



2025

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

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 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

Principal's Message

The 2024–2025 academic year reflects continued growth, strong community engagement, and a clear focus on improving student outcomes. Staff worked collaboratively to deliver high-quality, evidence-informed teaching while fostering a positive, inclusive, and faith-filled environment. Students engaged in a range of academic, spiritual, and co-curricular opportunities, demonstrating resilience, confidence, and a strong sense of belonging.

We concentrated on three key areas:

Lifting student achievement in Mathematics

A targeted, data-informed approach strengthened numeracy outcomes through explicit teaching, differentiation, and ongoing assessment.

Implementing an experiential Religious Education program and promoting the Year of Jubilee.

Students engaged in meaningful faith experiences, deepening understanding through action while building awareness of the Church's Year of Jubilee across the community.

Enhancing wellbeing and consistent positive behaviour practices

A whole-school approach established clear expectations and proactive strategies to support student wellbeing and a safe, respectful learning environment.

The year has seen measurable progress across key priorities, supported by staff commitment and strong partnerships. The school remains focused on continuous improvement and high-quality outcomes for all students.

Parent Body Message

St John's Parents and Friends (P&F) continued to play a vital role in strengthening our school community throughout 2025. With a clear focus on building connection and fostering a strong sense of belonging, the P&F actively engaged families in school life and supported student learning.

This was achieved through a range of well-attended social events and celebrations, which created opportunities for families to connect and build relationships. Parent engagement sessions further supported this goal, providing valuable insights into student learning and encouraging meaningful involvement.

The continued efforts of Class Parents helped create strong grade-level communities through organised gatherings and communication, enhancing both wellbeing and connection.

Fundraising initiatives were thoughtfully planned and well executed, contributing directly to school programs and resources.

Representation at the Catholic Schools Broken Bay Diocesan Parent Council ensured our parent voice remained connected to broader networks. The dedication and collaborative spirit of the P&F have significantly enriched our school community and supported our shared goals.

Student Body Message

In 2025, students at St John's continued to thrive in a community centred on friendship, learning, and leadership. Each class was represented on the Student Representative Council (SRC), meeting regularly with the Principal to share ideas, provide feedback, and contribute to school improvement. The SRC supported key initiatives, including improvements to outdoor play spaces and sporting facilities, and played an active role in whole-school events.

Our Year 6 students demonstrated outstanding leadership through five Leadership Teams: Citizenship, Playground, Mission, Library, and Wellbeing. These teams contributed to school life by leading assemblies and prayer, supporting student wellbeing, organising activities, and promoting engagement across the school. Throughout the year, our leaders modelled positive behaviour and attitudes, serving as strong role models for students in Kindergarten to Year 5.

A highlight was the Journey with Jesus Retreat Day, which prepared our leaders to guide others in knowing and valuing Jesus. Our Year 6 students also proudly welcomed prospective families at Open Day, showcasing the spirit of St John's.

School Features

In 2025, St John's experienced a year of growth and community connection. The school comprised eleven mainstream classes and, for the first time, two Eileen O'Connor support classes, supporting students with autism and/or mild to moderate learning needs. This important partnership strengthened our inclusive practices and enriched the learning environment for all. Total enrolment reached 254 students, reflecting a pleasing increase in numbers. As a result of this growth, the school will welcome three Kindergarten classes in 2026.

We continued our tradition of hosting regular Playgroup sessions for prospective families. These popular gatherings supported a smooth transition into school life while fostering strong connections within our local community.

Across the year, we celebrated our core values of hope, respect, compassion, service, justice, and celebration. Students recognised by their peers for living these values received Core Values awards, reinforcing a shared commitment to these principles.

Students participated in a range of significant events including ANZAC Day, Mother's and Father's Day, Grandparents Day, Harmony Day, and NAIDOC Week, as well as National Simultaneous Storytime. These experiences promoted a strong sense of identity, community, and love of learning.

Students engaged in a variety of academic, cultural, and sporting opportunities, including public speaking, sporting competitions, and ICAS assessments in Maths, English, Science, Spelling, and Digital Technologies, with representation across multiple levels.

Our Year 5 and 6 students attended a Leadership Camp at The Collaroy Centre, where they developed leadership skills and strengthened peer relationships. They also worked closely with St Kevin's School, Dee Why, particularly in the area of Mission, building meaningful connections across the parish community.

The year concluded with a joyful outdoor Christmas celebration involving all classes, bringing together students, staff, and families in a shared celebration of faith and community.

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
128	119	66	247

* 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 92.36%. 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
92.94	92.77	91.86	92.49	89.62	92.41	94.62

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

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	31
Number of full time teaching staff	11
Number of part time teaching staff	11
Number of non-teaching staff	9

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	0
Provisional Teachers	1
Proficient Teachers	21

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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore 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.

Throughout 2025, our commitment to knowing Christ and fostering a love of learning remained central to school life, as we actively participated in the Church's Year of Jubilee, themed "Pilgrims of Hope." This theme inspired a range of meaningful experiences that strengthened our faith and sense of community.

Prayer and Faith Life

Weekly prayer assemblies, led by each class, continued to bring students, staff, and families together in shared worship. Daily prayer and Religious Education lessons supported students in deepening their understanding of Catholic traditions. Significant liturgical seasons, including Lent, Holy Week, Easter, and Advent, were celebrated reverently, nurturing the spiritual life of the school.

In response to the Jubilee Year theme, students participated in a series of local pilgrimages, providing opportunities for reflection, prayer, and connection with their faith in meaningful and tangible ways. A highlight was the creation of the St John's Tree of Hope, a symbolic artwork

incorporating images of all students, representing unity, growth, and hope within our community.

Sacramental Preparation

The school continued to work closely with the Parish to support families in preparing for the Sacraments of Reconciliation, Eucharist, and Confirmation. Parent involvement remained a key feature, supported by the Religious Education Coordinator in collaboration with the Parish.

Staff Spirituality

Building on the previous year, staff participated in a local pilgrimage that explored connections between Catholic tradition, Aboriginal and Torres Strait Islander spirituality, and the lives of the saints. This experience deepened understanding and enriched staff formation.

Mission and Outreach

Students actively supported social justice initiatives, including Mission Day and the St Vincent de Paul Christmas Appeal. Representatives attended the annual Mission Mass, further strengthening their understanding of service and outreach.

Parish and Leadership Engagement

The Principal continued active involvement in Parish leadership and Diocesan planning. In 2025, this was further enriched through participation in a diocesan pilgrimage to Poland and Rome alongside the Bishop and system leaders. During this pilgrimage, the Principal carried the St John's Tree of Hope image through the doors of St Peter's Basilica, where a special prayer was offered for the Broken Bay school communities—an experience that powerfully connected our local faith journey to the global Church.

Through these experiences, the St John's community lived out its calling as Pilgrims of Hope, deepening faith, strengthening relationships, and contributing meaningfully to the mission of the Church.

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.

In 2025, students at St John's engaged in a comprehensive and balanced curriculum. Teaching and learning programs were thoughtfully designed to meet the diverse needs of all learners.

Our Diverse Learning Team played a critical role in supporting a broad range of student abilities. Targeted small group and individual programs were implemented to support students requiring additional assistance, as well as those needing extension. These programs ensured that each student was appropriately challenged and supported to achieve their personal best.

A continued focus on improving student outcomes in Mathematics was supported through weekly Collaborative Coaching sessions led by the Assistant Principal. Teaching teams met regularly to analyse student progress, plan targeted learning experiences, implement strategies, and reflect on their effectiveness. This cycle of collaborative practice strengthened teacher capacity and contributed to measurable improvements in student achievement.

The school utilised an online platform to develop Mathematics assessments aligned with the NSW K–6 syllabus and tailored to student needs. Assessment data was used to monitor growth and inform teaching, with results indicating overall improvement in targeted areas. Students demonstrating high achievement participated in Challenge groups, where they engaged in complex, high-level tasks that promoted critical thinking and cross-curricular connections.

Parent engagement remained an important aspect of the learning culture at St John's. Families were invited to observe classroom learning, particularly in Mathematics, allowing students to share their thinking and showcase their progress.

Implementation of the English syllabus continued, with a strong focus on explicit teaching, structured learning, and the use of high-quality texts. Regular revision of key concepts supported the development of foundational knowledge, enabling students to build confidence and extend their skills.

St John's continued to implement the Catholic Schools Broken Bay system-wide reporting framework, ensuring consistency in monitoring and communicating student progress. Student achievement data was shared with the community through Parents and Friends meetings, and staff engaged in ongoing professional learning to maintain high standards and consistent practices across the school.

