

2024

Annual Report to the School Community



St John the Baptist's School

172 Station Street, KOO WEE RUP 3981

Principal: Christopher Dortmans

Web: www.stjohnskwr.catholic.edu.au

Registration: 1416, E Number: E4016

Principal's Attestation

I, Christopher Dortmans, attest that St John the Baptist's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 17 Mar 2025

About this report

St John the Baptist's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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](#).

Governing Authority Report

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCF) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

Vision and Mission

Our Vision:

Inspired by St John the Baptist - we are a faith-filled community empowering all to learn and serve.

Our Mission:

"I come that you may have life and have it to the full". John 10:10

Our mission is to provide a high-quality Catholic education where young people are supported to thrive in the world. At our school they will come to know of the love of God and see themselves as created in God's image. St John's will be a place where spiritual accompaniment will be offered and opportunities for the development of a personal, active faith provided. Our students will be supported to engage with their broader social context, and develop a contemporary knowledge and understanding of faith and the Catholic tradition.

School Overview

St John the Baptist Primary School is a Catholic school that services the Koo Wee Rup community and surrounding areas. The school has modern and innovative facilities as well as up-to-date technology resources that cater for our 21st century learners.

We pride ourselves on being a warm and welcoming school forging strong family, school, parish and community partnerships. Parents are an integral part of the school and are encouraged and invited to participate in all programs.

We consider each child to be a special member of our school community and our aim is to develop the whole child through a comprehensive curriculum where the learning is engaging, exciting and relevant. Our staff work tirelessly to implement the Victorian Curriculum to ensure entitlement for all and to fully understand the progressions of learning for our students. Our ongoing assessment practices enable us to identify areas of individual need and to make valid learning adjustments to modify the curriculum accordingly. The social and emotional growth of our students is also extremely important and as a result we have a number of well-being initiatives in place.

St John the Baptist Primary School supports the academic growth of all children. Our school offers a quality learning environment, with specialist areas including Visual Arts, Performing Arts, Physical Education STEM and LOTE.

Principal's Report

St John the Baptist School Community has continued to make outstanding achievements in the areas of Learning and Teaching, Student Wellbeing, Education in Faith, Leadership and School Community. These achievements can be attributed to the shared belief that student wellbeing is the foundation on which all learning is built.

Our school continues to be held in high regard within the local community, with numerous families from the surrounding areas seeking enrolment placements. The sense of community continues to develop, and we genuinely value our relationships with the parish, our families, local clubs and organisations, St Francis Xavier and Mary Mackillop Secondary Colleges.

The St. John the Baptist Advisory Board and the Friends of St John's Committee continued to be an integral part of our school community. I would like to thank all members for their leadership, encouragement, fundraising, guidance and hard work. In partnership we must continue to work together to make sure that St. John's is the best school that it can possibly be.

I would like to thank all of our staff for their professionalism, commitment, hard work, dedication and ongoing care for all students at St John's. We have a staff with a great diversity of skills and talents that are dedicated to the wellbeing and education of our children.

Finally, I would like to express my gratitude to Fr. Avinash who continues to be a wonderful support to the school. His presence, advice and encouragement have been of great assistance.

Catholic Identity and Mission

Goals & Intended Outcomes

To promote a mature faith stance through a recontextualisation of the Catholic tradition in dialogue with self and the other.

- Teachers have a deep knowledge of the progressions of learning within the RE Curriculum, *To Live In Christ Jesus*.
- Students are assisted to a Post Critical Belief stance.
- Develop and maintain greater links between school, parish and community, which reflects the Catholic identity of our school.

Achievements

Staff Professional Learning

- Staff professional development enhanced their comprehension of Catholicism's historical and cultural relevance, both in Australia and globally.
- Students applied their faith to practical scenarios and cultivated social justice awareness through service projects like Project Compassion and the Vinnies Winter Appeal, which were integrated into Religious Education.
- An inquiry-based approach facilitated the integration of Catholic teachings across the curriculum, promoting a holistic understanding for students.

Community

- The school acknowledged and celebrated the diverse backgrounds and cultures within its community, while welcoming all to participate in Catholic traditions.
- Meaningful celebrations, such as, Stations of the Cross and Grandparents Day liturgies aimed to involve all students and connect the school community to the wider community beyond the school.
- Establishment of a choir to lead the singing at School and sacramental Masses, and liturgies, and to perform publicly (local nursing home and carols).
- Catholic traditions and holidays were celebrated in an engaging and inclusive way, with elements that resonate with families of all backgrounds. School-wide masses and liturgies encourage participation from the whole community.
- The school supported the parish Sacramental program with celebrations of Reconciliation, Eucharist, and Confirmation. Family faith nights were held to build these partnerships and support these milestones (Year 3 - Reconciliation, Year 4 - Eucharist, Year 6 - Confirmation).

Catholic Social Teaching

- Student Social Justice Leaders helped build social justice awareness throughout the school by actively promoting various agencies like Caritas Australia through Project Compassion, Catholic Mission with Socktober and local organisations through food drives.

Value Added

St John's initiatives significantly benefit students' Catholic identity development. Integrating Catholic teachings into each and every school day equips students with a strong moral compass and encourages critical thinking about their faith. Outreach projects build empathy, social responsibility, and a sense of community. Sacramental workshops create engaging learning experiences and inclusive opportunities for families to explore their faith together.

Learning and Teaching

Goals & Intended Outcomes

To develop expert teacher practice to ensure targeted student progress.

- Teachers exhibit Expert Teacher Practices.

To target excellence in learning for all students.

- Appropriate learning adjustments are made for all students.
- Students reach targeted growth.

Achievements

A focus on assessment and data collection to drive teaching and learning

- In 2024, we prioritised data-driven instruction in both Literacy and Mathematics. Pre- and post-assessments, including the Mathematics Assessment Interview (MAI), PAT testing, and 'Essential Assessments' informed our unit planning and tracked student growth. Through a whole-staff commitment to data analysis, we effectively used student performance data to enhance targeted instruction, as evidenced in staff meetings, PLT sessions, and level planning.
- Explicit Teaching in English and Mathematic Misconceptions.

Development of Personalised Learning Plans (PLP's) for all students requiring learning support

- To effectively support students with learning needs, our Learning Adjustment Leader collaborated closely with teachers and support staff, tailoring content to individual learning capacities. Regular Parent Support Group Meetings (PSGs) fostered strong family partnerships, facilitating open communication and shared understanding. Throughout the year, teachers implemented targeted adjustments within classroom programs, while specialised Reading and Mathematics Intervention programs addressed students at risk in literacy and numeracy.

Work with DOSCEL CILLT (Collectives)

Professional learning through whole school closure days:

- Term 1 - Child Safety
- Term 2 - Learning Entitlement
- Term 3 - Staff Faith Formation

- Term 4 - Assessment and Reporting

Specialist Learning for all students

- STEM
- Italian
- PE
- Visual Art
- Performing Art
- Catholic Identity

Student Learning Outcomes

Our Maths program had an intensive focus on place value knowledge and was based on our NAPLAN, Progressive Achievement Tests (PAT) and Mathematics Assessment Interview (MAI) data. The results showed great improvement for most students involved.

Our literacy program focused on phonics knowledge and was based on the data from NAPLAN, Progressive Achievement Tests (PAT) data. Students involved increased their phonemic and phonological awareness skills.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	416	52%
	Year 5	489	65%
Numeracy	Year 3	423	70%
	Year 5	470	68%
Reading	Year 3	435	85%
	Year 5	479	63%
Spelling	Year 3	415	70%
	Year 5	445	52%
Writing	Year 3	426	85%
	Year 5	471	65%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Teachers have a deep knowledge of the Victorian Curriculum capabilities content with a focus on Wellbeing:

- Implementation of the Victorian Curriculum capabilities content with a Wellbeing focus at staff, planning and PLT meetings,
- In the continued leadership of the Whole School Approach to Positive Behaviour team to implement the approach across the school,
- Ensuring Teacher planning reflects the Victorian Curriculum,
- Ensuring Learning Adjustments were made for all students where required,
- In the auditing and reviewing of our Child Safe practice in line with legislative standards,
- Enable student agency to improve student learning outcomes,
- Mental Health and Wellbeing Leader to coordinate building teacher capacity in mental health literacy.

Achievements

Through the Mental Health in Primary School's (MHiPS) initiative, St John's was able to implement a Mental Health and Wellbeing Leader to oversee the Tier One, Tier Two and Tier Three practices currently in place in our school. An audit of existing practices led to an effort to build teacher capacity to create consistent approaches to wellbeing in the classrooms and closely align with the Whole School Approach to Positive Behaviour that has been embedded for some time.

Value Added

By taking time to reflect on past practice, we have been able to introduce a more consistent approach to Wellbeing in the Tier One space. Teachers have participated in Professional Learning and developed resources in support of the explicit teaching of Personal and Social Capabilities in the classroom. Opportunities to participate in activities designed to enhance mental, physical and emotional health were offered to students, for example: Whole School Wellbeing Day, RUOK? Day and Resilience, Rights and Respectful Relationships.

Student Satisfaction

At St John's, there is a positive tone amongst the students both inside the classrooms and out on the playground. Our 2024 Insight SRC Survey Data indicated that students strongly recognise that teachers help them engage in their learning and that they have opportunities to work collaboratively.

