



St John XXIII Catholic College Primary

St John XXIII Catholic College Primary
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2024 Annual School Report



Introduction

About the Annual School Report

St John XXIII Catholic College Primary is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Dr Peter Webster

Welcome to St John XXIII Catholic College, where tradition blends seamlessly with innovation to offer a transformative learning experience. Since our inception in 2005 on the historic Perfection Dairy site, we have grown from just 80 students to a thriving community of 1,931, reflecting our mission to lead in education and empower individuals to excel in an ever-changing world. Our educational philosophy prioritises innovation, harnessing technology and global perspectives to equip students for future challenges. Our dedication has been recognised with accolades such as the 2019 Destination Education Award and the 2023 Australian Innovation in VET Award, underscoring our commitment to fostering an inclusive and dynamic learning environment. Our community lies at the core of our success - a vibrant collective united by diversity, creativity, and mutual respect. We firmly believe in the strength of collaboration to nurture the academic, social, and spiritual growth of our students. Looking forward, we aim to continue advancing our curriculum and building global connections, ensuring our students are ready to navigate the world confidently. We are more than just an educational institution; we are a Catholic Learning Community where every individual is celebrated, supported, and empowered to reach their full potential. Our achievements are the result of the dedication of our staff, the encouragement of our parents, and the enthusiasm of our students. Together, we have built an extraordinary community, prepared to embrace future opportunities and successes. Thank you to all who contribute to the vibrant life of St John XXIII Catholic College.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

The partnership between parents, caregivers, and St John XXIII Catholic College is founded on a shared dedication to creating a supportive and encouraging environment that promotes students' well-being and achievement. The College's atmosphere fosters a sense of belonging and security for every student, which is essential for their academic and personal development. The Catholic faith plays a significant role in shaping our children's values, with the College's faith-based activities enriching their spiritual growth. We appreciate the College's forward-thinking approach to education, embracing innovation and equipping our children for the challenges of tomorrow. Our active participation in the life of the College through various initiatives has been fulfilling, enabling us to contribute to a collaborative and excellence-focused

community. As we look ahead, we are enthusiastic about continuing this partnership and the positive impact it will have on our children and the College community.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

As your Student Leaders, we are thrilled to present this year's Annual School Report. This report highlights our collective accomplishments and progress throughout the year, symbolising the shared journey of our diverse and welcoming community, united in striving for excellence and personal development. Our time at St John XXIII Catholic College has been marked by a strong spirit of collaboration and mutual respect between students and staff. These positive relationships form the foundation of our learning environment, enabling us to excel both academically and personally. The encouragement and guidance we receive from our teachers and mentors inspire us to aim high and embrace challenges, knowing we are supported every step of the way. We deeply value the secure and nurturing environment provided by our college. It's a place where we feel recognised, supported, and empowered to discover our potential without hesitation. This caring atmosphere fosters a deep sense of belonging and self-assurance, transforming our school into much more than just a place of learning—it truly feels like a second home. At the heart of our journey is the growth of our Catholic faith.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

The Catholic Learning Community of St John XXIII is comprised of St John XXIII Catholic Primary School and St John XXIII Catholic College, Ambrose Outside of School Care and the Catholic Early Learning Centre, (all situated on the grounds of the College). John XXIII Catholic Primary School was opened in 2005 with 83 students housed in a number of demountable buildings along Brentwood Terrace. In 2007 St Mark's Catholic College was opened and initiated the building program. In October 2009, John XXIII Catholic Primary School and St Mark's Catholic College combined under one leadership team creating an authentic Kindergarten to Year 12 community of learners. In 2021 the College officially became one College - St John XXIII Catholic College. The Catholic Learning Community of St John XXIII continues to grow and in 2023 the community will have over 1950 students and 185 staff. The building and facilities are now complete and allow our students and staff to learn in contemporary learning environments.

Location / Drawing Area

St John XXIII Catholic College is located in Stanhope Gardens and draws on students from Stanhope Gardens, Glenwood, Kellyville Ridge, The Ponds and Quakers Hill. St John XXIII Catholic College is part of the Parish of St John XXIII and plays an integral part of the mission of the Catholic Church in education.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	74
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	42
Number of part time teaching staff	13
Number of non-teaching staff	19

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St John XXIII Catholic College Primary can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Using chronicle data to implement strategies that allow staff to be proactive rather than reactive.
- Multi-tiered systems of supports and what this looks like in the College context.
- Function and definition of behaviour.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- K to 6 students worked with the Children's Wards of Mt Druitt and Blacktown Hospitals to present patients with Easter Hats they created in Term 1.
- Whole school participated in Vinnies Winter Evening to raise awareness about homelessness in Term 2.
- Whole school participated in Clean-up Australia day laising with the local MP to promote stewardship and care for the environment in Term 1.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff engaged in a PD session to introduce Recontextualisation of Scriptures and how it can assist them unpack and have a deeper understanding.
- Staff engaged in PD sessions that presented the different forms of prayers they can use in their learning spaces.
- Staff engaged in PD sessions that focussed on unpacking the New RE Curriculum that will be implemented starting Term 1 2025.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (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 carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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 percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	66%
Writing	83%	77%
Spelling	68%	61%
Grammar and Punctuation	60%	54%
Numeracy	72%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	87%	71%
Writing	78%	67%
Spelling	76%	68%
Grammar and Punctuation	70%	65%
Numeracy	73%	68%

Student Profile

Enrolment Policy

St John XXIII Catholic College Primary follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
397	415
Total Enrolments: 812	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	92%
1	93%	5	92%
2	93%	6	91%
3	92%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	411
Students with disabilities (SWD)	177
Aboriginal and Torres Strait Islander	3

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St John XXIII Catholic College Primary is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Regular assemblies recognising student achievements.
- Students are engaged in a multitude of clubs and committees that reflect a strong sense of Belonging & Connection.
- Specific, relevant and data informed Wellbeing lessons are regularly run with students.

St John XXIII Catholic College Primary bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St John XXIII Catholic College Primary actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Students worked with Jarara to host Indigenous education seminars for students .

- Students engaged in cultural celebrations throughout the year.
- Students engaged in a cultural immersion to Samoa and shared their experiences with the community.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcome in the College.
- Parents are informed by the College about their child's learning and ways that they are supported.
- The College supports learning for all students.

Areas of strength from the student feedback include:

- Students feel accepted and valued by their peers and by others at their school.
- Students are interested and motivated in their learning.
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

Areas of strength from the staff feedback include:

- Staff feel a sense of belonging and that they can be themselves at work and succeed to their full potential.
- Staff feel they have access to the resource systems, policies, equipment, guidelines and technology they need to do their job effectively.
- Staff are treated with respect at work and feel safe to take social risks such as asking questions, making mistakes or highlighting problems.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Student engagement in learning through the implementation of high yield strategies, data informed practice and teacher professional development. This will be specifically evidenced in the implementation of the new Literacy and Numeracy syllabuses.	Achieved.
Priority 2	Improving teachers' proactive approaches to reduce Tier 3 referrals as a result of proactive strategies.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve reading outcomes K-3.	
Priority 2	To reduce antisocial behaviours among students by enhancing staff expertise in Multi Tier Support Systems (MTSS).	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$8,126,583
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,136,047
Fees and Private Income ⁴	\$2,365,084
Other Capital Income ⁵	\$435,051
Total Income	\$13,062,765

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$4,266,625
Salaries and Related Expenses ⁷	\$9,413,332
Non-Salary Expenses ⁸	\$3,546,709
Total Expenditure	\$17,226,666

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses