



St John XXIII Catholic College Secondary

2023 Annual School Report



St John XXIII Catholic College Secondary
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Introduction

About the Annual School Report

St John XXIII Catholic College Secondary 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 2023 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 and innovation create a transformative educational experience. Since our start in 2005 on the historic Perfection Dairy site, we've grown from 80 to 1,956 students, embodying our vision of leading in learning, encouraging all to flourish in a rapidly changing world.

Our educational approach embraces innovation, integrating technology and global perspectives to prepare students for future challenges. Recognised for our efforts with awards like the 2019 Destination Education and the 2023 Australian Innovation in VET Award, we're committed to a dynamic, inclusive environment.

At the heart of our success is our community, united in diversity, creativity, and respect. We believe in the power of collaboration to support our students' academic, social, and spiritual growth. Looking ahead, we're excited to further innovate our curriculum and enhance global connections, ensuring our students are well-prepared for the world.

We're more than a school; we're a Catholic Learning Community where each individual is valued, supported to flourish and reach their full potential. We owe our progress to the dedication of our staff, the support of our parents, and the spirit of our students. Together, we've built a remarkable community, poised for future achievements.

Thank you to everyone who plays a part in the 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 relationship between parents, caregivers, and St John XXIII Catholic College is built on a commitment to a positive, nurturing environment, fostering students' well-being and success. We've seen how the college's atmosphere ensures each student feels valued and secure, crucial for their academic and personal growth. The role of Catholic faith in guiding our children with the college's faith development activities enriching their spiritual journey. We commend the college's transformative learning agenda, embracing innovative education and preparing our children for the future. Our involvement in the college's life, through various forums, has been empowering, allowing us to contribute to and support a collaborative, excellence-driven community. Looking forward, we're excited about the ongoing partnership and its future impact 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 college. The results will be used to look at further improvements at the college.

From the Students

As Student Leaders, welcome to this year's School Report. Our journey at St John XXIII Catholic College is marked by a strong partnership with staff, fostering academic and personal growth in a supportive environment. We value the nurturing atmosphere, making our school a home away from home, where our Catholic faith guides us in compassion, service, and integrity. Leadership opportunities have empowered us, enhancing skills like communication teamwork and agency. Our education embraces technology and global learning, preparing us for future challenges. We're grateful for the support from our teachers, staff, parents, and peers, making our learning community dynamic and inspiring.

Students at the college 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 college

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 and 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	110
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	78
Number of part time teaching staff	9
Number of non-teaching staff	23

Total number of teaching staff by NESA accreditation level

Teachers at the college 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	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at St John XXIII Catholic College Secondary can be sourced directly from the college.

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 college 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 college this year has included:

- As a transformative College, prioritising staff professional learning is crucial. Our adaptive culture thrives on strategic planning, implementation, evaluation, and tracking.
- Professional learning is varied and includes conferences, subject specific learning, co-created college learning courses, whole college days and external collaboration.
- Targeted learning: NST accreditation FIAT team enhanced Religious Ed insights Collective efficacy in inquiry pedagogies EAGLES program emphasised differentiation and agency.

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 college. 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 college 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 college engaged in the following initiatives and activities:

- Harmony Day focuses on fostering social cohesion and respect among all cultural, religious, and ethnic groups within our community.
- This initiative empowers cultural groups within our College by involving them directly in social justice initiative.
- FIAT raised the issue of sustainability across our College. Moving motion into action.

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 college 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:

- The staff engaged in numerous retreat and spirituality opportunities. With cornerstone being our whole college spirituality day.
- The staff were provided an opportunity to undertake an overnight immersion. To celebrate in prayer in our faith journey.
- Staff engaged in a range of professional learning during our learning program.

