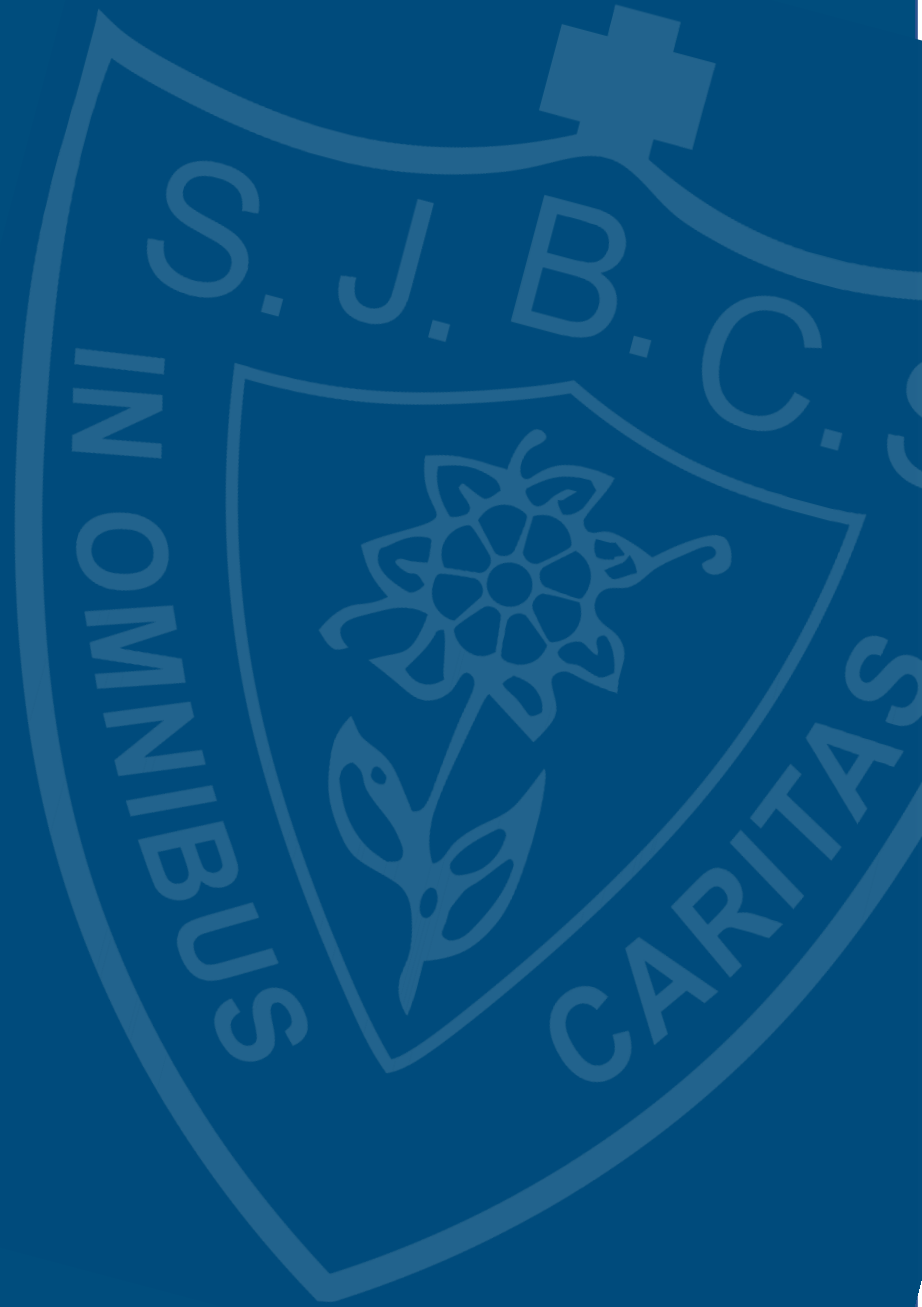


# **St John the Baptist**

## Catholic School



## **2024 School Performance Report**

# Introduction

St John the Baptist Catholic School is a coeducational school catering for students from Reception to Year 6. The school is a welcoming, vibrant, faith filled community, where we work together with families to grow each child’s educational and spiritual development, inspired by the service of St Mary of the Cross Mackillop. Our school motto “In Omnibus Caritas” (In All Things Love) is a guiding principle in all that we do.

The Australian Curriculum is implemented at St John the Baptist Catholic School from Reception to Year 6 which sets the expectations for what students are taught across the various learning areas. The learning progress of each child is monitored, supported and developed and continuous feedback is provided to each student and their family.

Social and emotional learning is taught explicitly across the school. We wrap our students in a Circle of Care which includes support from a school chaplain and school counsellor.

Extracurricular activities include opportunities for students to excel in the sporting arena, as well as the expressive and performing arts and music.

As a Catholic School we look forward to working in partnership with families, building a cooperative relationship between home and school to develop thriving, capable learners.

