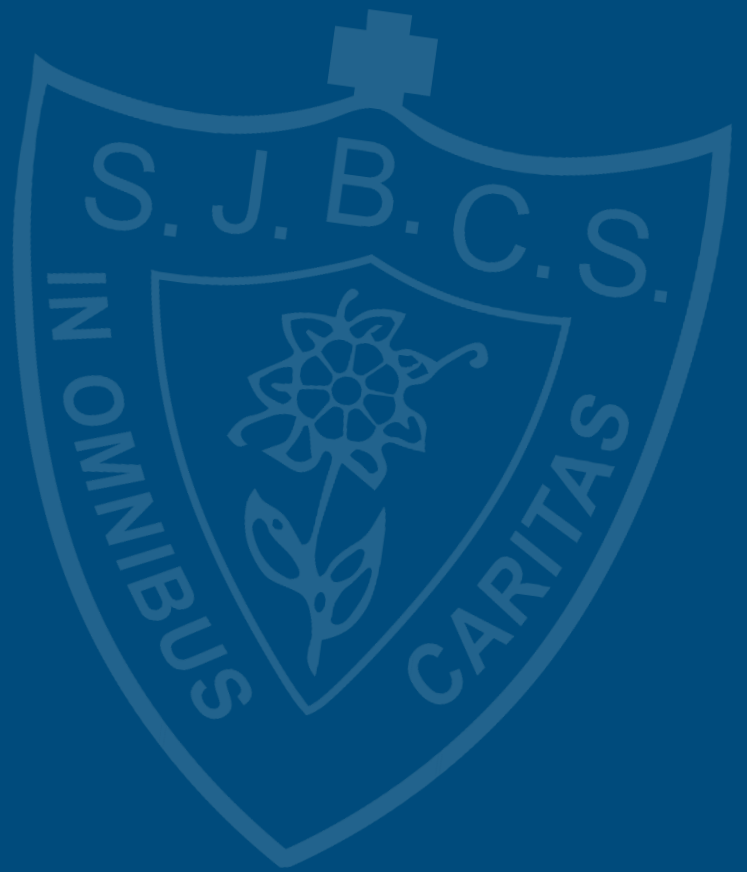


St John the Baptist

Catholic School



2024 Annual Report

School Profile

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.





School Advisory Board

President	Fr Denis Ssemuju
Principal	Mr Todd LaForgia
Deputy Principal	Mrs Jo Livingstone
Chairperson	Mrs Sally Leonard
Treasurer	Mr Ace Lewis
Secretary	Mrs Megan Kloeden
Board Members	Mr Mark Davies
	Mr Adam Keegan
	Mr Chris Flatman



Agenda

1. Kaurna Acknowledgement of Country & Welcome
2. Opening Prayer
3. Apologies
4. Minutes from previous AGM
5. School Board Reports:
 - Principal – Todd LaForgia
 - Chairperson of School Board – Sally Leonard
 - Finance
 - Parents and Friends
6. Voting for positions on School Board
7. School Board Farewells



Principal's Report

This AGM Principal's Report is a reflection paper on the 2024 school year and is in line with the requirements of the Schools Assistance Act.

In 2024, we continued to implement the priorities outlined in the school's Strategic Plan, aligning them with the system priorities detailed in "Towards 2027: Expanding Horizons and Deepening Practices - Strategy for Catholic Education SA."

The Strategic Plan has at its core 7 key pillars:

- Catholic Identity and Mission
- Students
- Diversity, Equity and Inclusion
- Learning and Teaching
- People, Leadership and Culture
- Financial Stewardship and Improvement
- Participation in Mission and Purpose

The work across the school in achieving the goals and targets in these areas during 2024 is captured and outlined below.

Catholic Identity and Mission

In 2024, the school and parish continued to strengthen our collaboration under the initiative 'Being Church Together.' This partnership has been exemplified by the relocation of the APRIM's office to within the Parish setting, fostering closer ties and more effective communication. Additionally, a teacher from the school (Phillis Johnston) was funded by the parish in the role of sacramental coordinator, further integrating the efforts of both institutions. These initiatives have not only enhanced the sense of community but also ensured a more cohesive approach to spiritual and educational development.

This work was recognised at the 2024 Catholic Education SA Awards, where the school and parish were awarded the Innovative Program Award highlighting our innovative thinking and close working partnership.

Ecological Sustainability continued to remain at the forefront of our work in 2024. Amanda Razon lead the work in developing an Ecological Sustainability Action Plan which has provided annual focus areas for the school to direct our actions, now and into the future.

Students

The school took steps to enhance student voice and engagement by introducing Student Forums. These forums were facilitated by our Deputy Principal, Jo Livingstone and provided a platform for a diverse selection of students from across each class in the school to come together and discuss key topics and initiatives. The forums were designed to gather valuable feedback on various aspects of school life, including events like the student disco and daily activities such as playtime. By facilitating open dialogue and encouraging students to voice their opinions, the school aimed to create a more inclusive and responsive environment. The feedback collected from these forums will shape events and activities within the school moving forward.

Diversity, Equity and Inclusion

Our school took a significant step towards enhancing student wellbeing by introducing a dedicated wellbeing room. This space was designed to provide students with a safe and calming environment where they could take breaks (either scheduled or unscheduled) when feeling overwhelmed or stressed. The primary goal was to help students regulate their emotions and return to their learning activities with a refreshed and focused mindset. Additionally, the school implemented explicit teaching around emotional regulation, equipping students with the skills to manage their emotions effectively. This proactive approach not only supported students' mental health but also contributed to a more positive and conducive learning environment.

Another key area of focus during this period was the professional development of our staff. In preparation for the implementation of the system-supported Positive Behaviour Interventions and Support (PBIS), staff members engaged in extensive training and learning throughout the year. This initiative aimed to equip educators with the knowledge and tools necessary to foster positive behaviour and create a supportive school culture. The training sessions covered various aspects of PBIS, including strategies for promoting positive behaviour, techniques for addressing challenging behaviours, and methods for reinforcing desired behaviours.

These initiatives have laid a strong foundation for ongoing efforts to create a nurturing and supportive educational environment for all students.

Learning and Teaching

In 2024, developing a comprehensive school approach to literacy and numeracy remained a key focus under the strategic pillar of learning and teaching. This initiative was led by Michael Cimarosti (Literacy) and Megan Pratt (Numeracy). The establishment of shared agreements among staff created a clear framework for educators, fostering collaboration and coherence across all year levels. By aligning our teaching practices, we aimed to enhance student outcomes in literacy and numeracy, thereby laying a strong foundation for their academic success.

A related aspect of this approach was the development of a numeracy scope and sequence. This was crafted in consultation with a system coach from the Catholic Education Office. The document specifies not only when content from the Mathematics curriculum is taught throughout the year but also identifies the optimal timing for teaching specific concepts and content. In 2025, we will follow this sequence closely while reflecting on and adapting it to best support students' learning needs.

Throughout 2024, the teaching staff continued to employ evidence-based strategies to improve student learning outcomes. These strategies included explicit teaching methods, daily reviews of learning content, clear learning intentions, and performance-based rubrics for assessment. These areas will remain a focus in 2025.

People, Leadership and Culture

The implementation of High Performance Teams communication structures, meeting cycles, and agendas has significantly advanced our strategic priority of fostering collaborative excellence within our school. By establishing clear communication protocols and regular meeting schedules, we have enhanced the efficiency and effectiveness of our team interactions. These structured approaches have facilitated better planning, decision-making, and execution of school initiatives. As a result, we have observed improved alignment among staff members, increased accountability, and a more cohesive effort towards achieving our educational goals. This strategic focus on high-performance teamwork has not only streamlined our operations but also created a more supportive and productive environment for both staff and students.

Financial Stewardship and Improvement

Throughout 2024, significant progress was made on the development of the acquired land along Anzac Highway. During Term 1, the extension of the car park and the creation of a green lawn space were successfully completed. These enhancements have provided a much greater play space for the students, offering them a more expansive and enjoyable area for use during Physical Education lessons and at break times. The new facilities have not only improved the overall aesthetics of the school but also contributed to a more vibrant and engaging environment for the students. This development marks a key milestone in our ongoing efforts to enhance the school's infrastructure and provide better facilities for our school community.

Participation in Mission and Purpose

The goal within this strategic pillar is to implement CESA's ICT initiatives. For St John the Baptist Catholic School, this involved collaborating with the Catholic Education Office to provide initial data for developing a new Human Capital Management System named Shiloh, designed to streamline and automate employee processes across Catholic schools. This project will remain a focus for our school and the broader system through 2025.

Acknowledgement and Thanks

I would like to extend my heartfelt gratitude to our dedicated school community, including our committed students, hardworking staff, and the invaluable contributions of our family volunteers, for their remarkable efforts throughout the year.

I also wish to thank the School Advisory Board for their unwavering support and positive encouragement. A special acknowledgment goes to Sally Leonard for her leadership as Advisory Board Chair.

We are particularly grateful for the support of our Parish Priest, Fr Denis, whose stable, calm, and wise leadership continually strengthens the school-parish relationship.

The collective dedication of everyone involved has undoubtedly shaped a positive and enriching educational environment for all.

I wish all members of the St John the Baptist Catholic School community a happy and enriching 2025 as we continue to work together to provide a Catholic education where every child can become a thriving person, capable learner, and a leader for the world God desires.

Todd LaForgia
PRINCIPAL



Chairperson's Report

The St John the Baptist Catholic School Board for 2024 comprised of Fr Denis Ssemuju (President), Todd LaForgia (Principal), Jo Livingstone (Deputy Principal), Sally Leonard (Chair), Megan Kloeden (Secretary), Ace Lewis (Treasurer), Adam Keegan, Chris Flatman and Mark Davies. The Finance Committee comprised of Todd LaForgia, Jo Livingstone, Jodie Veldhoen and Ace Lewis.

Dani Amato completed her tenure on the Board at the start of 2024. I would like to thank Dani for her significant contribution, reflective educational perspective, strategic thinking and advice on Board agenda items during her six years.

