



CATHOLIC SCHOOLS
Broken Bay

2024

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

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About this report

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (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

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. We are a small inclusive community that provides a supportive and personal education experience for our families.

As Principal of St Joseph's Catholic Primary School Narrabeen, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school.

Our school core values of community, respect, stewardship and compassion underpin our actions, learning and beliefs in all that we do. The school's motto, Build in Love was evident in a year of learning, growing, developing, and formulating future plans for the continued growth of the school. We continue to grow in enrolments each year.

Parent Body Message

2024 was a wonderful year for community at St Joseph's. With many events for socialising and parents invited to the school to engage with their children's learning, our school continued to embrace our community and village vibe. We changed the name of our main parent body from P&F to Joeys Hub to reflect our emphasis on participation by everyone in the community. Our class parents were able to successfully organise the following events - Easter Raffle, Mother's Day Breakfast, a very well attended Grandparent's Day, kids' disco and Father's Day. The main fundraising event was the Colour Fun Run which the children enjoyed enormously as we amped up the obstacles and fun!

The Joeys Hub was aware of organising and hosting events that once again enabled our community to come together with less emphasis on fundraising, although the Colour Fun Run was very generously supported. This was also in alignment with the changing policy from the CSBB Parent Council and parent engagement advice.

The Colour Fun Run and the Easter raffle raised funds and enabled the Joeys Hub to pledge money to the school that will be used in 2025 to fund the Dance Program, Zing Active for Term 3 and to buy new decodable reading resources with online access for families.

We were once again invited into the school for parent teacher evenings, parent engagement open classrooms for Terms 2-3 to view a *Friendology* lesson and a Science lesson for Science Week as well as individual parent teacher meetings. Joeys Hub quarterly meetings also went ahead with a choice of attending via Zoom or face to face.

The year finished on a high with the bi-annual School Musical. The production of 'The Enchanted Tree' was held at Mater Maria's performance space to accommodate many extended families who were astounded by the quality of the performance from the children.

Student Body Message

In 2024 we were very excited to have a year with all our usual special events and sports carnivals. The Year 6 leadership teams were given many opportunities to plan, organise and participate in student led events. The wellbeing Team organised a wellbeing day each term with a fun activity like dressing up or playing games. The Environment Team continued to upkeep our worm farm for the school, the Library/IT Team helped to organise an awesome Book Week with many activities and a fun dance number at the end of the parade. We also totally enjoyed our second Colour Fun Run, held at our local oval with a lot of colour and water obstacles too. At the end we were exhausted and soaked with colour but the smiles in the photos show our level of enjoyment.

Our school was successful again in the Diocesan Bishop's Art Prize, with a year 2 dancing duet and a Year 3 drama entry gaining prizes.

In Term 2 our school hosted the hand ball competition between our 4 neighbouring Catholic schools. We didn't win but it was exciting to be the spectators of the competition.

At the end of the year we held our bi-annual school musical. This year it was called 'The Enchanted Tree'. The years 5 and 6 students had the lead speaking and dancing roles. All classes danced to music that matched their special chosen world. It was held at Mater Maria's big performance space and we loved performing for our very proud parents.

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school. The School was established on the site in 1939 by the Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, Kindergarten to Year 6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the Parish Priest and assistant Priest to reach out and invite people into the worshipping community. Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 Start Right program.

During 2024 our school thrived on a full program of school and community events. Although a small school community, students are offered many opportunities. The Year 6 children are all part of a leadership team. Each team is encouraged to organise their own events with the help of a teacher mentor to add to the spirit of engagement in our school community. During 2024 all leadership teams were able to organise and conduct events that were inclusive of all students and gave the Year 6 students the opportunity to authentically lead.

Our parent community were once again invited into the school for parent engagement sessions. One in Term 2 to view a *Friendology* lesson, part of a new PD program implemented in the school in 2024 and one in Term 3 to view a science lesson for National Science Week. Parent engagement was enhanced with outstanding communication via the FB posts, Instagram, Vimeo and weekly newsletter that includes brief information, photos, videos and links. This was organised and planned by the school marketing and promotions officer.