Student Attendance

We are pleased with the 2024 student attendance rate at St John's. Any non-attendances for extended periods without notification are followed up by the classroom teacher, office administration and Principal. When deemed necessary, appropriate intervention plans are put in place. Constant communication with parents is maintained in newsletters and by classroom teachers, to build parent understanding that 'Every Day Counts'. Student attendance is recorded twice a day.

Student attendance is included within the Semester Reports and students with poor attendance is also discussed at Parent Teacher Interviews.

Average Student Attendance Rate by Year Level	
Y01	88.2
Y02	85.7
Y03	91.0
Y04	89.9
Y05	87.9
Y06	87.8
Overall average attendance	88.4

Leadership

Goals & Intended Outcomes

To ensure strong leadership which empowers every teacher to lead in learning and expert teaching.

- Build a coordinated and consistent approach to learning and teaching.
- Build a critically reflective and committed leadership team.
- To further develop all school learning spaces and resources in order to cater accordingly for the needs of all learners.
- That all compliance matters are met and maintained.
- That all grounds and facilities are well maintained and regularly upgraded where required.

Achievements

In 2024 as a leadership team, we had a strengthened focus on further developing and maintaining a positive staff climate so as to cultivate leadership development and practice amongst all staff at St John's.

This was actioned in the following ways:

- Fortnightly leadership meetings so as to plan for continuous school improvement,
- Timetabled Level Meetings with Codes of conduct / Agendas / Minutes / Actions,
- Redesigning the weekly Staff Memo to staff,
- Acknowledging Staff Birthday and Special events,
- Providing professional learning for staff, to further develop an understanding of evidence-based approaches to learning that align with the DOSCEL's strategic plan.
- Continuing to focus on our School Improvement Priorities;
 - Enhancing our Faith Community,
 - Every leader is an instructional leader,
 - Every teacher is an expert teacher,
 - Every student is meeting their targeted growth.

These priority areas have been actioned by focusing on strategic and targeted programming and planning of activities for staff, students and their families.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>In 2024, St John's staff participated in a wide variety of Professional Development, including:</p> <ul style="list-style-type: none"> • Weekly Staff and Professional Learning Team meetings • Spirituality Closure Day • Sacramental information sessions • Principal Meetings and Briefings • Teaching and Learning Networks • De-escalation training • Setting achievable learning goals, unpacking and knowing school data • NAPLAN Data • CHOICE Theory • Administration Conference • Principal Conference • Masters of Clinical Teaching • Levelled Literacy Intervention • School Collective Initiatives. • Child Protection and Mandatory Reporting • NCCD modules • First Aid, CPR, Asthma and Anaphylaxis training 	
Number of teachers who participated in PL in 2024	21
Average expenditure per teacher for PL	\$1750.00

Teacher Satisfaction

The team at St John the Baptist embodies collaborative excellence. Through shared problem-solving and idea exchange, teachers cultivate a unified understanding of school goals and vision. Their hardworking nature, coupled with a genuine care for students, reinforces their collective dedication to the school's guiding principle:

"Everything we do is for the kids".

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	1
Graduate Certificate	1
Bachelor Degree	17
Advanced Diploma	1
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	14.6
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.95
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

That the school community connectedness and inclusiveness grows.

Achievements

In 2024, St. John's fostered strong community engagement through a range of inclusive initiatives:

- Regular Communication: Fortnightly electronic parent newsletters and whole-school assemblies kept families informed.
- Reinstated Special Events: The school successfully resumed its full calendar of special events, promoting community cohesion.
- Effective Governance: School Advisory Council meetings, conducted according to guidelines, facilitated collaborative decision-making and accountability.
- Active Parent Involvement: The Parents and Friends committee contributed significantly through fundraising and student activities.
- Parent Feedback: A comprehensive parent survey was conducted to gather valuable input.
- Spiritual Engagement: Parents were invited to participate in grade-level Masses with local parishioners, Sacrament preparation evenings, and Feast Day and special liturgies.
- Community Celebrations: The school hosted events such as Mother's Day, Father's Day, and Grandparents' Day.
- Enrichment Activities: The year featured a musical production, picnic evening, sporting and cultural events, and a Graduation Mass and award ceremony."

Parent Satisfaction

Parent satisfaction is a critical indicator of school effectiveness. It reflects how well we meet the expectations and needs of our families. Factors contributing to this satisfaction include:

- Academic quality and student achievement.
- The quality of teacher-student interactions.
- The school's overall climate and safety.
- The effectiveness of communication between the school and parents.
- Opportunities for parental involvement.
- The schools ability to support the well being of the students.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.stjohnskwr.catholic.edu.au