## Student Enrolment Numbers

For the 2024 Year our enrolments were as follows:

	Male	Female	Total
Reception	36	45	81
Year 1	27	19	46
Year 2	29	23	52
Year 3	20	28	48
Year 4	34	26	60
Year 5	28	25	53
Year 6	20	25	45
Totals	194	191	385

There were 9 Indigenous students enrolled at St John the Baptist Catholic School in 2024. One hundred and thirteen students received inclusive education resourcing with 18 non funded students also receiving various levels of support. The school also provides support for the 86 students identified through the English as an Additional Language scaling process.

## Student Attendance & Management of Non-Attendance

Student Attendance is managed and recorded using SEQTA Teach and SMS texting systems. Student absence is monitored closely and followed up as necessary. Parents are encouraged to ring the school (8218 3300) or SMS (0409 793 402).

### Dealing with Non-Attendance of Students

1. Parent rings/SMSs the school and reports the absence
2. We ask for the student's name, class and reason for absence
3. Class teachers are informed
4. It is cross referenced with the Absentee Roll Class List and those names that are not entered into the system are done so by the office

We ask that parents ring in before 9.30am with the absence information.

We ask that the teachers have their absence list completed by 9.15am.

For long term absences parents are required to meet with the Principal and complete a form notifying the school of the absence and the length of absence.

Unsatisfactory reasons for absence are referred to the Leadership Team via the teacher. The Leadership Team will then contact the family. If any child/children's attendance is deemed unsatisfactory the Principal will follow up with the relevant authorities.

## Student Attendance by Year Level

The average student attendance rate in 2024 was 89.6%.

Year Level	Term 1	Term 2	Term 3	Term 4	Total
Reception	90.6%	88.4%	89.7%	90.5%	89.8%
Year 1	91.1%	89.5%	89.8%	92.5%	90.7%
Year 2	92.5%	89.6%	86.2%	89.9%	89.6%
Year 3	91.5%	88.2%	89.5%	92.0%	90.3%
Year 4	93.1%	89.9%	86.0%	90.9%	90.0%
Year 5	88.8%	87.8%	86.3%	88.5%	87.9%
Year 6	91.7%	90.2%	86.7%	87.4%	89.1%
Averages	91.4%	89.1%	87.8%	90.3%	89.6%

## Post School Destinations

Our post school destinations for Year 6 students are Cabra Dominican College, Sacred Heart College, St Aloysius College, Immanuel College, Mercedes College, St George College, Adelaide High School, Plympton International School, Henley High School, Seaview High School, Roma Mitchell Secondary College and Brighton Secondary School.

# Human Resources

In 2024, St John the Baptist Catholic School had a total of 27 teaching staff (made up of 22 females and 5 males) and 18 non-teaching staff (made up of 16 females and 2 males).

In 2024, no staff member identified as Aboriginal or Torres Strait Islander.

# Staff Qualifications

In our school, we are very fortunate to have staff committed to lifelong learning. The breakdown of qualifications of St John the Baptist Catholic School staff are as per table below:

Certificates	8%
Graduate Certificates	20%
Diplomas	24%
Bachelors	82%
Masters	15%
Miscellaneous Qualifications	15%

We have a number of staff members with two or more qualifications in education and associated studies.

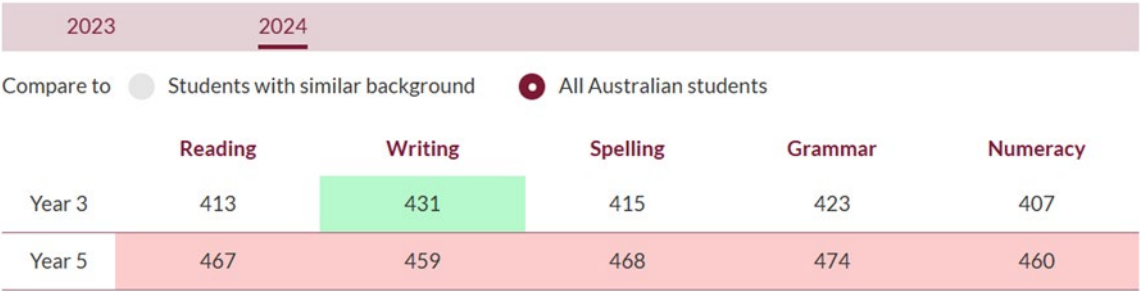
# NAPLAN

Students in Years 3 and 5 participated in the annual NAPLAN testing, which occurred in March, 2024.

St Johns maintained a high participation rate, exceeding national averages. This reflects our commitment to inclusive practices that support the diverse needs of all learners.

The snapshot below, sourced from the MySchool website, presents average performance data for each year level across domains. While providing a broad analysis, these averages do not capture individual student needs or abilities. Year 3 Writing is a considered strength of 2024.

NAPLAN data forms one part of a broader assessment framework. Detailed analysis of individual results is used to guide teaching strategies and enhance student learning outcomes.



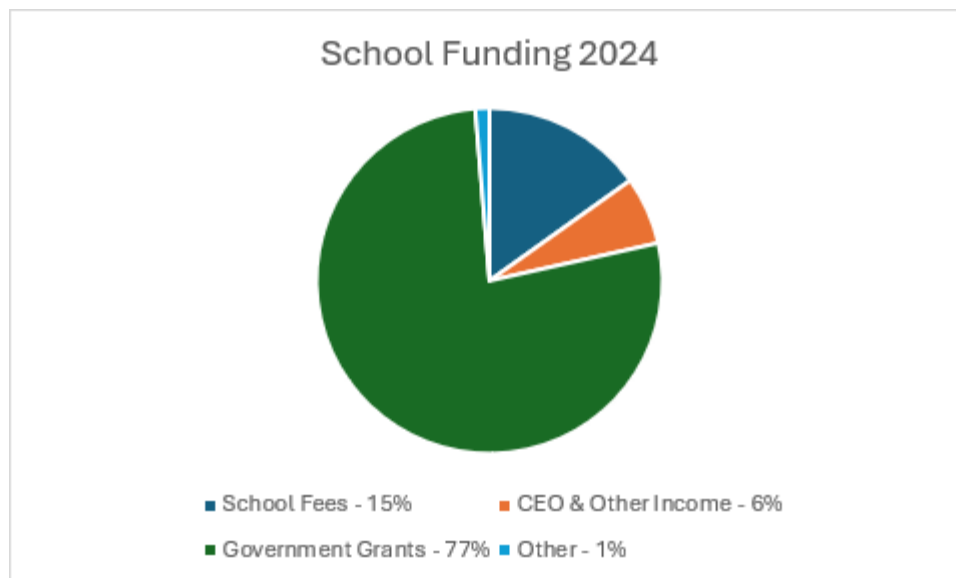
NAPLAN participation for this school is 97%  
NAPLAN participation for all Australian students is 95%

## School Funding

As a Catholic School we rely on the prompt payment of school fees to assist with the operation of the school. The school receives its income from three main sources:

- Government Funding
- Tuition and charges
- Private Income

The graph below shows the school income broken down by Government, Fees and Other. Our mid year intake of Reception students were not charged fees due to the initiative of the South Australian Commission for Catholic Schools (SACCS) aimed to reduce the financial burden on families.



## Value Added Programs

St John the Baptist Catholic School offers many educational experiences and celebrations that provide special opportunities for students, staff and the wider community.

St John the Baptist offered the following programs for the benefit of students in our school:

- Playgroup
- Little JB's - a transition program for children starting in Reception
- Buddy classes
- Educator support – for students identified as requiring additional support
- Literacy Intervention Program - Playberry
- Mini Lit Program
- Macq Lit Program
- Sensory Movement Support
- Wellbeing Program – wellbeing days, whole school social-emotional language
- School Chaplain
- School Counsellor

# Our Catholic Identity

## **Our Catholic Identity**

In 2024 the school had an overarching theme of, “Imagine”. It took into consideration the previous school themes: A Call to Care 2022 and Take Fresh Courage 2023. We looked at the lives of the saints: St John the Baptist & St Mary MacKillop who led exemplary lives and had a vision for the world God desired. At the beginning of the year the school community focused on where we are as individuals, as a local community and part of Catholic Education. We are called to follow Jesus’s example in pursuing God’s perfect vision for our world.

## **Faith in Action & Outreach Programs**

Our school honours the Catholic tradition in the different forms of prayer and understanding sacred spaces through Mass, liturgy and prayer. Students participated in class Liturgies of the Word and the Parish Mass throughout the year.

For Holy Week, the Year 6 Justice and Mission Leaders created a shadow Stations of the Cross, which was shared with the wider community, providing an opportunity to contemplate Jesus’ Passion. The Justice and Mission Leaders also led initiatives for the school to support charities. These included Project Compassion, Winter appeal – clothing for homeless, Harmony Day and the Vinnies Christmas appeal.

Other significant Church calendar events continued to be observed with prayer, liturgies and Masses, such as Advent and Christmas, with opportunities for prayer and reflection. Special feast days including St John the Baptist in June and St Mary of the Cross MacKillop in August were celebrated by the community.

We were more intentional with our focus upholding the Vision and Mission of our school as we followed our Ecological Sustainability Model, leading to the practice of recycling pens and markers through Officeworks, celebrating Laudato Si week by having a lights off hour and reducing paper printing.

## **Sacraments**

There were three children who were baptised into the Catholic Church from our school community, a wonderful celebration for both the families of these children and for the school community.

Eighteen students from St John the Baptist Catholic School received the sacraments of Reconciliation, Confirmation and First Communion at St John the Baptist Church. This was led by the team consisting of Fr Denis, Phillis Johnston the Sacramental Coordinator and Amanda Razon the APRIM.

## **ReLAT (Religious Education Literacy Assessment Tool)**

In Term 3, the Year 4 students participated in the ReLAT Religious Literacy Assessment Tool to assess the knowledge content which is core to the Year 3/ 4 Crossways Religious Education curriculum. It consisted of a similar format to that of NAPLAN and was conducted online with 35 multiple choice questions. There are five categories that the assessment covers: God, Us and Faith, Sacred Texts, Church for the World, Moral Life and Sacramentality and Prayer.

The Year 4 cohort of 2024 demonstrated a greater understanding for Sacred Text with a similar average in scoring to the rest of the state.

## **Staff Formation**

The staff reflection day in September was held at the Adelaide Sailing Club where the staff had a focus on the Vision and Mission of St John the Baptist and even more broadly, the Mission and Vision of the Church. The day included various opportunities for collaboration, discussion, reflection and team building. The day aimed to

consider how our school community can strive toward fully living out our vision and mission amidst our current challenges as a society.

### **Chaplaincy**

Mary Aquilina and Amanda Razon continued Chaplaincy work throughout this year, supporting the community through running Seasons for Growth, Mass and small group work with students to support their wellbeing.

## The Arts Program

In 2024, our school continued to provide opportunities to those children with a talent in the Arts. We have an instrumental program that offers drums, piano, guitar and ukelele. Fifty children participate weekly in private tuition on our school site. We have a Catholic Schools Music Festival Choir. Our Catholic Schools Music Choir participated in a performance at the Adelaide Festival Centre for the Catholic Schools Music Festival.

Our students participate in a weekly Expressive Arts lesson where they are involved in a wide range of musical activities, including playing instruments, moving, listening and dancing.

## Sports Program

At St John the Baptist Catholic School we offer a wide variety of After School Sports to suit varying skill and interest levels. Players rely on the generosity of parents who become registered volunteers in order to coach these teams. Students have the opportunity to participate in the following sports at local ovals and recreation centres:

- Basketball
- Soccer
- Netball
- T-Ball
- Auskick

Additionally, the students are able to participate in a number of Catholic and SAPSASA sporting events. There were students who went on to participate in various SAPSASA State Carnivals.

We continue to investigate further sporting opportunities that can enrich what we already offer to all of our students.

## Community Survey

In the second half of Term 3 we conducted the annual Living Learning Leading survey within the school community.

The surveys are based around 4 components:

- Catholic Identity
- Learning and Wellbeing
- Resourcing
- Community

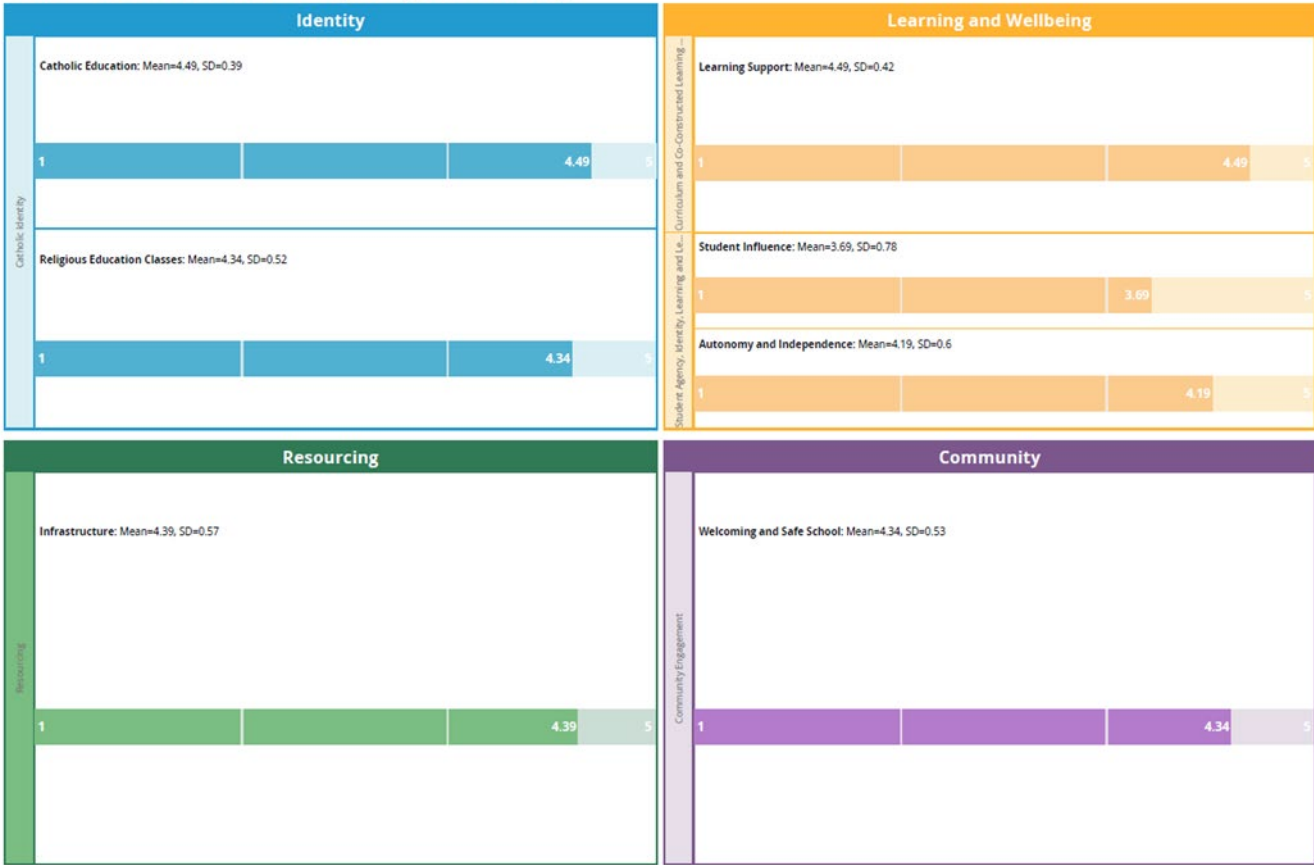
In 2024, 5 surveys were once again conducted:

- Student Survey Years 2,3 and 4
- Student Survey Years 5 and 6
- Teacher and Leadership Survey
- Education Support Officer Survey
- Parent and Caregiver Survey

A visual summary of the results (across all surveys) for St John the Baptist Catholic School is provided in the graph below. It must be stated that our survey data again showed positive perceptions of the school across all areas in each survey.

Student Survey Results Years 2,3 and 4

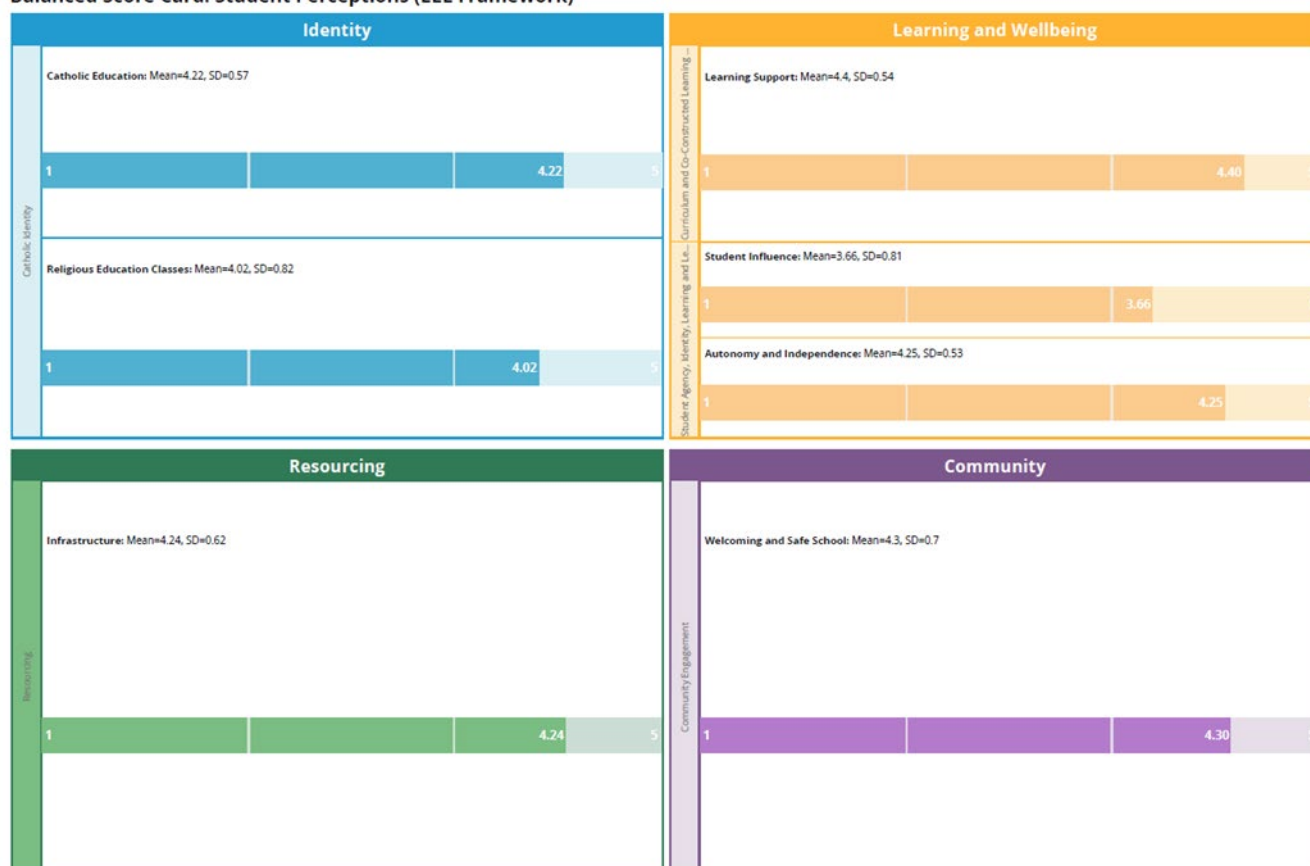
Balanced Score Card: Student Perceptions (LLL Framework)





