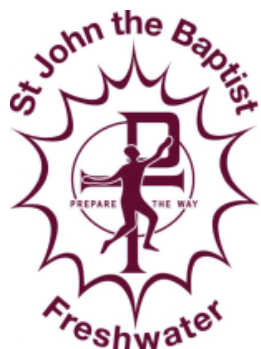




2025

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

7 Johnson Street, FRESHWATER 2096

Principal: Mrs Alicia van der Merwe

Web: www.sjbfdbb.catholic.edu.au

About this report

St John the Baptist 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

As we conclude the 2025 academic year and celebrate this Jubilee Year of Hope, we are reminded of the importance of pausing, reflecting with gratitude, and acknowledging the many achievements, both big and small, of our students.

At St John the Baptist, our strength lies in the way every child is genuinely known and deeply valued. Our learners do not enter our gates as numbers; they arrive as unique young people whose strengths, passions, proud moments, and challenges we recognise and honour. This personal connection is the heartbeat of our school and underpins the sense of belonging that defines our community.

While facilities and enrolment size often shape perceptions of what makes a school exceptional, we know the true foundation of a great school is far more meaningful. Strong relationships between students and teachers, between school and families, and among peers are what enable children to flourish. These connections shape our culture, build confidence, and allow our young people to thrive academically, socially, and spiritually.

Throughout the year, our school community has shared countless memorable moments that highlight the joy of being part of a vibrant and connected environment. Feast Day was once again a standout celebration of our identity and spirit. Our pilgrimage walk to Manly and our school musical showcased creativity, courage, teamwork, and the extraordinary talents of our students. We also delighted in many opportunities to honour the significant people in our lives, parents, carers, grandparents, friends, and staff, whose support surrounds our children each day.

Our learning programs across 2025 have been rich and diverse. Students engaged deeply with STEM projects, Science Fairs, incursions and excursions, Book Week, and a wide range of meaningful learning experiences. I extend my sincere thanks to our dedicated teaching staff for their passion, hard work, and commitment to every learner in their care.

To our support staff and administration team, your contribution ensures our school runs smoothly each and every day. We offer particular thanks to Ms Sherrie Cocking for her unwavering commitment and exceptional service to our community.

Finally, to our families, thank you for trusting us with your children, for volunteering your time, for advocating for our school, and for partnering with us so generously. Your involvement enriches the life of our school and strengthens the warm, supportive community we are proud to nurture.

Parent Body Message

We look back on the 2025 academic year, one that coincides with the Jubilee Year of Hope, we find ourselves pausing with gratitude for the many moments of growth, achievement, and joy our children have experienced. This year has reminded us of the gift it is to be part of a school where every child is known, valued, and supported so genuinely.

One of the things we appreciate most about St John the Baptist is the way our children are recognised as individuals. It is clear that the staff know them deeply, not just how they learn, but who they are. This connection gives our children a strong sense of belonging and confidence, and as parents, we are incredibly grateful for that.

As families, we are grateful for the partnership we share with the school. Thank you to all who volunteer, advocate, and contribute to the life of this community. Together, we help create the warm, inclusive environment that makes St John the Baptist such a special place for our children to grow and thrive.

Student Body Message

School Report 2025

2025 has been an unforgettable year at SJB and we feel very proud to have been part of so many meaningful events together. We were honoured to lead the ANZAC Day Assembly and to take part in Remembrance Day, which helped us understand the importance of gratitude, respect and remembering those who served. One of our favourite highlights was the Night of the Notables, where we shared our learning in creative ways and celebrated history as a school community. We also loved Year 6 Camp because we strengthened friendships, showed resilience and created special memories that we will always remember. A very exciting moment for our school was when an Olympian visited, which encouraged us to believe in ourselves, work hard and aim high.

Our school musical in Term 4 was another wonderful highlight. We performed at Stella Maris in Manly after many mornings and afternoons of practising, and we felt proud of our effort, teamwork and confidence on stage. We also really enjoyed the special days when we celebrated our Mums, Dads, Grandparents and Teachers because these moments reminded us how thankful we are for the people who guide and support us. Throughout the year, we showed our school values of Courage, Compassion and Humility in our learning, our friendships and our leadership. When we think back on 2025, we will remember it as a joyful year full of growth, kindness, achievement and memorable experiences at SJB.

From,

Ava Mann, Cece Thiss, Noah Speezas and Millie Maher

School Features

St John the Baptist Catholic Primary School, Freshwater is a vibrant co-educational community for students from Kindergarten to Year 6, located on Sydney's Northern Beaches. As part of the Catholic Schools Broken Bay system, we are committed to providing a nurturing, inclusive, and faith-filled learning environment grounded in our Catholic tradition. We proudly belong to the Manly Freshwater Parish.

Founded over a century ago in 1922 by the Good Samaritan Sisters, our school continues to honour and build upon a rich legacy of excellence in education, service, and community engagement. We are also privileged to be a priority feeder school for St Paul's College, Manly, strengthening pathways for our students as they move into their secondary education.

Our two-campus layout offers a dynamic and engaging setting for learning and play, featuring modern classrooms, flexible learning environments, a well-resourced library, and inspiring outdoor spaces.

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
86	77	29	163

* 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 92.29%. 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
92.24	93.45	91.21	92.63	91.42	92.94	91.03

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	22
Number of full time teaching staff	9
Number of part time teaching staff	7
Number of non-teaching staff	6

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (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	1
Provisional Teachers	0
Proficient Teachers	15

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.

Our school's values—Courage, Compassion, and Humility—reflect the life and mission of St John the Baptist. These values are embedded within our Wellbeing and Religious Education programs, fostering a sense of discipleship and Catholic identity from Kindergarten to Year 6. Regular reflection and activities help students connect these values with their call to live as missionary disciples.

In 2025, our Mission and Civics and Citizenship team participated in the Catholic Schools Broken Bay Mission Mass. As part of our commitment to social justice, we raised funds for Mary MacKillop's Place, the St Vincent de Paul Winter Appeal, Caritas Project Compassion, and the Christmas Appeal. These initiatives empower students to engage actively with their faith and contribute to the community, strengthening their Catholic identity and discipleship.

In 2025, the Religious Education Coordinator (REC) and the Parent Engagement Coordinator (PEC) worked closely together for three terms of the year as part of the Towards 2025 strategy to continue enhancing relationships between the school, families, and the wider Catholic community. This collaboration played a crucial role in fostering a welcoming and

respectful environment while strengthening these important connections, ensuring that we remained united in our mission to serve and support each other in faith and community. However, due to not having a PEC for the last term of 2025 this was not able to continue to its full capacity.

At St John the Baptist, we walk together in faith, committed to serving others and strengthening connections within our school, parish, and broader community. Through our shared mission, we inspire students to live as authentic disciples of Jesus Christ, shaping a vibrant and compassionate Catholic school community.

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.

Collaborative Coaching continued as a major focus of Professional Learning at the school with teachers released from class every week to meet with the Assistant Principal (AP) as Collaborative Coach. Collaborative Coaching engages teachers in professional learning, data analysis and instructional intervention planning in a specific subject area. The meetings are purposeful in maintaining a continuous cycle of improvement in student learning outcomes and this year working mathematically, additive relations and multiplicative thinking were the target areas for improvement.

Professional Learning

A major focus across all schools in the Broken Bay Diocese during 2025 was the Curriculum Reform and our staff participated in a series of system-wide Staff Development Days (SDD) with this as a focus.

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 Baptist 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	68%	54%
	Reading	76%	66%
	Writing	63%	76%
	Spelling	69%	62%
	Numeracy	78%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	66%	63%
	Reading	80%	73%
	Writing	75%	65%
	Spelling	72%	69%
	Numeracy	76%	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

Parents consistently express deep satisfaction with the supportive, high-quality educational experience at St John the Baptist Catholic Primary School, Freshwater. They value the school's nurturing Catholic ethos, strong sense of community, and the genuine care shown by staff across both campuses. Families frequently praise the engaging learning environments, the breadth of opportunities offered in 2025, and the school's commitment to developing confident, compassionate, and well-rounded learners. (Feedback from P&F Meetings)