We welcomed Mark Davies as a new member of the board in 2024. Mark has brought a child focussed lens to board discussion and a balanced contribution to learning and continuous improvement matters.

Summary for 2024

2024 saw another busy year with a focus on education, learning excellence, student well being and strategic priorities supported by the ongoing commitment and vision of the leadership team, Todd, Jo, Michael, Amanda and Jodie.

The breadth and depth of discussion was enabled via detailed reports, providing Board members with an opportunity keep across topics of interest and areas of growth and challenges for the School.

Highlights included:

- The continued successful implementation of SEQTA with reporting added to Semester 1 & 2.
- The introduction of Positive Behaviour Intervention and Supports (PBIS), a framework that helps create a safe and positive learning environment. A behaviour matrix was tabled to demonstrate the multi-tiered approach to supporting students social, emotional and academic needs. Inclusivity, compassion and Justice were the agreed values to underpin this work.
- The completion of the playground and commencement of fundraising for a BBQ supported by the Parents and Friends.
- Differentiated communication pathways continues to be regularly discussed to ensure families are well informed and feel responded to on important matters. Student voice was a particular focus which saw the implementation of Student Forums to provide students with a chance to have their say in learning whilst affirming the importance of voice.
- Ongoing focus on literacy with data showing clear and evident improvements in literacy particularly since the introduction of the Playberry program which provides a sound foundation for student learning both at an individual and classroom level.
- The development of a criteria eligibility statement to assist with the increase in enrolments to the school to ensure an equitable and consistent process for all families.
- Review of the masterplan to ensure the school is evolving its infrastructure to better support the expansion of school enrolments and provide an environment which is conducive to creative and inclusive learning whilst enhancing play areas.
- An update of the School Board Manual was also completed by the Catholic Education Office and this review provided an opportunity for members of our Advisory Board to contribute.

These fantastic achievements represent the hard work, commitment and ongoing efforts of our dedicated staff at St Johns who are focused on achieving excellent outcomes for our students.

As a Board we thank Todd, Jo, Michael, Ace, Amanda, Jo and Karen for their contribution by comprehensive reports.

The success of St Johns is also achieved through many contributions from our committed and generous community who give their time, effort and hard work. The Board would like to acknowledge and thank:

- The Leadership Team, Todd LaForgia, Jo Livingstone, Amanda Razon, Michael Cimarosti and Jodie Veldhoen who demonstrate positive leadership and commitment to our school every day. Thank you for your motivation, responsiveness, strategic vision, focus on continuous improvement and for striving to provide the best learning environment for the students.
- Our dedicated teachers and administrative staff, whose drive, energy and commitment contributes to a positive school experience for our children. Thank you for your time, hard work, continuous support and guidance of the students to ensure they achieve academic milestones.
- The St Johns Finance Committee, in particular Jodie Veldhoen and Ace Lewis, who work incredibly hard to ensure the school's financial stability is strong, whilst managing funding arrangements associated with the new build and the purchase of the properties in addition to the regular budgets.
- Karen Klingberg and the Parents and Friends Committee for all the events they have held in 2024 which have brought fun, joy and connection to the school community. Thank you for such a variety of social and fundraising events, including Mothers/Fathers Day stalls, Easter Raffles, School Disco, Colour fun run, Sports day, sausage sizzles and many more events. Thank you for all your time and hard work, it is greatly appreciated by the whole school community.
- Father Dennis, Amanda Razon and the St John the Baptist Parish staff who support the St Johns children and parents through the sacramental program and special liturgies throughout the year.

- All the volunteers who support our school in a variety of ways such as Sports team coaches, canteen duties, excursion volunteers and classroom reading. Your time, enthusiasm and positive contribution creates our valuable, friendly and welcoming St Johns community which is greatly appreciated.
- I would also like to thank my fellow Board members for their time, agenda items, meaningful discussion, reflections, and commitment to progressing the schools direction and broader intention for all children to meet their full potential. The teamwork, in-depth discussions, diverse ideas, consideration and planning that we achieve as a group is invaluable and contributes greatly to the accomplishments at St Johns.

The Board looks forward to another successful year in 2025.

Sally Leonard

Chair

St John the Baptist School Advisory Board



Finance Report

The school receives its income from three main sources:

- Government Funding (Commonwealth and State)
- Tuition fees and charges
- Private Income

Enrolments at the beginning of the 2024 school year were 355 students. At the August census the school enrolments numbered 381. This included 22 students who began their school journey in Reception mid-year.

Throughout 2024 our school fees remained unchanged, and Term 3 mid-year intake remained fee free as an indication of ongoing support to all. We also continued to support families in need of fee assistance as needed.

The year ended with a cash deficit as planned due to the Anzac Highway carpark and oval development. We were also able to purchase 330 Anzac Highway when it unexpectedly came onto the market using some cash reserves and a new loan.

Other significant capital purchases were: the continuation of the Year 3 Laptop program and school iPad replacement; carpet in 3 classrooms; upper floor bag lockers; canteen fridge; classroom furniture; 4 Redcat audio systems. Ongoing maintenance of the school grounds and facilities continued ensuring the school is well presented.

The closing cash at bank balances at the end of December were \$761,032 and we met our required reserve of \$492,761.

The Financial Report below is a summary of our unaudited financial statements. The school's auditors KPMG are currently in the process of finalising the audit for the 2024 school year.

BALANCE SHEET				CASHFLOW BUDGET		
	Closing Balance Dec-24	Movement	Open Balance Jan-24		YTD Actual	YTD Budget
Cash	761,032	-867,324	1,628,356	School Fees	1,007,639	1,041,528
Debtors	126,217	-33,232	159,449	CEO & Other Income	423,033	133,542
Provision for Doubtful Debts	-76,745	-5,194	-71,551	Government Grants	5,138,561	4,785,967
Other	21,564	4,958	16,607	Trading Account	87,609	89,221
LSL Receivable	736,756	34,999	701,757	Cash Inflows	6,656,842	6,030,258
Current Assets	1,568,824	-865,793	2,434,617			
Fixed Assets	14,347,663	1,836,874	12,510,790	Tuition Salaries & Allowances	-3,917,575	-3,651,068
LSL Receivable	44,653	-13,319	57,972	Other Tuition	-371,807	-387,140
Non-Current Assets	14,392,316	1,823,555	12,568,762	Admin Salaries & Allowances	-554,323	-473,649
Total Assets	15,961,141	957,761	15,003,379	Grounds, R&M & Cleaning	-205,244	-202,689
				Utilities	-75,153	-82,190
Fees/Income in Advance	29,777	12,627	17,150	Insurance	-49,384	-50,024
Sundry Creditors	98,994	32,224	66,770	Administration / Other	-122,953	-118,761
Accruals	274,991	-19,635	294,627	Levies	-327,698	-262,028
Borrowings	414,642	41,619	373,022	Interest	-149,233	-145,882
Other	0	0	0	Training	-17,436	-22,145
LSL Payable	736,756	34,999	701,757	Trading Accounts	-148,624	-150,001
Current Liabilities	1,555,160	101,835	1,453,326	Clearing accounts	6,482	0
				Cash Outflows	-5,932,948	-5,545,576
Leases	0	0	0	Net Operating Cash Flows	723,894	484,682
Borrowings	4,409,817	571,293	3,838,524			
Other	13,633	10,952	2,681	Loan Draw downs	0	0
LSL Payable	44,653	-13,319	57,972	Loan Principal Repayments	612,912	-367,550
Non-Current Liabilities	4,468,103	568,925	3,899,177	Capital Grants	0	0
				Other Capital Income	15,000	0
Accumulated Funds	19,599,204	297,452	19,301,752	Capital Expenditure	-2,225,648	-921,772
Surplus (Deficit) for Year	0	0	0	Net Capital Cash Flows	-1,597,736	-1,289,322
Equity	19,599,204	297,452	19,301,752			
				Non Cash Flow items	7,400	0
Total Liabilities & Equity	25,622,467	968,211	24,654,255	Total Cash Flows	-866,441	-804,640

APRIM Report

School Theme

This year we explored the theme 'Imagine' We know that life does not happen the way that we would like it to be but to see and imagine the world that God wants for us and the way it should be. As Christians we are called to embrace this concept of imagination to dream big knowing that God wants us to have not just ordinary lives but extraordinary lives. This theme of 'Imagine' was explored with the students over the course of the year and celebrated in several of our Mass and liturgies.

Faith in Action 3 Outreach Programs

Our community continues to enjoy the richness of tradition through both class prayer and formal prayers of liturgy and Mass. During Term 1 students in Years 1-6 celebrated class Masses whilst Liturgies of the Word were celebrated from Reception to Year 6. Students joined the parish for Mass in the second term with their buddy classes. In Term 3 year levels attended special Masses on allocated days then parents could join the parish for morning tea. In Term 4 two year levels participated in Mass across several Wednesdays with the parish.

We celebrated the Feast of the birth of St John the Baptist by having a whole school Mass. Then in August to celebrate St Mary of the Cross MacKillop's Feast Day we held a Whole School Liturgy of the Word. The school theme inspired initiatives throughout the year. St John's supported various charities in class and several activities were held across the four terms. The Year 6 Social Justice captains were active in driving initiatives which included filming a beautiful shadow depiction of the Stations of the Cross, Project Compassion bake sales, The Winter appeal and Christmas hampers for Vinnies.

Chaplaincy

Our school Chaplain position was shared over the year. Mary Aquilina took this role in the first half of the year running initiatives such as Seasons for Growth, the program that supports children who have experienced change and loss. She also established 'Thrive on Thursdays' which allowed students to access the hall for a quiet start to the school day on Thursday mornings.

Amanda Razon continued the Chaplaincy position in the second half of the year continuing with the Seasons for Growth program and providing 'Relaxing Recesses' for students. This involved opening the library across recesses on Tuesdays, Wednesdays and Thursdays. This was for students to engage in quiet activities such as drawing, puzzles and colouring in. This was well received by children as it allowed them to have the option for a space away from the busyness of the yard.

