's had access to iPads and laptop on a leased basis. This technology enhanced the learning offered to our children. The technology was used within planned

lessons often requiring groups of children to complete a range of learning tasks related to or extending key concepts, skills or knowledge.

The teaching and learning work done was characterised by a high level of collaboration and it maintained a focus on continuous improvement.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	58%	52%	3%	12%
	Reading	67%	54%	6%	11%
	Writing	70%	50%	3%	7%
	Spelling	49%	48%	14%	15%
	Numeracy	51%	34%	6%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	31%	8%	14%
	Reading	43%	39%	2%	11%
	Writing	37%	25%	11%	18%
	Spelling	45%	37%	8%	14%
	Numeracy	18%	25%	13%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from 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 2022.

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 2022.

Initiatives promoting respect and responsibility

St John's uses a Positive Behaviours for Learning (PBL) approach. Our children are provided with a very clear set of expectations about what behaviour is required at school in order to ensure they feel safe and supported so that they can do their best learning. We believe that when the children behave in a way that is not aligned with our framework an opportunity is presented for them to learn about expected behaviours and to be supported in this learning. Our rules require that the children learn best when they show respect, responsibility and a value for safety.

Each classroom teacher has the autonomy to use the PBL Framework as a tool for developing their own classroom-based procedures. The focus must be on the development of respectful, responsible and safe relationships between the students and the teachers, between the students themselves and with visitors and guests who come to our school. During the year, with input from our Student Representative Council, we introduced a 'Smile Award' day at the end of each term to celebrate the children's successful implementation of our PBL Framework.

We collected data on behaviour incidents via our Compass resource. This technology allows us to see behaviour trends, location of incidents and regular behaviour issues that may be occurring with children so that we can alert staff or target strategies for improving respect, responsibility and safety in our school. This is monitored and reported by our teacher Wellbeing Team.

We have a designated PBL Coach from another school to monitor the implementation of the PBL framework in our school. Part of this work is regularly assessing whether the staff and students know and understand our expectations and rules. The assessment run by the coach

collects data directly from staff and students. Our results show that our expectations and rules are well known and understood across our grades.

Knowledge of our Anti-Bullying Guidelines is refreshed annually on Anti-Bullying Day each year. This is a national day during which schools agree to have a whole school focus on anti-bullying strategies. The day and activities are planned with our staff and children, and we use the opportunity to refresh our 'Stop, Walk, Talk' strategy which teaches a specific way of dealing with bullying or unwelcome behaviour. It also teaches the importance of children reporting behaviour which is not stopping, or which makes them feel unsafe or uncomfortable. It also encourages them to seek help if they need help in dealing with a situation.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Goal 1 - Develop a collaborative culture of continuous improvement

- Implement the Collaborative Coaching model in the area of English
- Complete Collaborative Leadership Modules (Leadership and staff)
- Staff Professional Learning Week 5 – Collaborative Learning
- Coaching in action

Familiarise ourselves with the K-2 English and Maths syllabuses

- Use the Professional Learning modules for Maths and English for all staff
- Ensure a strong culture of improvement focused on teaching and learning
- Evidence driven and focused on impact.

Goal 2 – We will accompany students, families and staff to know Christ and grow in faith

- Ensure quality religious education.
- Encourage and support our young people as they discover the meaning of Christ in their lives.

Goal 3 – We will maximise the learning growth of each student

- Practices and approaches in wellbeing for learning will be such that each child will be known, challenged and supported and have the opportunities to be the best they can be.

Priority Key Improvements for Next Year

In 2023 we will keep three focus areas and these will be as follows:

1. Lifting student achievement.

- The focus will continue on Spelling with a move toward writing during the year. We aim to lift our average NAPLAN Spelling scores in Years 3 and Year 5 above the average scores of statistically similar schools and of NSW schools.

- Implement English and Mathematics K-2 and familiarise Years Three to Year Six with the new English and Mathematics syllabuses when they are released by the NSW Education Standards Authority (NESA).

2. We will accompany our students, families and staff to know Christ and grow in faith.

- Use the Catholic Charter as a foundation for staff faith development.

- Expand the Religious Education syllabus to Year 2 and familiarise our Year Three to Six staff with the new primary syllabus.

3. Maximise the learning growth of each student

- Align our wellbeing practices more closely with learning and implement a wellbeing tool for identifying the state of student wellbeing on a regular basis.

- Introduce and implement a whole school social skills program which focuses on developing relationship and friendship skills in order to strengthen resilience and support learning.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The parent community was surveyed in relation to their satisfaction with St John's school. This was carried out via the 'Tell Them from Me' survey. Responses indicated a higher level of satisfaction in all areas surveyed compared with average scores received from a group of schools within the region. The following areas were surveyed and the percentage score showing the level of satisfaction in brackets:

Parents feel welcome (80%); inclusive school (78%); safety at school (80%); school supports positive behaviour (78%); school supports learning (78%); parents support learning at home and parents are informed (71%).

The results reflect a high level of satisfaction with our school, however, there is always room for improvement. We are working on making our communication more succinct. Our social media presence is higher and our weekly news publication is focused on key events and happenings and is not more than two A4 pages. In this way, we are aiming to have parents feel a higher sense of satisfaction with access and relevance of information. We are producing two Strength and Gentleness publications which provide a more detailed view of our classrooms and the teaching and learning taking place across the school.

Student satisfaction

Tell Them from Me surveyed our Year Four, Five and Six children's level of satisfaction with St John's in relation to learning engagement, relationships at school including peers and teachers, relevance of school, experience of bullying (including cyberbullying) and the impact of faith in their lives.

Our students scored positive peer relationships as a particular strength in their grades. In line with this was a strong score in the area of experience with bullying. Children reported high value for the relationship they experienced with their teachers, especially in relation to learning and its relevance to their lives. The children in all grades reported a lower level of experience with bullying behaviours than schools in the region. Learning engagement was level with the scores of schools within the region as was sense of belonging. Students reported that home learning or homework was an area that provided least satisfaction.

The area of faith showed that the children felt this was an important aspect of school life with the majority seeing the value for it. They felt there were ample opportunities to be engaged with faith experiences.

Teacher satisfaction

Teacher satisfaction with St John's was also measured via the Tell Them from Me survey. The survey measured satisfaction with the following aspects of school life. The percentage of teachers surveyed indicating a high level of satisfaction is noted in brackets:

Leadership (80%); inclusive environment (85%); use of technology (65%); teaching strategies (78%); learning culture (80%); collaboration (78%); using data in practice (77%).

Teacher satisfaction is overall higher than average scores on the same levels in schools in the region with the exception of the use of technology. This is an aspect of teaching and working at St John's that will need some analysis in the coming year.

Anecdotally staff report the sense of collegiality and professionalism evident in our school as an important factor influencing their satisfaction with working at St John's. There is also positive feedback being experienced in relation to the way in which collaborative coaching is being implemented in our school.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,280,992
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$606,002
Fees and Private Income ⁴	\$889,387
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$51,949
Total Income	\$3,828,331

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$63,890
Salaries and Related Expenses ⁷	\$3,026,346
Non-Salary Expenses ⁸	\$1,063,461
Total Expenditure	\$4,089,808

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 2022 REPORT