Student satisfaction

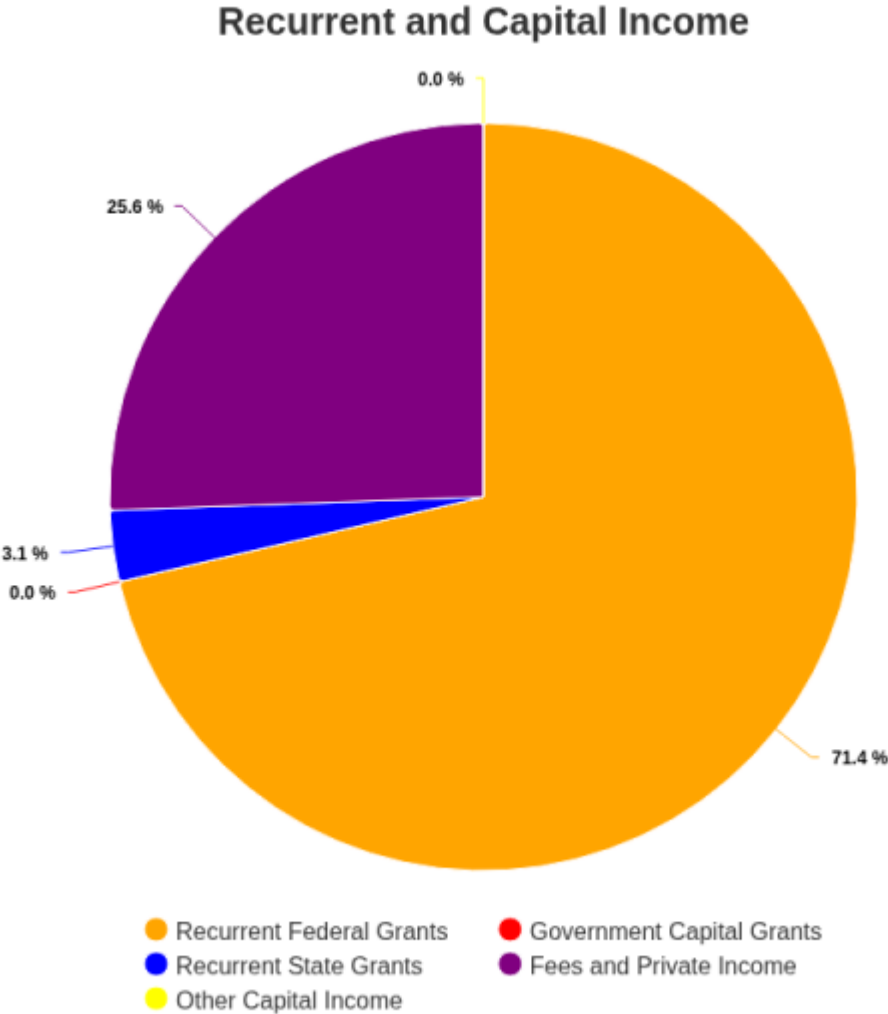
Students at St John the Baptist Catholic Primary School, Freshwater, speak proudly of their positive and engaging school experience. They appreciate the welcoming, inclusive atmosphere across both campuses, where they feel safe, known, and supported by dedicated teachers who encourage them to do their best. Our students were enthusiastically engaged in our school musical and were proud of the success they felt at performing in a professional theatre.

Teacher satisfaction

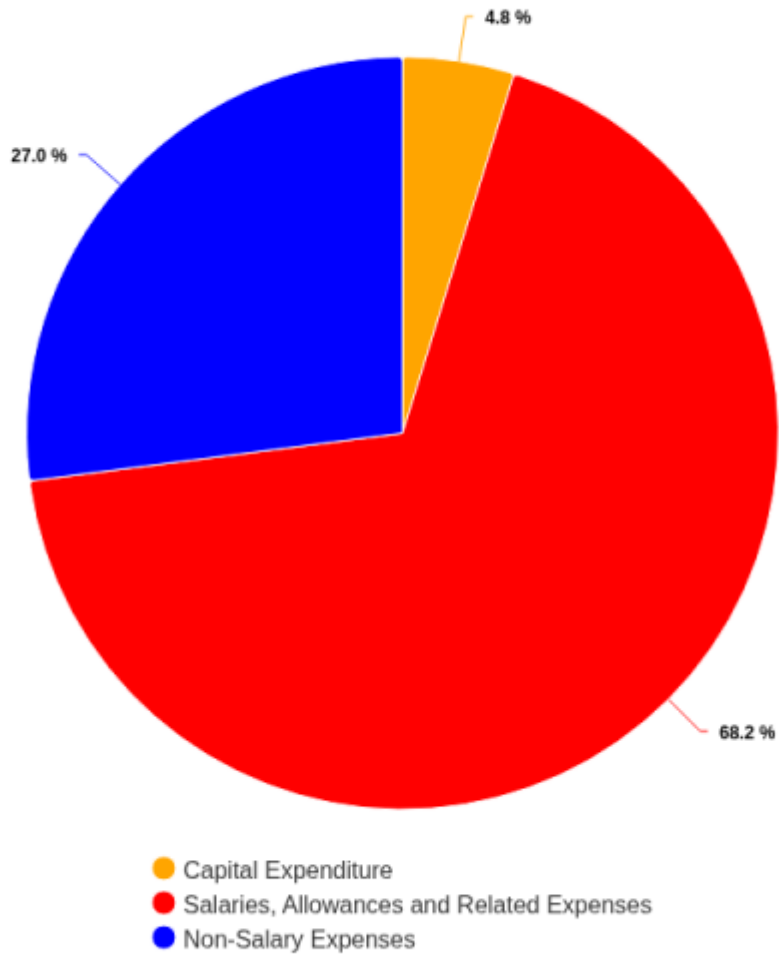
Teachers at St John the Baptist Catholic Primary School, Freshwater frequently express how deeply supported they feel by their colleagues and the school leadership team. They describe a workplace culture grounded in trust, collaboration, and shared purpose, where staff genuinely look out for one another and celebrate each other's strengths. Teachers value the open communication, the willingness to help at a moment's notice, and the strong sense of unity that comes from working together for the good of every child. Leadership is regarded as approachable, visible, and aligned with staff in both vision and practice, creating an environment where teachers feel empowered, valued, and confident in delivering their best for students each day. This collective spirit of encouragement and teamwork shapes a professional community that educators are proud to be part of.

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