Made in the Image of God - MITIOG - Human Sexuality Curriculum

Amanda Razon continued to oversee the training of the teaching staff who were new to the school and Catholic education. The program continues to support parents in their role as the primary educators in human sexuality. Through implementing this program we continue to value education in partnership with parents.

Sacraments

This year twenty-six students from St John the Baptist Catholic School and the Plympton Parish enrolled in the Sacramental Program. This involved preparation for the sacraments of Reconciliation, Confirmation and First Communion at St John the Baptist Church.

There were also two children from our school, Penelope and Matilda Dennis, who received the Baptism sacrament. This was celebrated with their family and friends and amongst the school community on the 11th of March in St John the Baptist Church. It was a special moment for the girls, their family and the parish community.

Thank you to Fr Denish, Fr George, Helen and Phillis for all their support and organisation throughout this time.

ReLAT - Religious Education Literacy Assessment Tool

The Year 6 students participated in the annual ReLAT Religious Literacy Assessment Tool in Term 4. ReLAT is a tool that collects data on the students' knowledge of the Catholic faith. It is conducted online and takes a similar

format to the NAPLAN assessment. The assessment was developed by the Catholic Education Office for all Year 6 students in Catholic Schools in South Australia and was completed by our Year 6 cohort this year.

Staz Formation and Well Being

The staz reflection day in September was held at the Adelaide Sailing Club, Fuego by the Sea. The staz attended this day exploring the Mission and Vision of our school. It was an enriching experience for all, particularly as we listened to Fr Richard Leonard's perspective of the importance of our mission as leaders of a Catholic School. The day provided spiritual nourishment and opportunity to come together as a staz with joint mission and purpose.

I would personally like to give a short note of sincere thanks to the school community, the staz, families, students and parish for their support throughout the year. I am very thankful for the strong community spirit amongst this school. I have experienced this even more so this year.

Amanda Razon

Assistant Principal Religious Identity and Mission (APRIM)



Leader of Learning Report

Teaching and Learning

It has been another successful year in Teaching and Learning across the school. Staff have continued their focus on developing literacy and numeracy programs which are aligned to evidence-based practices to enhance student achievement. It has been pleasing to see this focus reflected in the improvement of learning data that has been collected over the year. This work has been supported by both myself and the Numeracy Coach, Megan Pratt.

Shared Agreements

Throughout 2024, we worked on creating documents that supported our teaching of Literacy and Numeracy. These documents were developed over time in collaboration with staff, CESA recommendations and personnel, evidence-based practices, and Australian Curriculum requirements. These agreements guide and assist staff with planning and setting expectations when teaching Literacy and Numeracy. The shared agreements will be reflected on and reviewed over time to ensure they echo the highest standards of teaching and learning.

Numeracy Scope and Sequence

In consultation with a Catholic Education consultant and our Numeracy Coach Megan Pratt, we have worked through creating a clear Mathematical scope and sequence document. This document outlines when content from Mathematics is taught across the year. This process involved working with staff to align what the Australian Curriculum requires each year level to teach and align it to the most optimal time of year to teach it. Throughout 2025, we will follow this sequence and reflect and adapt it to best support student learning needs.

Explicit Teaching Strategies

Over 2024, teachers continued to work on using evidence-based strategies that have been proven to improve student learning. These have included focusing on developing explicit teaching strategies, daily reviews, learning intentions and understanding assessment through performance-based rubrics. This focus will continue into 2025.

SEQTA

Throughout 2024 we continued to use SEQTA with both teachers and families. Teachers continued to use this learning management program to record assessments and assist them to make judgements on student achievement. After an initial successful trial, we moved to completely releasing reports digitally through SEQTA Engage in both semesters to parents and caregivers. We will continue to work with CESA and implement other aspects of SEQTA as we move forward next year.

Michael Cimarosti

Leader of Learning



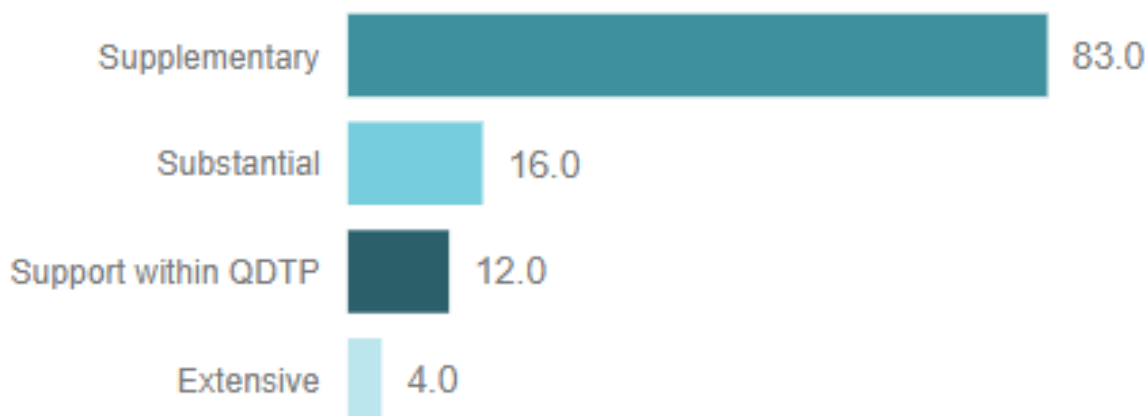
Students with Disability

NCCD

In 2024 St John the Baptist Catholic School submitted student information for the Nationally Consistent Collect of Data (NCCD) for all students that received learning support and adjustments to meet the needs of their learning and wellbeing. Teachers have utilised SEQTA to document all of this information in one central location. Throughout the year staff have met with parents, allied health professionals and CESA consultants to document, review and update adjustments that have been provided to each student.

Each year in August this data is entered into the NCCD Portal. This documentation is recorded for each student that has received a minimum of 10 weeks of adjustments between August 2023-August 2024 to support their ability to engage in the learning activities and assessment tasks. The level of Disability is identified under 4 Categories determined by the level of support required. While the number of students receiving support did not change significantly there was an increase in the number of students who were identified as Supplementary when compared to 2024. This is due to the level of documentation that was enabled by SEQTA, professional development for staff and increased confidence in making adjustments for students to support outcomes against the expected achievement level.

STUDENTS RECEIVING ADJUSTMENTS



Personalised Plans for Learning (PPL)

All meetings with parents/carers and Allied Health professionals regarding student learning and goals were documented; student work samples were collected, and curriculum adjustments were used as evidence for NCCD. Teachers were also provided time to develop specific learning programs for students requiring a PPL.

The use of SEQTA Learning Manager has continued to be refined and developed by staff to record the functional impact of disability, enter adjustments, record the level of adjustments, the broad category of disability and evidence that supports ongoing monitoring and review of students. Consultation with families/carers and Allied Health professionals is a requirement for NCCD.

Intervention Programs

2024 saw the continuation of a whole school synthetic phonics program as a Tier 1 intervention for all students. The data collected at the end of the year continued to show significant growth for individual students and year levels overall. Intervention strategies have included the withdrawal of students from the class and professional learning for classroom teachers to incorporate new pedagogies into their practice.

Playberry Intervention continued with Lauren Breeding and 24 students accessed Tier 3 intervention. Year 3-5 students were supported through this program each week for an intensive 40 minute session.

MiniLit Intervention targeted students in Years 1 - 3. Twenty six students accessed this small group literacy intervention, providing revision of sounds, high frequency words, reading strategies and also incorporated writing strategies. Throughout the intervention, the children were regularly assessed to identify areas of growth and areas that required further revision. Class teachers, worked in partnership with support staff to regularly provide updates on the student's progress and what further supports could be provided in the classroom. Small group sessions occurred during the morning literacy block, designed to complement and revise the sounds and strategies being taught in class.

MacqLit was introduced for children in Years 3- 6 as Tier 2 intervention. Karina Overall and Josie Maiese completed this training and then ran small group intervention for 20 students across Years 3 – 6.

SEQTA Reporting

In 2024 SEQTA Engage was successfully launched for the release of Mid Year and End of Year student reports. One family was followed up at the end of the school year to set up the SEQTA Engage App. We now have 100% of families able to access SEQTA engage for student reports. We continued to be contacted by other diocesan schools to support their staff in the implementation phase as well as other ways we use SEQTA in the school for organisational purposes.

PBIS

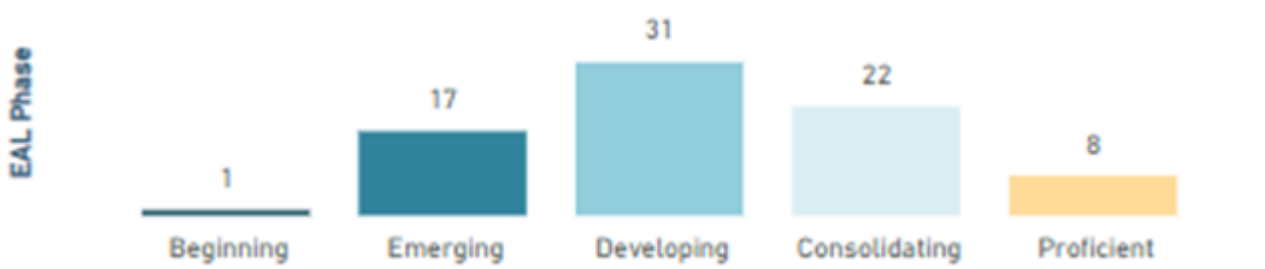
In 2024 we engaged with Rypple to undertake professional learning in Positive Behaviour Interventions and Supports (PBIS) alongside several other Catholic schools in South Australia. PBIS is a proactive approach designed to establish the behavioural supports and social culture necessary for all students to achieve success. By emphasising the teaching of positive behaviour expectations, recognising students who demonstrate those behaviours, and providing additional support for those who need it, PBIS fosters a safe and respectful school environment where all students feel valued and engaged in their learning.

In line with this initiative, staff worked collaboratively to create a comprehensive whole-school behaviour matrix, which serves as a shared language and approach for students to understand expectations across all school settings, including learning areas, gathering spaces, and the playground. This behaviour matrix is an integral part of our effort to create a consistent and supportive framework that guides student behaviour across the school. It is grounded in the core values of Inclusivity, Justice, and Compassion, which reflect both our school's Vision and Mission and the Mary Mackillop values.

As we continued to implement PBIS, staff focused on the development of specific lesson plans for lunchtime eating expectations, promoting positive social interactions, reinforcing good manners, and ensuring lunchtime was a safe and enjoyable time for everyone. We also committed to using data to assess the effectiveness of our behavioural interventions, enabling us to identify trends, implement targeted interventions, and refine our practices. We are excited to continue this work through 2025.



English as an Additional Language Report



In all schools across Australia, the Commonwealth Government provides funding to establish English as an Additional Language or Dialect (EALD) programs for children whose main language at home is a language other than English. The amount of EALD funding that each school receives is dependent upon the number of EALD students with the highest needs, meaning that their skills in speaking, reading, writing and comprehending English fall below an expected level. Each year, teachers use the *Learning English: Achievement and Proficiency (LEAP) Levels* to formatively assess the Standard Australian English (SAE) proficiency of EALD students using written and oral language evidence. This data allows teachers to track progression by identifying what the learners know and what they need to know next.

In 2024, 79 students were identified and submitted for EALD Funding. One student was identified as Beginning, 17 students as Emerging, 31 students as Developing, 22 students as Consolidating, and 8 students were above the required benchmark level in their literacy development.

In 2024 we –

- Collaborated with the CESA EALD Co-ordinator
- Collected and assessed oral language and written samples for EALD Reception - Year 6 students through the EALD Moderation Team
- Assessed 79 students, 22 more than the previous year.
- Provided resources for Classroom Teachers to support their own practices and student progression
- Provided another staff member with professional development and training in assessing and supporting classroom teachers.
- Provided intervention for students in the Beginning and Emerging phases

Our School Improvement Plan for 2025 will provide further professional learning for another staff member, to ensure all staff across all year levels have a team member that is able to provide assistance and resources to support students with English as an additional language or dialect as well as New Arrivals to our school community.

Little JB's Report

Little JB's continued to support the transition of children into the school in the term prior to school start. The program ran each Monday and Friday during Term 2 in the lead up to the mid-year Reception intake and during Term 4, two sessions were again held to cater for the larger group of children who begin school in January.

In 2024, another element of the Little JB's program was the continued connection with the Child Care Centres and Kindergartens within our local area. Pat Nicou our coordinator, has established positive relationships with these early childhood settings over several years. She spent time visiting the children who were enrolled in the Little JB's program in their early childhood environment prior to their commencement in the program.

Playgroup Report

I am pleased to present the Annual Board Report for Play to Grow at St. John's, highlighting the growth, engagement, and success of our intergenerational playgroup in 2024.

This year has been one of meaningful connections, continued engagement, and new initiatives that have strengthened our playgroup community. Our attendance numbers have remained consistent, with 17–23 families joining us each week, demonstrating the ongoing value and appeal of our program.

Intergenerational Playgroup

A significant milestone in 2024 was the successful commencement of our intergenerational playgroup. This initiative, in partnership with Meals on Wheels and St. John's Parish, has been a wonderful addition to our playgroup. It has provided a unique opportunity for older friends and young children to come together, share experiences, and form lasting relationships. The joy and engagement seen in these interactions highlight the value of intergenerational connections in fostering social and emotional well-being for all involved.

We were honoured to receive an Honorable Mention from the Governor of South Australia at the 2024 Playgroup SA Awards, recognising the positive impact of this program. The intergenerational playgroup will continue in 2025, remaining an integral part of our playgroup community.

Promoting the Words Grow Minds Campaign

In 2024, we actively supported the Words Grow Minds (WGM) Campaign, a government initiative advocating for parents and caregivers to help young children thrive through talking, reading, playing, and singing together. WGM is backed by research on early brain development and aligns closely with our playgroup's values.

As part of this campaign, our families were treated to a special reading by children's author Mike Dumbleton. He shared insights on the importance of engaging with children through books and demonstrated how actions, expressions, and dress-ups can make reading even more meaningful. This event reinforced the significance of storytelling and literacy in early childhood development.

Year 5 Student Involvement

Our Year 5 students continue to be an integral part of our playgroup, joining us each week. Their involvement has been instrumental in fostering leadership skills, building connections with families and older friends, and enhancing the overall playgroup experience. Watching these students grow in confidence and responsibility has been a rewarding aspect of our program.

Celebrations and Community Connections

This year, we continued our end-of-term morning tea tradition, a much-loved opportunity for families and friends to come together, share food, and celebrate our time together.

Additionally, we incorporated National Playgroup Week into our annual celebrations, further strengthening our connection to the broader playgroup community and recognising the importance of play in early childhood development.

Playgroup to School Transition

One of the most heartwarming aspects of our playgroup is seeing our children transition into Reception through the mid-year intake. The relationships they have built within the playgroup community create a strong sense of belonging when they start school. It is lovely to see them confidently stepping into their new learning environment, already familiar with the school setting and faces around them.

Conclusion

Overall, 2024 has been an engaging and successful year for Play to Grow at St. John's. Through play, we have continued to strengthen connections, create opportunities for learning and leadership, and grow our St. John's community. We look forward to another wonderful year ahead, filled with play, learning, and meaningful relationships.

Karina Overall
Playgroup Coordinator

Parents and Friends Report

On behalf of the Parents & Friends Committee it gives me great pleasure to report on the activities co-ordinated by the St. John the Baptist Catholic School Parents & Friends (P&F) for 2024. The committee for 2024 was:

Jo Livingstone – Deputy Principal and P&F primary contact

Jodie Veldhoen – Treasurer (does not attend meetings)

Karen Klingberg - Chairperson

Committee members: Mary Murray, Keely Yates, Kathy Parini, Sophie Cook, Megan Spokes, Sarah Dennis, Neeta Saldanha, Nicole Gordon, Toni Stevens, Victoria Thurston, Amy Simpson, Michelle Politis, Karen Harvey, Lisa Powell, Kate Piasente, Hilary Sadler, Filomena Francis, Emma Vivian, Natalie Djemailovic.

As a committee we focused on providing community and fundraising events for children and families. Our fundraising goal was to purchase two new BBQs for school events which as a community we achieved and will be purchased early 2025.

Our 2024 events included:

- Mother's Day/Father's Day stalls
- Easter Raffle
- Shrove Tuesday – cooking pancakes
- Hot Chip Day
- Colour Fun Run
- Disco
- Bunnings BBQ
- Entertainment Book fundraiser (ongoing)
- Wine Drive

The major fundraising events for the year were the Easter Raffle, Colour Fun Run and the Bunnings BBQ which combined raised approximately \$7,625 which is a fantastic effort. Overall, \$8,813.60 was raised in 2024 toward the new BBQs.

We continued with the idea of Parent Representatives for each year level. These Parent Representatives were the key people to liaise with and send information out from the P&F to our school community. They assisted and rallied together helpers for community activities such as class open mornings, wrapping Easter Raffle donations, Mother's & Father's Day Stalls and set up class Facebook pages and year level gatherings. We thank these volunteers for their efforts.

We are excited as a committee to assist with the events planned for 2025, being the 90th year of St John the Baptist Catholic School. Many of our committee members are continuing in 2025 as we welcome some new parents to join us. As a parent committee we would like to thank Todd LaForgia, Jo Livingstone, Jodie Veldhoen and all the staff and School Board for their support. In closing we would like to thank the 2024 P&F committee members and Parent Representatives for their commitment and the generous giving of their time and efforts during the year.

Karen Klingberg
Parents & Friends Committee



WHS Report

Incidents

There were 8 incidents (students 7, staff 1) that occurred during 2024. All incidents were investigated and entered onto the Catholic Safety & Injury Management system (now called Donesafe). All incidents were followed up and actioned where required and are now closed.

Work Cover

There was one Work Cover claim in 2023 which carried over from the end of 2022 and closed at the end of 2024

Policy/Procedures

- The Work Health Safety & Injury Management Policy 2024 -2027 was printed and is displayed in front foyer of the school
- New Risk Assessment documents to support teachers and staff who are planning camps and excursions
- New Incident/Hazard reporting database called Donesafe was implemented and went live 30/9/2024
- CSaIM Safety Bulletin for 2024 displayed in staffroom
- Document control procedure (23) has been updated and a minor change to the Hazard Management procedure (14)
- Disaster Recovery Plan completed

- Legislative changes to AED (Defibrillator's) in schools – awaiting confirmation as to how many we need in school

Training

- All current staff enrolled on to SALT (online WH&S training platform)
- First aid completed by all staff in December
- RRHAN update was completed by all staff before 31/12/2024
- Maintenance worker completed Playground Inspection Training 1st November which was a very successful pilot.
- Diabetes online training completed by selected staff

WHS Activities Completed

- All new staff inducted
- Comprehensive playground safety assessment was completed by 'Choose Safety' in February 2024
- Evacuation and Lock in Drills were conducted, one per term as per the requirement
- Workplace Inspection conducted in March and identified issues were actioned
- Canteen Food Safety Assessment was conducted in August 2024 and passed
- Spill Kits made available to all classes
- Grease Pit inspected and cleaned
- Emergency Evacuation/Lock In procedures updated
- RCD Push button testing completed in July
- Smoke and thermal detectors tested in January and July
- Firefighting equipment serviced in January and July
- Updated No Smoking signs to include "No Vaping or E Cigarettes"
- Testing & tagging portable electronic equipment was completed in July
- Emergency evacuation diagrams are current and prominently displayed
- Flu vaccinations for staff 11/4/2024
- Safety bulletins were downloaded, printed and displayed on the noticeboard in the staff room.
- Risk assessments were generated for all extra-curricular activities

Jo Fitzgerald
WHS Officer

