

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St John's Primary School

Dickson Street, LAMBTON 2299

Principal: Annie Duggan

Web: <http://www.lambton.catholic.edu.au>

About this report

St John's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with pleasure that I write the 2019 Annual School Report on behalf of the community of St John's Lambton. The completion of an Annual School Report is a requirement of the NSW Education Act (1990). This report is an opportunity to provide all stakeholders with a summary of St John's educational and financial performance and policies, for the past school year. It provides a detailed account of the progress the school has made to provide quality educational opportunities for all students, as set out in the school plan. It outlines the findings from school, system and national assessment programs, all of which reflect the impact of key school strategies for improved learning and their benefit to all students. The Annual School report is a balanced and genuine account of the school's achievements throughout the year, with a view to areas for development.

As a Catholic school, the teachings and doctrines of the Catholic tradition are central to our actions and interactions. St John's strives to meet the needs of the children, providing a rigorous academic curriculum as well as a quality Religious Education program. St John's 2019 School Improvement Plan encompassed a clear and systematic approach to raising student levels of achievement, building teacher capacity, further strengthening the staff collaborative learning community and improving outcomes for every student. St John's is committed to ensuring quality literacy and numeracy teaching and encourages all students to strive for excellence. St John's is well resourced, with the provision and access to a wide variety of technologies and excellent learning environments for both staff and students.

I commend this report to you.

Parent Body Message

The St John's School acknowledges the experience parents and care-givers can provide in the classrooms and is most welcoming of their participation in activities such as reading groups, mathematics groups, library support etc. Teachers are very appreciative of any assistance provided. Social occasions, such as Catholic Schools Week, Open Days and Sporting Carnivals, are well supported, due to the openness and encouragement provided by the school, as well as the desire of the parents and caregivers to be involved with the school. We, the P&F Association, are involved and consulted on events and happenings in the school. We support the school through fundraising events with our biggest success in 2019 coming from the 'School Run with Amazing Colours,' held in September. Throughout the

year we have supported the Canteen and the hardworking Canteen Supervisor with many volunteers.

Overall, St John's P&F have had a successful 2019, as we collectively strive to develop through and with the school, a community of parents, carers, teachers and students, which is reflective of a truly Christian ethos.

Thank you to all who have contributed.

St John's P&F President

Student Body Message

Leadership is an opportunity for personal growth and development. As school leaders, we understand that we can impact the culture and values of the school. St John's school community expects the whole of Year 6 to work cooperatively and to support the school, taking on and sharing the many responsibilities that are a part of the role of a school leader. These include leading school liturgies, awards and birthday celebrations each Monday, greeting visitors to events, assisting at special celebrations and welcoming Kindergarten students and their families to the school. As the student representatives of St John's Lambton in 2019, we have also been involved in significant local events including the ANZAC and Remembrance Day ceremonies with Lambton RSL, leadership days and organising our school Harmony Day games. These are just some of the things we do as leaders at St John's. We organised fundraising activities such as fun days and out of uniform days to support the Mini Vinnie's initiatives, Catholic Missions, MercyWorks and Caritas. We have enjoyed sharing ideas with the staff team. It has been a very rewarding experience and we appreciate all that we have learnt and experienced this year.

St John's School Leaders 2019

School Features

St John's is a single stream school with children from Kindergarten to Year 6. The school was established in 1883 by the Sisters of Mercy. St John's works in partnership with families to provide a quality education, supporting wellbeing, engaging students in purposeful learning; monitoring, sharing and celebrating learning; and connecting students with others to learn within and beyond the classroom. St John's Vision, "In the tradition of Mercy, Inspiring Minds, Growing in Christ," reflects the past, present and future direction of a school that is committed to learning, working and praying together. St John's is a community that welcomes and reaches out, striving to bring the Mercy message of welcome, courage, inclusion, compassion and justice into the lives of all.

Upgrades to the school buildings over the past decade have resulted in the provision of modern classrooms and facilities including quality and safe play areas. A generous school library and St John's Hall complement the classroom areas and provide further teaching and learning spaces. The development of a Creative Play area within the school confines has further provided students with opportunities to learn with and through each other in a variety of play based environments. The school is part of the parish of Holy Trinity, Blackbutt North.

Students participate in all aspects of school life, being active in learning and development programs, sport activities, leadership programs, wellbeing initiatives, parish worship and the buddy program, as well as incursions and excursions. Across the course of 2019, students completed a wide variety of activities in addition to classroom teaching and learning. These included 10 x week gymnastics and dance lessons, culminating in a dance presentation to parents; a program of Coding, Digital Technologies and Robotics; Mathematics Olympiad and Games; Inquisitive Minds workshops; Science and Engineering Challenges; Road Safety, Surf Skills and Outdoor Learning experiences; as well as school, regional and diocesan sporting competitions.