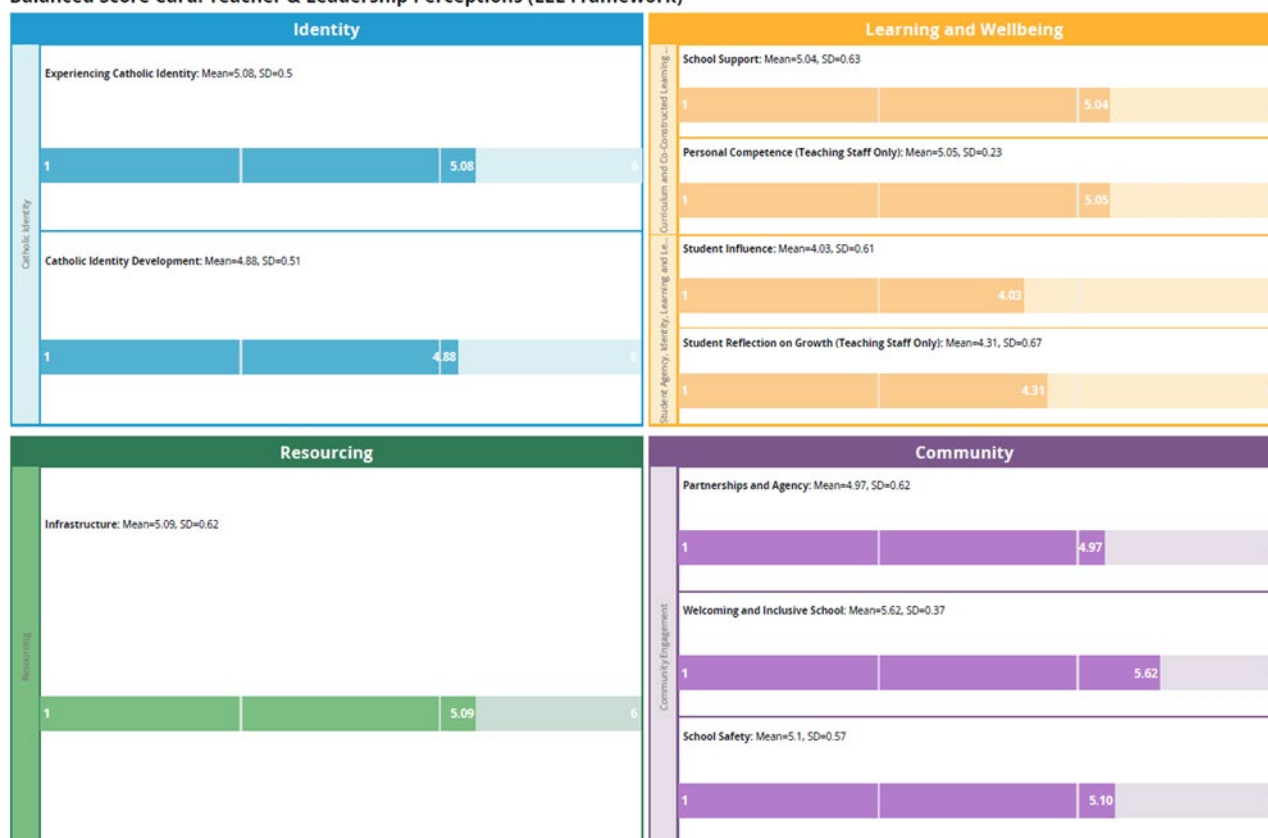
## Student Survey Results Years 5 and 6

### Balanced Score Card: Student Perceptions (LLL Framework)



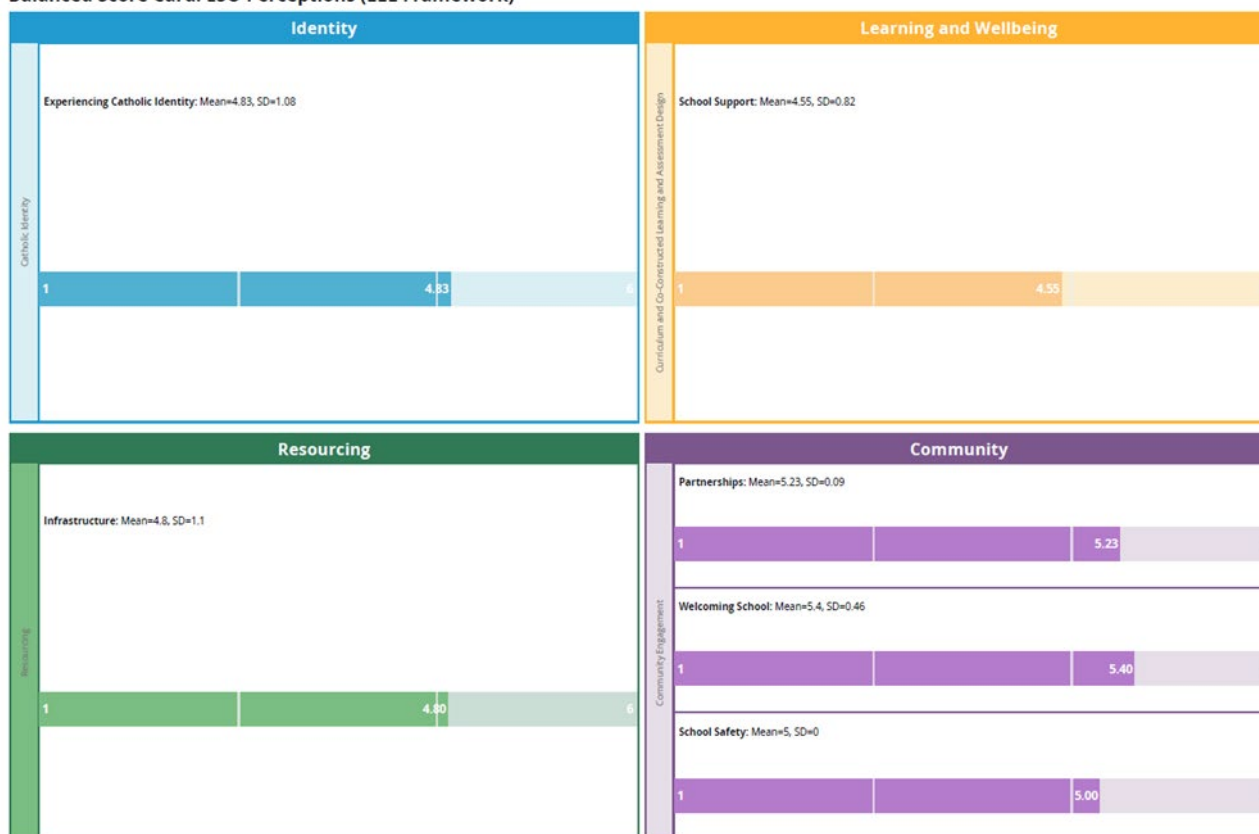
## Teacher and Leadership Survey

### Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



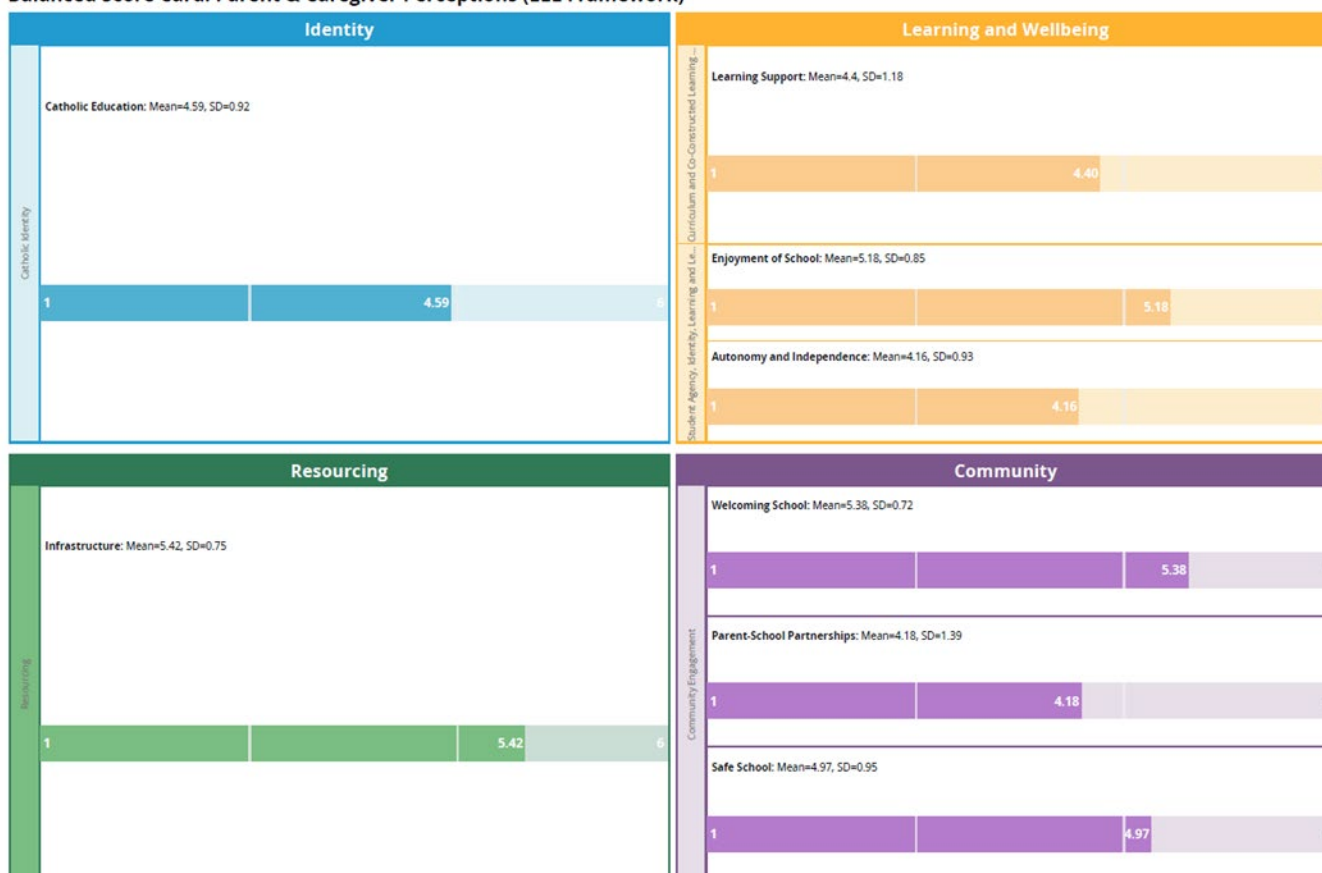
## Education Support Officer Survey

### Balanced Score Card: ESO Perceptions (LLL Framework)



## Parent and Caregiver Survey

### Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



# School Improvement

Each year, the school develops an Annual Plan which is aligned to the school Strategic Plan and forms a part of the broader school improvement agenda. Specifically, areas of focus throughout 2024 were:

## **Strategic Pillar – Catholic Identity and Mission**

In 2024, our strategic focus under the Catholic Identity pillar was centred on the theme of Being Church Together. A significant milestone was the co-location of the school (APRIM) and parish offices, which has fostered a more integrated and collaborative environment. This physical proximity has enabled more effective communication and sharing of information between school and parish staff, enhancing our collective mission and service to the community.

Another key achievement was the appointment of a Sacramental Coordinator, a role filled by a school teaching staff member, Phillis Johnston and funded by the parish. This initiative has strengthened the coordination and delivery of the Sacramental Program across the school and parish, ensuring a deeper engagement with families at the school.

Additionally, we continued to implement elements of our Ecological Sustainability Plan, reinforcing our commitment to stewardship of creation as a core expression of our Catholic identity.

## **Strategic Pillar - Students**

In 2024, our focus under the Students strategic pillar was to continue strengthening Student Voice within school life. A key initiative led by our Deputy Principal, Jo Livingstone, was the introduction of Student Forums. These forums provided structured opportunities for students from across year levels (R-6) to come together at selected times throughout the year to share their perspectives and provide feedback on matters important to them and the broader school community. This initiative has empowered students to actively contribute to shaping their learning environment and has reinforced our commitment to fostering agency and inclusion in school decision-making.

## **Strategic Pillar – Diversity, Equity and Inclusion**

In 2024, we began our journey with the system-supported Positive Behaviour Interventions and Supports (PBIS) framework, laying the foundation for a consistent and proactive approach to student behaviour across the school. A team of staff participated in professional learning days at the system level and then returned to school to in service the broader staff and begin to implement systems, processes and procedures in line with PBIS.

As part of our commitment to student wellbeing, we also established a dedicated Wellbeing Room. This space provides students with both scheduled and unscheduled opportunities to take breaks, regulate their emotions, and return to learning with greater focus and readiness.

Additionally, we continued to refine and strengthen our Literacy and Numeracy intervention programs, ensuring that students requiring extra support received targeted, effective assistance tailored to their individual learning needs. Literacy Intervention consisted of Mini lit for students in the early years and Playberry Intervention in the upper primary years. Megan Pratt (Numeracy Coach) also introduced small group support for students in numeracy.

## **Strategic Pillar – Learning and Teaching**

A key focus in 2024 under the Learning and Teaching pillar was the development and finalisation of a comprehensive Mathematics Scope and Sequence. This important work was ably supported by our system coach, Carla Thomas, and has provided greater clarity and consistency in the delivery of mathematics across year levels.

In addition, teaching staff collaborated to finalise Shared Agreements around Literacy, Numeracy, and Homework practices. These agreements ensure a unified and transparent approach to teaching and learning expectations, supporting both staff and students in achieving high-quality educational outcomes.

**Strategic Pillar – People Leadership and Culture**

Throughout 2024, the school reinforced its commitment to collaborative leadership and effective communication by embedding the High Performance Teams (HPT) model more deeply into its operational culture. This included the continued implementation of structured communication frameworks, meeting cycles, and clearly defined agendas. These practices have supported greater alignment across staff teams, enhanced clarity in decision-making, and fostered a culture of shared responsibility and continuous improvement.

**Strategic Pillar – Financial Stewardship and Improvement**

A major development under this strategic pillar was the transformation of the land along Anzac Highway. Completed during the early part of Term 2, this project has significantly enhanced the school environment by providing students with additional green space for play and recreation. It has also improved accessibility for families and visitors by increasing available car parking, supporting both student wellbeing and community engagement.

In addition, the school finalised its review of the Master Plan, setting a clear direction for future site development and ensuring alignment with long-term strategic goals.

**Strategic Pillar – Participation in Mission and Purpose**

We continued to advance our commitment to innovation and mission through the implementation of ICT initiatives supported by the system. A major focus this year was the migration of ICT services to the cloud, a strategic move aimed at improving accessibility, security, and efficiency across our digital infrastructure. This transition has laid the groundwork for more agile and future-ready technology use within the school, supporting both teaching and operational excellence.