Through these initiatives, St John's fostered a responsive and inclusive learning environment, supporting all students to grow academically and achieve success.

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 Apostle 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	69%	54%
	Reading	76%	66%
	Writing	68%	76%
	Spelling	74%	62%
	Numeracy	80%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	69%	63%
	Reading	64%	73%
	Writing	69%	65%
	Spelling	68%	69%
	Numeracy	82%	69%

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 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

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

Parent satisfaction

In 2025, St John's strengthened its partnership with parents and the wider community. Feedback from Open Days and community events highlighted growing awareness of the school and strong appreciation for its welcoming culture and commitment to helping students and families recognise the presence of Christ in their lives.

Parents engaged regularly with the Parent Engagement Coordinator, with grade meetings providing opportunities to share feedback and suggestions. A key focus from parents was gaining greater insight into classroom learning.

This was supported through weekly What's Happening updates, the twice-termly Strength and Gentleness magazine, and regular social media posts, all of which showcased student learning and school life. Feedback on communication was highly positive.

Parents and Friends meetings each term further encouraged involvement through updates on school initiatives and opportunities to participate in events, classroom support, and the canteen. Overall, parents reported feeling valued, welcomed, and actively connected to the life of the school.

Student satisfaction

In 2025, the Student Representative Council (SRC) met regularly throughout the year, providing a valuable forum for student voice. Representatives shared insights with the Principal about what was working well, areas for improvement, and suggestions for future initiatives. Students consistently spoke positively about school events, their relationships with teachers, and their learning experiences.

The SRC highlighted the popularity of the SMILE Awards, which recognised students who consistently demonstrated positive behaviour. Core Values Award celebrations each term were also well received, offering opportunities to acknowledge and celebrate peers.

Students identified playground improvements as a priority and promoted respectful use of school facilities, particularly bathrooms, as an important focus. These contributions reflect the SRC's ongoing commitment to fostering a positive and respectful school environment.

Teacher satisfaction

In 2025, Catholic Schools Broken Bay continued working on the results of the Culture Survey, which provided feedback to both the school and the diocese. Staff at St John's reported a high level of satisfaction, noting strong alignment between their work and the school's mission, along with strengthened connections to the wider Catholic community and Parish.

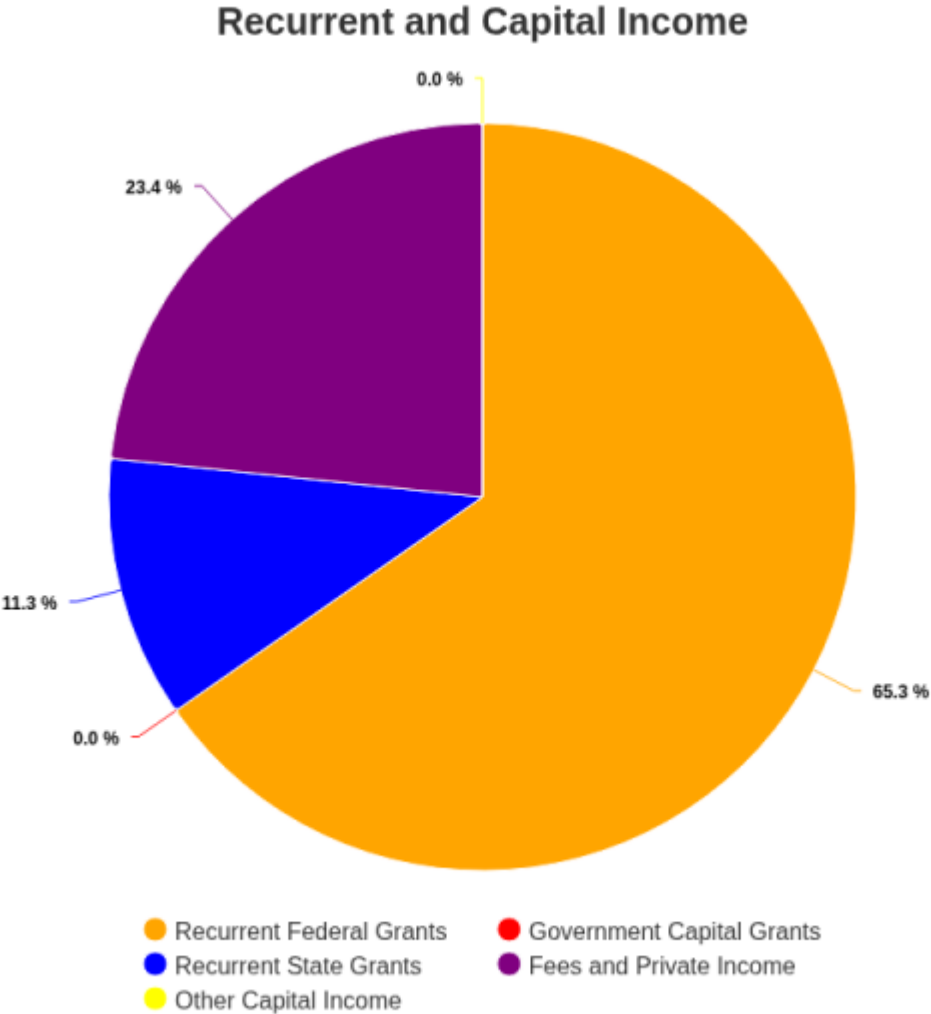
Survey results indicated that St John's performed above averages across key domains, including knowing Christ, strategic alignment, continuous improvement, wellbeing and safety, commitment to students, leadership, collaboration, professional development, and work enablement.