St John's students celebrated special events such as Mother's, Father's and Anzac Days with the school and local community. Students and families participated in Remembrance Day and many liturgical feasts and celebrations across the course of the year. St John's school continues to support social justice initiatives, both locally and in the broader global community. St John's encourages both individual and team participation in sporting, cultural and academic activities. We are extremely proud of the achievements of our students and the way all stakeholders respond to the call to build a strong community of learning and support.

Parents support the ethos and operation of the school through involvement in the P&F Association, fundraising and assisting at school level with activities such as canteen,

classroom activities and sporting endeavours. St John's is a school which focuses on faith, community, innovation and excellence.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
90	93	44	183

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 93.39%. 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
94.30	94.70	93.20	92.90	93.20	93.30	92.10

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	20
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	5

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Across the course of 2019, targeted professional learning built staff capacity to support the school's priority areas and school improvement goals. Professional Learning (PL) in 2019 included:

Catholic Formation and Mission

- Faith Formation Staff - River of Prayer
- Executive Retreats - Kurunpa and Dadrirri People

Learning: Literacy, Numeracy and Wellbeing

- Structured Literacy PL
- Early Literacy - Using the Acadience Reading Screener
- Number Talks
- NCCD Training
- SENA and Numeracy Progressions
- OLT Personal Learning x 40 hours
- Gifted Education PL including Multiple Exceptionalities - Karen Rodgers and Virtual Academy PL
- The challenges and rewards of leadership in Gifted Education - Principals and Assistant Principals
- Be You PD & Small Steps to Student Wellbeing
- Staying Well - developing and maintaining teacher mental health and wellbeing- whole staff
- Introduction to new syllabus- PDH&PE
- K-10 Good 4 Kids

Teachers met regularly and worked in collaborative teams to share knowledge, expertise and learning.

Leadership: focused on effectiveness, performance and improvement.

- Professional Practice and Development
- Developing an Annual Whole-School PLP with Nadene Kennedy
- Growth Coaching Strategy Workshop
- Region Exec Meetings - Leader Team
- Principal, AP and REC conferences

Service and Governance:

- Professional Inductions – Diocesan, School and WHS
- Safeguarding PL
- Good Governance Module

- WHS eBook training
- Staff Child Protection, CPR, Asthma, Diabetes and Anaphylaxis

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St John's demonstrates a deep commitment to Catholic beliefs and traditions, visible in words, actions and in a dedication to living the gospel values and promoting social justice. We recognise the importance of growing the faith of our children, the staff and the community. St John's embraces the school motto to 'Love One Another' (John: 13:34) and strives to demonstrate a commitment to this in all areas of school life. We celebrate these aspects of our identity in a variety of ways - in daily prayer; Religious Education lessons; at whole school liturgies and assemblies; and at stage masses.

A whole school focus on Faith Formation provides opportunities for staff and students in the area of spiritual formation. We acknowledge and celebrate the Awabakal people at all meetings, assemblies and liturgies, as the traditional owners of the land on which the school is built. We are united in our pursuit of living gospel values and promoting Social Justice.

St John's has strong connections to Holy Trinity Parish Blackbutt North, with stakeholders encouraged to actively participate in aspects of parish life. Parish links are fostered by the active membership and involvement in the Parish Council, the Parish Sacramental Team and attendance at parish weekday mass, and school/parish Sunday mass. Staff and parents are invited to regularly participate in the life of the parish and all liturgical celebrations, which are promoted via the school's newsletter and website. Orientation programs include a Parish Meet and Greet at mass and various celebratory opportunities.

Over the course of 2019, St John's students and staff were offered a range of opportunities for ongoing spiritual and faith development. The school is focused on the prioritising of spirituality in classrooms and across the school community. Staff demonstrate a shared sense of responsibility for the Catholic life of St John's school. This identity is visible, with staff actively organising, facilitating and participating in prayer, liturgy, retreats and social justice initiatives. Each term, each class prepared and presented a Monday morning liturgy based on class work or special feast days. Great value is placed on beginning each week with reflection, liturgy and music, with parent and community attendance at liturgies testament to this. Students in Years 5 and 6 participated in a leadership day as well as a school run Retreat.

In Term 4, 2019, the staff of St John's participated in a one day Formation for Mission professional learning workshop focusing on "Ignatian Spirituality through Prayer" and its relevance in our lives, our school and our classrooms.

Staff in leadership positions attended retreats and Religious Education professional development programs.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St John's Lambton is a community of learning, characterised by high expectations for learners to achieve excellence, academic growth, innovation and purpose, within an environment that engages, empowers and enables.

The key aspect of St John's improvement focus is student learning. To maintain this focus St John's developed processes that provide both a clear understanding of students' needs as individual learners and meaningful learning experiences informed by an understanding of learners. Learning environments at St John's are reflective of the Catholic identity and life of the school, with a strong commitment to pastoral care and student wellbeing for learning. With an understanding of what students already know and can do, teachers design learning experiences that matter for students, where the content and scope and sequence of these learning experiences is informed by the NSW curriculum. Children who need assistance in a particular area of learning are identified by both norm-referenced tests and teacher-constructed assessments. Selected students are given assistance on an individual and/or small group basis within the cohort.

In 2019, students were given opportunities and participated in a variety of enrichment activities both in and out of the school, across several KLA's. Students with special needs were supported, both in classrooms and on the playground, and provided with opportunities to develop their potential. Programs such as Lexia, MiniLit, Rapid Reader and Reading Plus supported students in literacy. The role of Gifted Education Mentor was maintained with students identified as gifted in an area of learning, participating in enriched classroom experiences and the diocesan established Virtual Academy. Students in Years 3-6 who were identified as gifted in Mathematics participated in an 'Enrichment Hub' focusing on higher order problem solving strategies including Maths Olympiad and Games. The school's technology base and ICT teaching programs were further developed in 2019 with the 1:1

laptop program continuing in Year 5 and 6 classrooms. Students from Kindergarten to Year 4 used iPads for creative and targeted activities. All classroom teachers use interactive whiteboards and access professional learning in this area. The Learning Hub has an extensive computer bank which students can access regularly increasing opportunities for collaboration. Many teaching & learning programs at St John's are delivered using computer technology including targeted lessons involving STEM content, Coding, Digital Technologies and Robotics.

St John's school community recognises, appreciates and celebrates cultural diversity. St John's is committed to the creation of a school community characterised by acceptance, security, justice, happiness and an environment of growth. In order to provide a supportive learning environment inclusive of all students, staff identify and address the factors which impact on learning and self-esteem and develop strategies to address the specific needs of students in our school. Through the provision of a meaningful and inclusive learning program, St John's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. A focus on the wellbeing of students, staff and families supports individual empowerment and the development of personal resilience.

Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80%	57%	3%	11%
	Reading	73%	53%	0%	11%
	Writing	77%	51%	0%	6%
	Spelling	60%	48%	0%	13%
	Numeracy	43%	40%	3%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	46%	34%	13%	17%
	Reading	38%	37%	0%	12%
	Writing	13%	17%	8%	19%
	Spelling	25%	34%	8%	14%
	Numeracy	25%	29%	4%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

The promotion of respect and responsibility is integral to St John's school philosophy and core purpose. As a community we maintain an expectation of 'respect for all' and promote the growth of shared responsibility through a number of school initiatives.

St John's utilises the 'Be You' framework with a 2019 focus on implementing a positive school-wide Social and Emotional Learning (SEL) Program. A school-wide, sequential SEL Scope and Sequence was developed and implemented, including content focused on Making Jesus Real (MJR), Bounce Back, Social and Emotional Learning, Wellbeing programs, Early Learning and Play initiatives, meditation, yoga and physical activity. Student were provided with frequent opportunities to use interpersonal and critical thinking skills within learning tasks. Explicit, sequential lessons foster the values of fairness, cooperation, caring, understanding and tolerance, supporting the social and emotional growth and education of students.

The school is a community where compassion, respect and acceptance create a sense of welcome, inclusivity and belonging. A culture of positive relationships for all stakeholders is modelled, while care and concern is fostered. This was evidenced in 2019 through the success of several school initiatives including the Buddy program, Harmony Day celebrations, and the students' engagement with whole school, multi-grade Wellbeing activities.

Student engagement with the local community, in particular with the residents of Ephesus Community Care through the sharing of hospitality, school visits, invitations to events, and personal engagement in activities such as knitting, have shaped an awareness of, and a responsibility to the needs of others in our community.

Cultural acceptance and understanding were fostered through various teaching and learning opportunities. Social Justice Initiatives included fundraising for Mini Vinnie's, Caritas and Catholic Mission.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

The further development of a school team that focused on effectiveness, performance and improvement, through the implementation of evidence-based approaches to lift student performance, were key goals for school improvement in 2019. The establishment of a whole school approach to Wellbeing was also an area of focus. The following key improvements were achieved at St John's in 2019:

- Student performance in areas of spelling, and grammar and punctuation in Year 3 and Year 5 showed improvement.
- Results in writing in the primary grades also improved with a further focus on creating text, audience and vocabulary required.
- Students in Kindergarten and Year 1 demonstrated above average growth in reading fluency, accuracy and phonemic awareness.
- Wellbeing Scope and Sequence developed and implemented K – 6.
- St John's Wellbeing Week established (Week 7 each term) with a variety of activities in place.
- The strengthening of the staff collaborative learning community, meeting regularly and working together to analyse and discuss achievement data.
- Teachers closely tracked the progress of individual students, adjusting teaching in response to student progress and results.
- Staff attended professional learning in areas of literacy, numeracy and wellbeing, implementing at least one key strategy from each area of PL.

