

# 2024

## ANNUAL SCHOOL REPORT



### **St John's Catholic Primary School**

Queen Street, BARADINE 2396

Principal: Mrs Margaret McKinnon

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

## About this report

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St John's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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 CEDB. 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 faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

It gives me great pleasure to introduce you to our school. I trust your association with our wonderful school will be rewarding, fulfilling and enjoyable for your family and especially for your child.

St John's Catholic Primary School was established by the Sisters of St Joseph in 1926. The school has a supportive community of families, staff, parents and friends, ex-students, Parish Priest, parish and the wider Baradine community. Together we work to achieve our goal of, all students at St John's becoming successful learners, confident and creative individuals, and informed citizens who positively contribute to church, society and culture.

St John the Baptist is our patron, and just as St John made it his mission to love, follow and serve Jesus, we strive to follow in his footsteps. Catholic values and traditions are not only taught in formal religious education programs but it is the ethos of all we do.

Our core task is education. The staff devote their classroom time to teaching and learning. Assessment, data and reporting drive our ongoing focus to deliver a high quality curriculum.

Every child is unique and has a right to develop his/her individual talents. At St John's, our learning support team assess and provide individual programs to bridge learning gaps. Classroom teachers tailor lessons to ensure every student reaches their highest level intellectually, emotionally, physically, socially, and spiritually, as stated in the school's vision statement.

Our aim is to work in partnership with our families. We recognise that parents are the main and prime educators of their children. It is a privilege to share this responsibility of helping the children to reach their fullest potential in preparation for the future.

We hope that you will experience a sense of warmth and welcome and that there will be a rich sharing of ideas, talents and enthusiasm as together we nurture the children in our care. We look forward to 2025 with eager anticipation.

Thank you and God bless

## **Parent Body Message**

2024 has been another busy year for the P&F. We have fundraised through raffles, the drink stall at the Baradine Show, the canteen at the athletics carnival and 6-ways carnival, and open garden and morning tea (thanks to the Featherbe/Haywood family).

We have started our paver project in preparation for the school's 100th year anniversary in 2026. The first pavers will be laid in the new year. If you missed out on ordering the P&F will be doing another round of orders in 2025.

This year our fundraising efforts went towards the whole school excursion to Sydney. It was decided to stay an extra night (resulting in a 3-night stay) which meant we had more time to enjoy Sydney without being rushed.

Thanks to all that have helped and volunteered their time this year.

## **Student Body Message**

This year, to say the least, has been full of great fun and enjoyment. We seem to have been running from the very first week.

The swimming carnival was a great time for families to come together, and even a few races were run. At the end of the day, Waratahs were the winners. I mean the results weren't surprising!

In term one we celebrated 100 years of St John's Church which is so much part of our lives. It was a great celebration with memorabilia and lots of visitors. Also, four of our students swam in Sydney at the Catholic and State Carnivals.

Term two saw us on the move with excursions to the year six christian living camp in Wellington, 5-6 went to Science and Engineering and we had four students attend the spelling bee in Wellington.

We also had our athletics carnival where the underdogs, the 'Wattles' came out on top. (Yeah Wattles)

We also celebrated the Sacraments of Eucharist and Confirmation. These are important steps in our faith life.

Term Three saw us hosting the six ways carnival after it had been postponed due to weather.

It was a great day of friendship and sporting ability. And best of all we won back the Marching trophy- which Mrs Tym was happy about and we were free from the verandah.

The end of term three saw us all travelling to Sydney on excursion. We had the most fantastic time seeing all the sights and sharing the freezing bus!!!! Thanks to all those who worked hard to organise this. These trips are lasting memories of our time here at St Johns.

Term four has given us the chance to brush up on our acting and dancing skills and I am sure you enjoyed our performance of The Good, The Bad and The Donkey.

We thank you for all the support and encouragement you have given us throughout our years at St John's. Farewell and goodbye St John's.

## School Features

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St John's Primary School is a Catholic systemic Co-Educational School located in Baradine.

The main school building has three large classrooms for composite classes, K/1/2, Years 3/4 and Years 5/6 classroom. It also accommodates learning support areas for individual or small group tutoring. A separate building has a large multi purpose room plus a fully renovated kitchen attached. Two well resourced sports storage sheds are conveniently located near the amenities block. The school library, music, drama and staff facilities are located with administration in the beautifully refurbished 'Convent' building.

All Key Learning Areas are taught from the NESA syllabuses. Instrumental music lessons, specialist art classes, plus robotics and Gamilaraay Language resources are extra curricula activities provided. Every child has either a Chromebook or iPad to use and classrooms are equipped with interactive boards.

St John's participates in an inter-school public speaking competition, sports days with achieving students receiving opportunities for representative sport through the Bathurst Diocese selection process. Each year we engage visiting performers such as authors, illustrators or musicians to workshop with the children. The University of New England annually facilitates a "Day of Science". Teachers organise two STEM days per year for students to follow engineering and creative design processes to develop ideas and solutions. We receive generous funding from the Sporting Schools Program which has funded specialist coaching in sports such as golf, athletics, fundamental movement skills and football skills.

Aligned with the School Improvement Plan, we focus on specific areas which then relate to our policy review, our purchasing of resources. Promoting sustainable environments remains a focus with all students and staff using the recycling and composting bins. The vegetable garden provided tasty tomatoes, lettuce, radishes and snow peas this year.

St John's grounds and facilities are beautifully maintained and complimented weekly for their idyllic and picturesque setting. We are very proud and lucky to have such a well resourced and charming school.

## Student Profile

### Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Total Students
23	14	0	37

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

### Student Attendance Rates

The average student attendance rate for the School in 2024 was 91.41%. 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
90.43	88.28	92.98	91.96	90.30	94.69	91.25

### Managing Student Non-Attendance

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

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.



## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	12
Number of full time teaching staff	3
Number of part time teaching staff	5
Number of non-teaching staff	4

### Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient 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 Diocesan Schools System at these levels is as follows:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 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.

## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

Our Mission Statement: In partnership with parents, parish and community St John's Catholic Primary School will provide quality education in a positive and caring learning environment.

Our Vision Statement: In a Christ-centred learning environment St John's Catholic Primary School will develop each child to their full potential; Spiritually, Intellectually, Emotionally, Physically and Socially.

This Mission and Vision statements permeate through all we do at St John's. Every year we have a school theme. This year the theme was: My life, my strength and my hope are in you Lord.

Prayer and Liturgy - the whole school pray together each morning at assembly. Classroom prayers are said before recess, lunch and afternoon dismissal. All children attend Mass each Wednesday with classes taking turns to organise and undertake ministry roles. Parents and parish are encouraged to attend with Mass and liturgies advertised in the weekly, school newsletter and parish bulletin. The school celebrates the feast days of St. Mary MacKillop, St John the Baptist, Our Lady, St Joseph, St Patrick and days related to the liturgical year e.g. Lent, Advent.

Wellbeing - Our Wellbeing Officer promotes the overall physical and emotional wellbeing of students. creating a safe and nurturing environment where students can thrive and develop positive attitudes towards learning and social interactions. Activities initiated this year

included a 'Well-being' week for both students and staff, healthy eating days, fortnightly visits and planned activities with the local preschool and age care facility.

The school recognises Christ in each individual by celebrating achievements through the school award systems. The school is involved in parish functions and annual activities associated with the CWA and Seniors Citizens Week. Student fundraising supports CARITAS, Catholic Missions and Mary Mackillop Today. Each term students visit to perform for the residents at the Multi Purpose Service Centre (MPS). The school supports days such as R U OK? and 'Laudato si' - Creation Week, raising awareness to support our common home.

Sacramental Program - Catholic students in Years 3 & 4 celebrated the Sacrament of Eucharist and students in Years 5 & 6 received the Sacrament of Confirmation this year. Non-Catholic students in these classes participate in the units of work studied and with their families, are invited to be involved in the celebration of the sacraments with the school and parish.

Religious Education - The Diocese of Bathurst Religious Education Curriculum is implemented in each classroom. Teachers undertake professional development in Religious Education as offered by the diocese and school professional, faith formation development days.

## Curriculum, Learning and Teaching

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

School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. St John's School is registered as compliant with government legislation.

A Learning Support Teacher administers and supervises programs for children with additional needs or children needing extension. School assistants help to deliver the individual programs including MultiLit Reading Programs, and the Quicksmart Numeracy Program.

A Centacare school counsellor visits the school each fortnight and is available for consultation with

students, staff and family members. Other specialists such as occupational therapist or speech therapist are available through the CEDB.