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 7 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	81%	68%
Writing	75%	63%
Spelling	87%	73%
Grammar and Punctuation	74%	64%
Numeracy	80%	67%

NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	63%
Writing	69%	58%
Spelling	84%	71%
Grammar and Punctuation	58%	56%
Numeracy	77%	64%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2023:

- The number of students issued with a RoSA in Year 10 was 4.
- The number of students issued with a RoSA in Year 11 was 5.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	72%	59%	54%	56%	66%	58%
English Advanced	98%	95%	101%	94%	100%	93%
Studies of Religion 1	77%	84%	68%	79%	86%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 39.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Design Fundamentals, Fitness, Screen and Media, Skills Work Vocational Pathways, Studies in Catholic Thought.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2023	
	School	State
Music 1	100%	90%
Visual Arts	100%	91%

HSC Results Comment

Academic Excellence: A constellation of Band 6 and extension results (including the Premier's Distinguished and Allrounder lists) across 21 different subjects light up the academic culture at the College.

Major Works: The creative spirit has been kindled through exemplary projects in Visual Arts, Design and Technology, Multi-media, Society and Culture, History Extension and English Extension 1.

University Placements: A striking 96% of our graduates have their sights set on universities, ready to embark on new academic voyages.

University Completion: A forward-thinking 14% have already adorned their academic portfolios with university qualifications.

VET Achievements: With 65% earning VET qualifications, our students are armed with practical skills for the

Student Profile

Enrolment Policy

St John XXIII Catholic College Secondary 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 2023	
Number of Boys	Number of Girls
549	577
Total Enrolments: 1126	

Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	89%
8	92%	11	91%
9	91%	12	92%
College 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.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 97%.

Post School Destination

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	70%
Technical and Further Education (TAFE)	10%
Workforce	10%
Other/Unknown	10%

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)	403
Students with disabilities (SWD)	193
Aboriginal and Torres Strait Islander	6

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 Secondary 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:

- Students engaged in sessions facilitated by senior school leaders on appropriate behaviours.
- Our College PathPod engages and provided students with a sense of belonging.
- Students are engaged in regular skills sessions focussed on skill development.

St John XXIII Catholic College Secondary 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 college.

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 Secondary actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- We conducted regular sessions for students on respectful relationships.
- We facilitated sessions on e-safety and the appropriate use of devices.
- We actively encouraged student leadership initiatives by locally and globally.

Community Satisfaction

During 2023, CSPD and our college 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:

- Positive response from parents regarding their experiences when visiting our school.
- Parents actively encourage their children to excel academically and consistently praise them for their achievement
- Parents have indicated that their child's teachers hold high and clear expectations, a cornerstone of our educational philosophy.

Areas of strength from the student feedback include:

- Students recognise the importance of schooling outcomes and the impact of positive behaviour on their long-term.
- Encouraging trend in student engagement, specifically noting that participation in extracurricular activities is high.
- Positive sense of belonging and the strength of relationships that our students experience at school.

Areas of strength from the staff feedback include:

- Staff commitment to professional growth.
- Increase in staff agency, as evidenced by the growth of staff-led programs.
- Staff pursuing excellence not just in their individual roles but also in contributing to the collective efficacy of the school.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To improve student engagement in learning through the implementation of high yield strategies, data informed practice and teacher professional development.	Still Working Towards.
Priority 2	To improve student connectedness through the increase in extra curricular opportunities, recognition of soft skills through badging and celebration of student creativity in our school celebrations.	Achieved.

Projected School Priorities		
Priority 1	To improve student engagement in learning through the implementation of high yield strategies, data informed practice and teacher professional development.	
Priority 2	Improving teachers' proactive approaches to reduce Tier 3 referrals as a result of proactive strategies.	

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 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$13,292,062
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,643,969
Fees and Private Income ⁴	\$5,487,518
Other Capital Income ⁵	\$633,809
Total Income	\$23,057,358

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$543,578
Salaries and Related Expenses ⁷	\$16,544,380
Non-Salary Expenses ⁸	\$6,141,388
Total Expenditure	\$23,229,346

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