The refurbishment of the school continued through 2024 working with the CSBB buildings and facilities teams. Enhancement of the playground space included new blue shade sails for our soft fall eating and assembly area, new bubblers relocated to a more convenient area, painting of more handball courts and a goal on the soccer wall and new basketball rings and backboards. Money from a government wellbeing grant was used to create a 'Chill Out Zone' in the playground. A space for students to have some quiet time, to regulate or have 'talk it out' time for 'friendship fires'. Signage from *Friendology* helped to remind students about positive relationships. New toys for imaginative play made this a popular new space for students.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
80	103	38	183

* 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 2024. 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 2024 was 90.30%. 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
91.90	90.60	89.70	90.00	89.80	90.40	90.20

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 relevant Department of Education officer 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 2024:

Total number of staff	16
Number of full time teaching staff	9
Number of part time teaching staff	7
Number of non-teaching staff	4

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 are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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

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 the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include 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.

At St Joseph's, we strive to nurture both the hearts and minds of our students, guiding them to develop a deep connection with Christ. Our school motto, Build in Love, is a reflection of our commitment to living out our faith in everyday actions. We place great importance on instilling the Gospel values of Community, Respect, Stewardship, and Compassion. Each term, we highlight one of these core values, recognising students who exemplify them through the Build in Love Award.

Our dedication to social justice extends across all levels. In 2024, we continued our support for Caritas Australia, Catholic Mission Socktober, Mary Mac's Place, and the Vinnies Winter Appeal and Christmas Hampers. Student Mission Leaders played an integral role in championing these initiatives.

This year, we further implemented and strengthened the new CSBB Religious Education Curriculum in Kindergarten, Year 1, and Year 2. This student-centred approach fosters a

deeper relationship with Christ through engaging, hands-on learning experiences. Additionally, Year 5 and Year 6 transitioned to the new curriculum, which is thoughtfully designed to align with students' developmental stages, emphasise essential content, and establish meaningful connections with youth ministry. To support this transition, our Religious Education Coordinator and class teachers actively participated in whole-school professional development, ensuring its successful integration.

All Year 6 students took part in the Diocesan Year 6 Leadership Day, centred on the theme "Take up your bed and walk" (John 5:8). Following a liturgy led by Bishop Randazzo, students reflected on scripture, leadership, and their responsibilities as role models within the school community. Our school leadership team embarked on the Leadership Formation Project, a two-year formation journey. They engaged in multiple learning modules, including participation in the Spiritus Retreat, a two-day immersive experience focused on evangelisation within the context of Catholic education.

Creativity and faith came together in this year's Religious Creative Arts Competition, where all students contributed works centred on the theme of joy. We celebrated the success of three students from Year 2 - two of whom secured second place in the Dance category, while another achieved second place in Drama.

Our strong connection with The Lakes Parish and our Parish Priest, Father Robert Borg, remains a cornerstone of our school community. Our participation in the Pastoral Discernment Northern Beaches process provided a meaningful opportunity for open dialogue and reflection. Through listening and discussion, we explored the unique challenges and opportunities within our region and considered how we can further engage in the Mission of Jesus Christ.

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.

The school provides a dynamic and forward-thinking primary education. Our dedicated team of teachers delivers the curriculum through stimulating and meaningful learning experiences that nurture curiosity, critical thinking, and a lifelong love of learning.

Our 2023–2025 School Improvement Plan (SIP) outlined a goal to enhance student achievement in Mathematics. However, midway through 2024, we shifted our focus. While student progress in Mathematics remained strong supported by our data, the 2024 NAPLAN trend revealed a noticeable decline in Grammar and Punctuation. In response, we realigned our goal toward improving outcomes in English, specifically targeting Grammar and Punctuation.