Digital technologies - Every student has a Chrome book and classes have access to a bank of iPads. All classrooms have large interactive screens, supporting teaching and learning. Staff and students are able to access the Google platform. Two, whole school STEM days are organised annually with emphasis on the problem solving process -designing and refining, critical thinking, teamwork, initiative and communication.

Creative Arts - A comprehensive arts education program develops critical skills and linked strongly to facilitate STEM education for communication, innovation and creativity. Each Term Music, Dance and Drama are chosen for the focus, culminating in preparation for the end of year concert performance. A whole school choir performs each term for the residents at the local aged facility and biannually at Choral Eisteddfods. Instrumental music lessons are offered to primary students. These students also perform at the aged facility and term

assemblies. All students are invited to audition for the annual northwest NSW, Moorambilla Choir and every year St John's students are selected to participate. Visual Arts is taught weekly with students art work displayed in shop windows in the main street and at the annual town show.

Students participate in ATSI activities and annual ATSI events. They also compete annually for Public Speaking, a CWA Country of Study competition, and they attend a 'Musica Viviva' performance and 'Moorabilla' workshop. Biannually they participate in a diocesan Spelling Bee, Life Education Van and visiting UNE Science experience.

Representative sport is available through the CEBD sports program at local, regional, diocesan, State and National levels. We are also part of the Sporting Schools Program. The school competes with other small schools in the region for athletics, football and netball.

The school supports all major community events such as ANZAC Day, Remembrance Day, Seniors Week.

## 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.

From 2023, 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's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	25%	54%
	Reading	50%	66%
	Writing	75%	77%
	Spelling	75%	61%
	Numeracy	50%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	65%
	Reading	80%	71%
	Writing	80%	67%
	Spelling	60%	68%
	Numeracy	80%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Student Wellbeing Framework. The School's policy operates 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 for all students. It supports the development of positive 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 respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### **Complaints Handling Policy**

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the school website or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2024, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

### Parent satisfaction

Following are exact comments from the 2024 School Satisfaction Survey. 8/20 family responses.

Commendable comments:

- Lovely staff and teacher's very welcoming
- Mrs McKinnon and Mrs Draper runs a great school and very happy with my daughters learning achievements,
- Mrs Draper has been a wonderful addition to the school. Her work ethic and dedication is evident.
- All children are well behaved and respectful. It is great to be part of the school community
- I cannot commend Mrs. McKinnon and her staff enough for the wonderful support they extended my family
- The Principal is very welcoming and understanding. The end of year play is always great fun and all the kids love it!

Recommendations:

- Update play equipment
- Need to communicate electronically rather than paper-based. A noticeable change in teaching standards. Maintaining a standard at work. Not enough sports activities at School. Please don't send reports home on the last day of term.
- Channels of communication are not clear at times. Opportunities are some times overlooked without consulting parents who may be able to volunteer
- More communication around goings on in the school. I would like to know if my child/ren leave school grounds. More sport.

## **Student satisfaction**

Following are exact comments from the 2024 School Satisfaction Survey. 9/12 students responses

Commendable comments:

- Learning, active and good sportsmanship.
- This school has a great education.
- This school does teaching well.
- no comment
- Sport, music, art
- They teach us the rules.
- gives kids help if they need
- the school teaches us very well.
- this school dose learning well and there's great kids and the teachers everything's amazing

Recommendations:

- don't know
- The school is amazing, nothing needs to change.
- nothing at all
- None
- more time for maths, more learning.
- we could make sport captains and get smaller bars for the little little kids

## **Teacher satisfaction**

Following are exact comments from the 2024 School Satisfaction Survey. 9/13 responses.

Commendable comments:

- The school strives to be a safe, nurturing environment for the children, parents and staff. The community has a very positive engagement with the school and a high expectation of its students and staff. Leadership is exemplary!
- Strong sense of community -good relationships between students, staff and parents -emphasis on academic success and helping students where they need it -good relationships between staff and staff well being
- This school provides a welcoming and caring environment where both students and staff can grow and feel a sense of belonging.

Recommendations:

- Not at the moment

## Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,003,739
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$266,352
Fees and Private Income <sup>4</sup>	\$83,772
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$12,292
<b>Total Income</b>	<b>\$1,366,155</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$23,211
Salaries and Related Expenses <sup>7</sup>	\$1,035,279
Non-Salary Expenses <sup>8</sup>	\$332,797
<b>Total Expenditure</b>	<b>\$1,391,287</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT