



2025

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

Web: www.sjnbbb.catholic.edu.au

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 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

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

2025 was another wonderful year for community at St Joseph's. With a strong focus on connection, celebration, and engagement, our school continued to nurture its warm, village-like spirit.

Our parent body, Joey's Hub, remained the heart of our community - bringing parents, teachers, and students together through a calendar of much-loved events. This year's highlights included the Easter Raffle, Mother's Day and Father's Day celebrations, and a joyful Grandparents' Day. The ever-popular School Disco kept our students dancing, while the School Carols Night, supported by Joey's Hub and run by the school, brought the wider community together in festive spirit.

The standout event of the year was our spectacular Gala Night, organised by parents and supporters. Not only was it a wonderful evening of fun and connection, but it also raised a significant amount to support future school initiatives - an incredible achievement by our dedicated community.

Funds raised in previous years truly came to life in 2025 with the inclusion of Zing Activ, a whole-school dance program funded by Joey's Hub. Every class took part, learning different styles of dance throughout the term and showcasing their routines to parents at the end of Term 3. Some students even represented St Joseph's at the Homebush competition - and our school proudly won their division overall!

While fundraising remained an important goal, Joeys Hub continued to prioritise community engagement and creating opportunities for parents to feel involved in school life, in line with CSBB Parent Council guidance.

Funds raised – particularly from the Gala Night and Easter Raffle - have been pledged towards continued support for school programs and new educational and community boosting resources.

Throughout the year, parents were warmly welcomed into classrooms for, parent-teacher evenings and Joeys Hub meetings (both in person and online) - reinforcing the partnership between home and school that lies at the heart of St Joseph's.

2025 truly reflected what makes our community special -connection, collaboration, and a shared commitment to our children's learning and joy.

Student Body Message

2025 was a great year with so many events and opportunities for everyone to get involved and shine their light. Our Year 6 leadership teams were very involved in the organisation of many of the events. Term 3 was especially busy and a good example of what was offered across many areas. In Sport, there was our athletics carnival at Narrabeen. From there two of our students made it to the NSW combined schools' carnival and won gold medals. We were all so proud of them. We had netball gala days for every student to participate in years 3-6. In Creative Arts, there was the Diocesan Bishop's Art Prize, where our school was once again successful, in the Stage 1 category of dance we won 2nd prize. We participated in the Zing Activ dance program for 10 weeks, learning some traditional dances as well as hip hop. At the end of term we demonstrated our skills for our parents in a small show at school and then many of us competed in the showcase at Homebush and came away with many individual and school prizes. The school band did performances at festivals and at Mater Maria combined with other local Catholic schools. There was also RUOK day, the P&F disco, Grandparents day, Fathers Day breakfast and the Book week parade.

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 a specialised supportive setting.

During 2025 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 2025 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 various parent events and education sessions. 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 2025 working with the CSBB buildings and facilities teams. There was some final repairs and painting of some stairwells to make them brighter and new signage to promote our four core school values was installed in one stairwell. Enhancement of the playground space included a new table tennis table installed as a gift from the 2025 Year 6 class to the school.

Led by the PBL/Well Being staff team, the teachers focussed on improving the 'behaviour curriculum' by changing the way students line up and move to classes so that they are calmer and ready for learning. This was extended to making explicit expected behaviour at school assemblies in the hall and moving to and from the church for Masses and liturgies.

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
89	106	50	195

* 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 89.98%. 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
91.26	90.82	90.04	88.48	89.52	90.21	89.61

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	24
Number of full time teaching staff	9
Number of part time teaching staff	6
Number of non-teaching staff	9

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	0
Provisional Teachers	1
Proficient Teachers	13
HALT Teachers	1

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 explores 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.

At St Joseph's, we are committed to nurturing both the hearts and minds of our students, guiding them to cultivate a meaningful relationship with Christ. Our school motto, Build in Love, reflects our dedication to living out our faith through everyday actions. Central to our mission is the promotion of Gospel values—Community, Respect, Stewardship, and Compassion. Each term, we spotlight one of these core values and celebrate students who embody them through the Build in Love Award.

Our commitment to social justice spans local, state, national, and global communities. In 2025, we continued our support for key initiatives including Caritas Australia, Catholic Mission Socktober, Mary Mac's Place, and the Vinnies Winter Appeal and Christmas Hampers. Student Mission Leaders played a pivotal role in championing these efforts, drawing inspiration from events such as the Diocesan Mission Mass.

In 2025, Year 3 students began engaging with the new CSBB Stage 2 Religious Education Curriculum, which is designed to meet students at their developmental level and foster deeper connections with their faith, scripture, and liturgy. Our infants classes follow the CSBB

K–2 Curriculum, which introduces liturgical moments from the Mass and key biblical stories, including parables and the life of Jesus. Students are encouraged to reflect on these teachings through hands-on, creative activities. Meanwhile, Years 5 and 6 continue to explore the Stage 3 Curriculum, delving further into the teachings of Christ and connecting their faith with youth ministry in meaningful ways.

Year 6 students participated in the Diocesan Year 6 Leadership Day, which focused on the Assumption of Mary and the Visitation. Led by Bishop Anthony and the Evangelisation and Catechesis Team, students engaged in presentations and activities designed to deepen their faith and develop their leadership skills.

Our annual participation in the Religious Creative Arts Prize provided students with a platform to express their faith and understanding of witness through various artistic mediums, including visual arts, music, dance, drama, and short film. This year's theme was Witness, "You will receive power from the Holy Spirit, and you will be my witnesses" (Acts 1:8). We are proud to share that a group of Year 1 students placed second in the Stage 1 dance category.

Our enduring partnership with The Lakes Parish and our Parish Priests, Father Robert Borg and Father Eliseus Shin, remains a cornerstone of our school community. This year, we focused on strengthening the bonds between school, parish, and families. A highlight was our Term 4 Family Mass, which warmly welcomed incoming Kindergarten families for 2026, marking the beginning of our shared journey in faith and 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.

The school continues to deliver a forward-thinking and high-quality primary education. Our committed teaching team provides rich and meaningful learning experiences that inspire curiosity, encourage critical thinking, and nurture a lifelong love of learning in every student.

Staff continued to actively participate in CSBB Curriculum Reform Days, and other professional learning opportunities aimed at deepening their understanding, knowledge, and confidence in implementing the reformed NSW English and Mathematics syllabuses across K–6. Following a detailed analysis of the 2024 NAPLAN data, the school refined its Delivering Our Strategy priorities, and consequently, the focus of Collaborative Coaching shifted to Spelling. This decision was informed by evidence of improvement in Punctuation and Grammar, while data indicated a need to strengthen outcomes in Spelling.

This year, our commitment to Collaborative Coaching was further strengthened. Staff embraced the process with genuine enthusiasm, recognising the benefits of structured collaboration and a clear focus on key learning priorities. Weekly coaching sessions evolved to include the co-design of common formative assessments across year levels, enhancing alignment, consistency, and shared understanding of effective practice.

A range of assessment tools continued to be utilised to provide comprehensive insights into student learning and inform next steps for instruction. These included DIBELS for phonics and fluency, the new Year 1 Phonics Screener, and the Year 2 Mathematics Screener. In addition, the school commenced the implementation of Essential Assessment in Mathematics and incorporated 'Quick Wins' in Spelling to further strengthen data-informed teaching practices.

Throughout the year, a range of enrichment groups were implemented across key learning areas and stages. Coordinated by the Assistant Principal, these groups provided targeted extension opportunities for higher-achieving students. Student participation was determined through consultation with classroom teachers, ensuring alignment with individual strengths, interests, and learning needs.

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 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	82%	54%
	Reading	89%	66%
	Writing	78%	76%
	Spelling	100%	62%
	Numeracy	100%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	89%	63%
	Reading	86%	73%
	Writing	87%	65%
	Spelling	86%	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

In 2025 parents did not complete a formal online survey about satisfaction for the school as a whole. However, the executive team of the Joeys Hub were asked as a representative of the parent body, about 2025 in general in terms of parent satisfaction.

Parents were highly satisfied with the community events that enabled them to visit the school and see their child's classroom and some work samples. They were also very satisfied with the extracurricular activities and events enabling many children to participate in sports, arts and public speaking, although they expressed how busy Term 3 became and advised that the events calendar could be adjusted for 2026.

The team were also highly satisfied with the communication processes across the school which enable all parents to access important messages as well as see what the student body and community is doing.

Student satisfaction

In 2025 students did not complete a formal online survey about satisfaction. However, the students in years 4-6 completed a survey as part of the continuing Friendology program. The purpose of the survey was to understand students' perception of healthy friendships, bullying and coping strategies and how this has improved or not with the program in place. Survey results indicated a wide range of perceptions with growing understanding of what makes a good friendship and the difference between a *mean on purpose* moment and a *friendship fire*.

Year 5 and 6 students expressed high satisfaction with opportunities to participate in many co-curricular activities such as the trip to Canberra. Joeys Hub events such as the kid's disco were rated highly as fun events. The Zing Active dance program was rated highly by the majority of students. The standout event according to many students was the *Joeys Got Talent show* in Term 3, run by students with a high participation level across many grades.

Teacher satisfaction

In 2025 staff did not complete a formal survey from the Diocese.

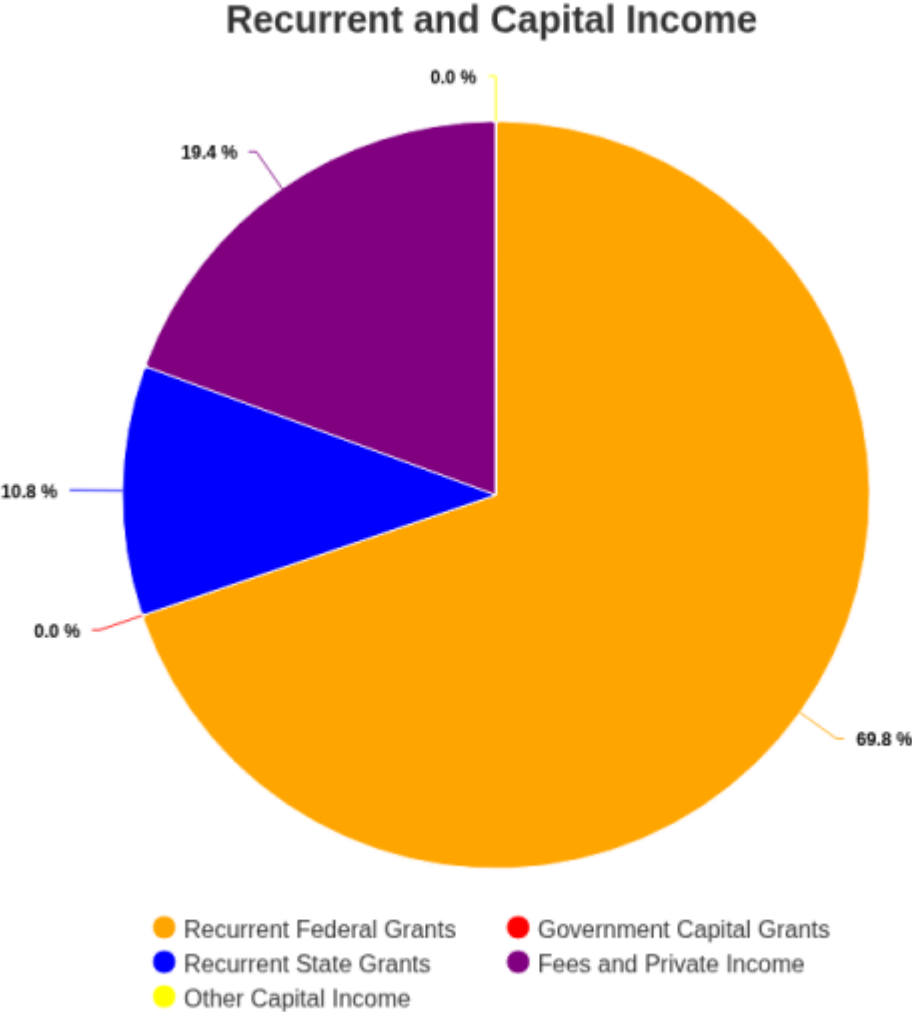
However, teachers expressed high satisfaction for the implementation of the new EA and the acknowledgment of teachers work and the right to disconnect. This was well supported by the Diocesan HR team and communicated well to staff.

Teachers were satisfied with the professional learning offered in 2025 and acknowledged the flexibility for them to complete some online modules in a time that was suitable for them instead of traditional face to face meetings every week. Teachers are highly satisfied with the model of Collaborative Coaching and how it has enabled them to deepen their understanding of the curriculum.

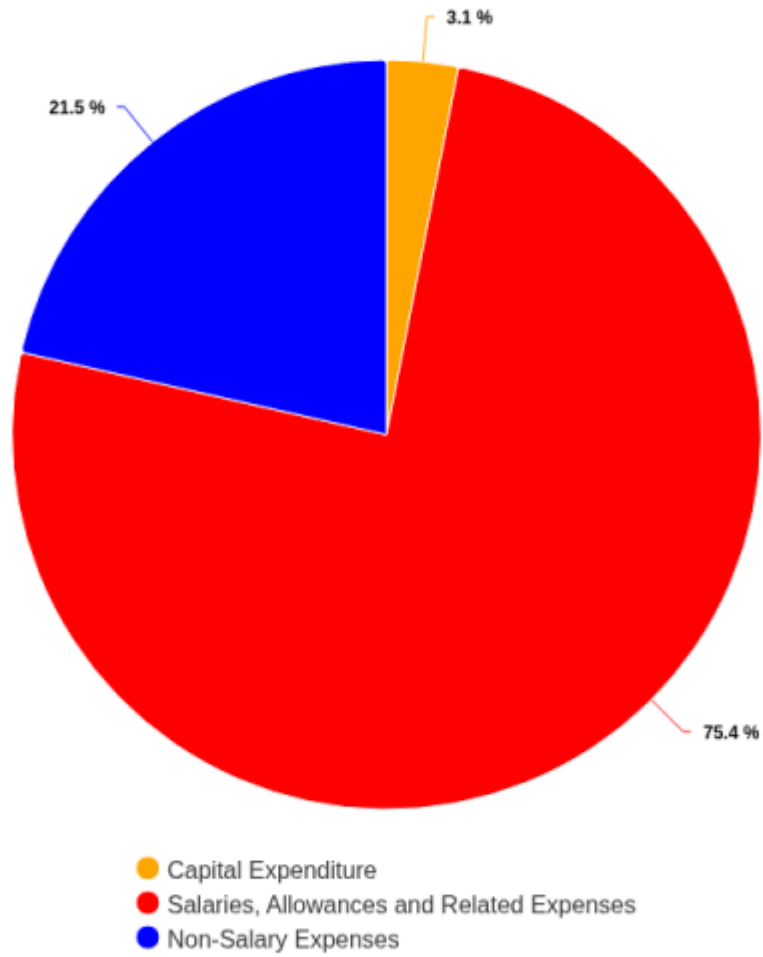
Teachers also expressed satisfaction for the improvements in their workspace with new furniture for many classrooms.

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