Throughout the year, we continued to strengthen our approach to Collaborative Coaching. Teachers embraced the process with enthusiasm, appreciating the dedicated time for collaboration and the focus on core learning priorities. Weekly coaching sessions evolved to include the co-creation of common formative assessments across year levels, enriching consistency and clarity in our approach.

Our commitment to implementing the new English and Mathematics syllabuses remained a priority, with all staff engaging in professional learning to understand the updated content, outcomes, and structure. In 2023, this was implemented in Kindergarten to Year 2, with Years 3 to 6 following in 2024.

We continued to use a range of assessment tools including Castle and Coltheart for phonics, and DIBELS for fluency to gain a clear picture of student learning and guide next steps. We also explored 'The Writing Revolution' as a strategy to strengthen writing skills across all areas of the curriculum.

To support greater parent engagement, we hosted open classroom events throughout the year. These were well-attended and included a *Friendology* focus in Term 2 and Science in Term 3. These sessions offered valuable insights for parents into their children's learning and encouraged rich, supportive conversations at home.

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 Joseph'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	62%	54%
	Reading	79%	66%
	Writing	83%	77%
	Spelling	69%	61%
	Numeracy	76%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	79%	65%
	Reading	79%	71%
	Writing	86%	67%
	Spelling	75%	68%
	Numeracy	75%	68%

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 2024.

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 changes made to this policy in 2024.

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 2024 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

In 2024 parents did not complete a formal online survey about satisfaction for the school as a whole. However, parents were asked to respond to some short survey questions around the parent engagement sessions and about the changing of the school canteen.

Parents were highly satisfied with the parent engagement sessions where they are invited into the school and classrooms to join their children for lessons. In 2024 the *Friendology* program lesson proved very popular. The canteen survey supported the trial of engaging with a company to outsource the business and take the pressure off parents to volunteer time in the canteen.

The executive team of the Joeys Hub were asked as a representative of the parent body, about 2024 in general in terms of parent satisfaction. The team expressed high satisfaction for the continuing maintenance program that is slowly beautifying the school, including the painting, purchase of furniture and new sail shade cloth. They were also highly satisfied with the communication processes which enable all parents to access important messages as well as see what the student body and community is doing.

Student satisfaction

In 2024 students did not complete a formal online survey about satisfaction. However, the students in years 4-6 completed an entry survey before launching the *Friendology* program. The purpose of the survey was to understand students' perception of healthy friendships, bullying and coping strategies. Survey results indicated a wide range of perceptions with misconceptions about the difference between an argument or issue between friends and bullying.

Year 5 and 6 students expressed high satisfaction with opportunities to participate in many co-curricular activities such as leadership camp. Joeys Hub events such as the kids disco and the colour fun run were rated highly as fun events. The end of year school musical was considered a highlight by all students.

Teacher satisfaction

In 2024 the CSBB created a Culture Survey for all Diocesan staff to complete. Our school had a completion rate of 24 staff. Our Net Promoter Score (NPS) of 67% in the excellent category, was the 2nd highest of all schools in the Diocese. This indicates that our teachers have a high regard for the school and are highly satisfied with leadership and direction of the school. In 8 of the 9 areas of the survey our school scores were above the Diocesan average. The area of least satisfaction is with the work enablement, comments cited old, outdated buildings, classrooms and playground space as hampering teachers' ability to learn and teach to their best ability. The recommendations from the survey were summarised as:

- Strengthening the alignment of individual's contributions to the objectives of the school and the goals of the system
- Maintaining the strong use of data for maximising student growth
- Encourage staff to grow in their own faith journey's and provide further opportunities to participate in faith activities
- Recognise and acknowledge the 'wins'
- Fix the outdated classroom and facilities which can impede the ability to effectively perform the job

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$2,513,386
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$661,070
Fees and Private Income ⁴	\$753,902
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$130
Total Income	\$3,928,490

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$60,531
Salaries and Related Expenses ⁷	\$2,753,280
Non-Salary Expenses ⁸	\$733,467
Total Expenditure	\$3,547,279

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