Staff identified areas for growth, particularly in managing workload and supporting wellbeing. There was also a desire for targeted professional learning opportunities, especially for part-time staff, and more regular feedback from leaders.

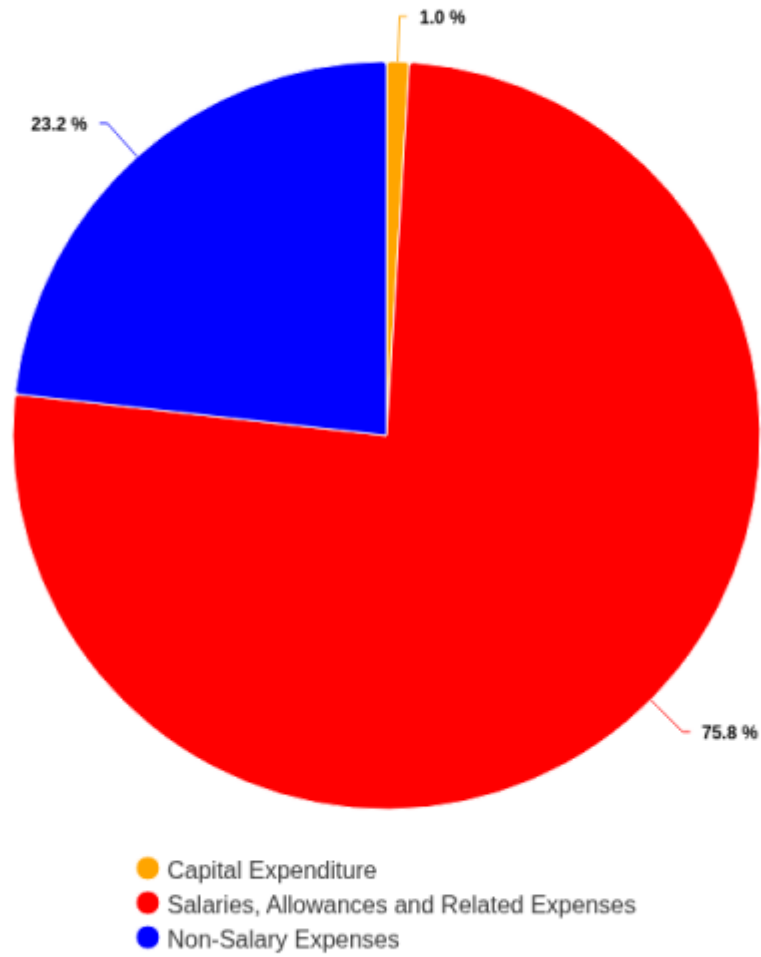
The school introduced Continuous Improvement Conversations (CICs). These provide each staff member with opportunities to set, reflect on, and evaluate professional goals in discussion with a school leader twice each year, supporting professional growth and strengthening engagement in meaningful dialogue about their work.

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