Priority Key Improvements for Next Year

Key areas for improvement at St John's in 2020 will focus on the further development of a supportive and connected school community which:

1. Is grounded in Faith and the quality teaching of Religious Education by:
 - Building staff capacity delivering quality Religious Education with collaborative engagement with colleagues focusing on programming and assessment.
 - Quality formation for students (retreat opportunities) and staff with a focus on ecological conversion.
 - Staff and students engage in care and conservation of the school environment.
2. Builds the capacity of staff promotes a culture of learning and growth towards an expert teaching team by:
 - Procedures are in place to encourage a school-wide, shared responsibility for learning
 - Pedagogical mentor: classroom-based identifying and modelling of effective teaching strategies
 - Leading and initiating professional discussion and collaboration.
 - Focus on effectiveness and school improvement - complete a focused evaluation of the school's effectiveness in selected domains
3. Values and promotes positive wellbeing for all through:
 - Focus on Wellbeing of students and staff, implementing a school based Wellbeing Framework and embedding focused activities.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The school continues to enjoy a high level of parent support and participation. Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning taking place, the administration of the school and the partnership they experience.

Parents acknowledge that St John's School is friendly, supportive and community orientated. Attendance at liturgies, masses and numerous other school events across the course of 2019 indicated a high level of support from parents and grandparents. Liturgies, Mother's Day and Father's Day continue to be highly valued, well patronised and form a strong link between home and school community. Parents welcome the opportunity to be involved in the daily life of the school. This is evident in the number of parents who volunteer in classrooms, canteen, excursions, assisting at extra curricula activities and sporting events.

Expressions of satisfaction from members of the school community are noted in regular correspondence with stakeholders and visitors, who find St John's to "have a really welcoming and positive approach to learning". Other comments include "the school has a great community feel in which everyone and their contributions are valued" and "St John's grows great kids". Several parents commented that they chose St John's because of the excellent education offered in a community of care.

St John's is supported by many families who make a significant contribution to building and sustaining the community through their efforts. St John's community many willing helpers who are generous with their time, funds and energy to ensure the community flourishes and St John's reputation is upheld.

Student satisfaction

The students of St John's love their school. Students continually provide staff with positive feedback. The children are very involved in all aspects of school life and readily assist staff to improve the school. Students expressed a high level of satisfaction with the quality education and the opportunities provided by the school. The students appreciated daily one to one

access to technology and enjoyed the many and varied opportunities for enrichment and extension. The students at St John's felt safe at school and worked to grow positive relationships with each other. They understand the school motto to "Love One Another" and accept responsibility for their words and actions. The students valued the multicultural nature of the school population and found school events and celebrations both valuable and fun. The catholicity of St John's school is acknowledged by students who demonstrated a commitment to social justice through fundraising and sponsorship of St Vincent de Paul initiatives and community charities.

Teacher satisfaction

St John's has a positive reputation in the Diocese. The staff are highly motivated, and the school retention rate is high. The staff agree that the school has a strong Catholic Identity, that teaching and learning is of a high quality, that there are ample opportunities for professional learning and that the school is well administered. The staff further express satisfaction with the expectations, support and current direction of the school. The staff team works together to improve outcomes and provide for the learning and growth of all the students at the school. Staff are encouraged to share their skills and abilities and are committed to the welfare, growth and development of all students. Staff have welcomed the opportunity to develop their teaching pedagogy, demonstrating a strong work ethic, enthusiasm and commitment to the educational, spiritual, emotional and social growth of every child attending St John's. They value the collegiality, friendship and professionalism of their work environment. Staff pray together each week and support each other in a pastoral, inclusive manner. The Catholic ethos of St John's Lambton promotes a culture of belonging, nurture and care. This is visible in the way in which the teachers prepare for the weekly school liturgies. Everyone is valued for their contributions and this is demonstrated through the actions of school leaders and the students and families that form a part of the community.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1623071
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$488435
Fees and Private Income ⁴	\$342054
Interest Subsidy Grants	\$11673
Other Capital Income ⁵	\$74582
Total Income	\$2539815

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$2049
Salaries and Related Expenses ⁷	\$1835926
Non-Salary Expenses ⁸	\$577540
Total Expenditure	\$2415515

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT