



St John's Primary School,
LAMBTON

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About the Annual School Report

St John's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is with pleasure that I write the 2016 Annual School Report on behalf of the St John's Lambton community.

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 has gone from strength to strength as a leading school: working in partnership with families to support learning and wellbeing; engaging students in purposeful learning; monitoring, sharing and celebrating learning; and connecting students with others to learn within and beyond the classrooms.

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. 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 quality academic curriculum as well as a quality Religious Education program. In 2016, the school focused on better providing for the learning needs of all students, embedding school improvement in school practices and using data to better inform teaching and learning. St John's has committed to ensuring quality literacy and numeracy programs and works to encourage all students to strive for excellence. St John's is well resourced with the provision of multiple learning platforms, a wide variety of technologies and excellent learning environments for both staff and students.

Students participate in the total life of the school, being involved in many activities including leadership programs, Kids Matter, Bounce Back, parish worship and the buddy program, as well as incursions and excursions. The school continues to support social justice initiatives both local 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 the school responds to the call to build a strong community of learning and support.

Overall, St John's is a school which focuses on faith, community, innovation and excellence.

I commend this report to you.

Annie Duggan

Parent Body

Parents & care-givers play an active & important role in the schooling of the children at St John's. Where appropriate, parents are included in the decision making and policy development, in particular, in relation to the school organisational structures and student management strategies.

Parents are involved in a number of school activities including reading & mathematics groups, the school library borrowing, assisting with sport and running the school canteen. All parents who assist at St John's must have completed Working with Children Check & registration. The leadership of the school has a very inclusive strategy in the sharing of information both at the formal monthly Parents and Friends Association (P&F) meetings & with an informal open door policy. This is much appreciated by all parents.

The P&F enjoyed great support from the school and wider community in 2016. The social and fundraising committee worked hard providing opportunities for the parents and children to enjoy the social dimension of our school. The P&F is pivotal in assisting the school with fundraising, enabling the purchase of key resources. During 2016, the P&F supported the school with the provision of much needed resources, including an upgrade of the synthetic turf areas of the playground.

Overall, the parents are very satisfied that St John's is meeting the needs of our children.

Paul Saccasan

President Parents and Friends Association

Student Body

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 support the school and to take on and share the many responsibilities that are a part of the role of a school leader. These include leading school liturgies, awards & 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 2016, we have also been involved in significant local events including the ANZAC and Remembrance Day ceremonies with the Combined Schools Anzac team and Lambton RSL, leadership days as well as organising our school Harmony Day games. These are just some of the things we do as leaders at St John's. We organised fund raising activities such as fun days, out of uniform days and a talent quest to support the Mini Vinnie's initiatives and Catholic Missions, and have enjoyed sharing ideas with the school leadership 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 2016

SCHOOL FEATURES

History of the school

St John's Primary School is a single stream school with children from Kindergarten to Year 6. The school was established in 1883 by the Sisters of Mercy. This Mercy tradition underpins the School Vision and the values of compassion, justice, respect, courage, hospitality and service are intrinsic to St John's policies and practices. The front gate from the original school building is preserved on the wall of the current school library.

Upgrades to the school buildings over the past decade have resulted in the provision of modern classrooms and facilities. A general purpose learning area and St John's Hall complement the classroom areas and provide further learning spaces. The school is part of the parish of Holy Trinity, Blackbutt North.

Location/Drawing Area

St John's is a co-educational K-6 systemic primary school in the Diocese of Maitland-Newcastle. St John's is located in Dickson St Lambton, across the road from St John's Catholic Church. Within walking distance is historic Lambton Village, encompassing the Elder Street shops and 12 hectares of parkland, recreational equipment, tennis courts, sports fields, Lambton Library and olympic swimming and diving pools. Students readily access these facilities as they are a short stroll from the school.

St John's draws from the surrounding suburbs of Lambton, North Lambton, Lambton Gardens, Silver Ridge, Jesmond and Elernmore Vale.

Catholic Identity and Mission

Catholic Imagination and Spirituality

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, staff and 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 acknowledge our Catholic identity and the Mercy tradition on which St John's school was founded and work to embed the pillars of Mercy - Compassion, Justice, Respect, Hospitality, Service and Courage - in our everyday actions. 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. We acknowledge and celebrate the Awabakal people at all 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.

Family, Parish and Diocesan evangelising and catechesis

St John's participates actively in the life of Holy Trinity Parish Blackbutt North, with which strong connections have been forged. Parish links are fostered by the active membership and involvement in the Parish Council, the Parish Sacramental Team and attendance at parish weekday mass, school/parish Sunday mass and through an active support of the parish sacramental program. Staff and parents are invited and regularly participate in the life of the parish and all liturgical celebrations are promoted via the school's newsletter and website.

The Religious Education Coordinator is an active member of the Parish Sacramental Team, where parents are recognised as the primary educators of their children. The teachers support the parents and children in their preparations for the sacraments, including teaching Confirmation, Eucharist and Reconciliation units of work simultaneously with Parish preparation. Students also travelled to St James' School Kotara to participate in activities and learning experiences focusing on the Mercy tradition and honouring the work of Venerable Catherine McAuley.

Christian Discipleship

Over the course of 2016, St John's students, staff and parents were offered a variety of opportunities for ongoing spiritual and faith development. There is a shared sense of responsibility amongst staff for the Catholic life of St John's school with all staff active in organising and facilitating aspects such as prayer, liturgy, retreats and social justice initiatives. Each week a different class prepared and presented the Monday morning liturgy which is based on class work in religion or special feast days. Great value is placed on beginning each school week with reflection, liturgy and hymns. Parent and community attendance at these liturgies is a testament to this. Students in Years 5 & 6 participated in leadership days as well as a Stage 3 Retreat.

In Term 4, the staff of St. John's participated in a one day spirituality professional learning workshop with diocesan Religious Education Officers focusing on the Gospels - the Story Behind, In Front Of and Within the Text.

Religious Education and Curriculum

The Diocesan K-12 Syllabus & Resource Units are the primary sources of curriculum and are used by all class teachers. New syllabus units were introduced in 2016. High priority is given to the teaching of Religion with regard to curriculum, time and space allocation. Varied resources are sourced & used by the teaching staff including a wide variety of digital & visual technologies. Creativity in the teaching & learning of RE is encouraged. .

The teachers at St John's are accredited to teach religion & understand the requirement to update skills, undertaking the required hours of professional development. Opportunities were provided for staff to fulfil the professional development requirement and participation in parish faith development programs is encouraged. teachers attended professional learning on the new RE units. Students were offered opportunities to participate in meditation in class and often during school lunch breaks.

In 2016, Year 6 students participated in the Diocesan Religious Literacy Assessment with students scoring well above the diocesan average in all areas.

Initiatives Promoting Respect and Responsibility

The promotion of respect and responsibility is integral to St John's philosophy and core purpose. As a community we maintain an expectation of 'respect for all' & promote the growth of shared responsibility through a number of school initiatives. St John's uses the 'KidsMatter' framework with a focus in 2016 on implementing component 3. 'Bounce Back' lessons continued fostering the values of fairness, cooperation, caring, understanding and

tolerance, effectively supporting the social and emotional growth and education of students. Volunteers from the parish were involved in the Learning Assistance Program (LAP).

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, where care and concern is fostered.

Cultural acceptance & understanding were fostered through various teaching & learning opportunities. Social justice initiatives included the continuation of the Mini Vinnie's group with students from Years 4-6. Mini-Vinnies fundraising events assisted the St Vincent de Paul Winter and Christmas Appeals, Project Compassion and Catholic Mission.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
35	6	6

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St John's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2016

Scholastic Year	Number of Students
K	25
Year 1	26
Year 2	17
Year 3	25
Year 4	29
Year 5	24
Year 6	32
Total	178

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.00	95.00	95.00	96.00	93.00	93.00	94.00	94.00

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations

under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

St John's Lambton endeavours to provide for students, parents, staff and community members the experience of high quality, interpersonal relationships of care and support. All stakeholders are required to stand by the school motto to 'Love One Another'. Student Welfare and the building of positive relationships is a responsibility entrusted to all members of the faith community and is an expression of the school's commitment to justice.

Relationships at St John's are centred on the development of a supportive and collaborative environment that is built on trust and respect, where all participants feel valued and welcomed. Students are challenged to grow to be discerning, self-disciplined and contributing members of society. These values are supported by the school Pastoral Care & Student Management Policy and through the implementation of the Kids Matter Framework. Although aspects of the assessment and response options to bullying were revisited in 2016, the core Pastoral Care & Student Management Policy did not change.

A full copy of the current policy is available at the school office.

Discipline Policy

The Discipline Policy, along with the Anti-Bullying Policy, is an integral part of the welfare plan of the school. The policy is reviewed in consultation with parents and teachers and is closely linked to the Pastoral Care and Student Management Policy. Procedural fairness is at the foundation of all practices used in the school. This focus is communicated to parents regularly in the school newsletter and at weekly assemblies. Changes to the policy in 2016 included a full implementation of St John's Bullying Assessment & Action Flow Chart, St John's Welfare Response Chart and the revisiting of definitions, indicators & response options with both staff & students.

A full copy of the discipline policy is available from the school.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St John's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

In 2016 St John’s committed to a journey of renewal focusing on three areas:

1. Strengthening the collaborative learning community, working together to improve practice;
2. Enhancing student learning, with a focus on specific learning targets: and
3. School-wide (K-6) improvement focusing on Mathematics, Literacy (reading, spelling & writing) & Assessment.

The John’s 2016 School Improvement Plan focused on school-wide (K-6) improvement with an emphasis on Mathematics & Literacy - reading, spelling & writing. The 2016 plan encompassed a clear and systematic approach to raising student levels of achievement, building teacher capacity and further strengthening St John’s Collaborative Teams. Staff engaged in a data driven SIP project aiming to improve each student’s learning and performance in the chosen area.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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Strengthening the collaborative learning community, working together to improve practice.

- Teachers analysed areas of strength and limitation and set personal development goals.
- Staff acknowledged notion of shared responsibility for student learning & worked as collaborative teams focusing on PLC ideas & key questions.
- Staff worked together to assess, discuss & improve practice.
- Staff benefited from opportunities to share teacher expertise via collaboration and mentoring.
- Continued development of leadership and staff capacity to navigate, analyse and utilise SMART & other data to formulate student, grade, personal & school achievement goals.
- Teachers built their skills in analysing and interpreting a broad range of student achievement, assessment and achievement data.
- Teachers given time for in-depth discussion of achievement data and of strategies for continuous improvement.
- School/ PP&D leaders worked with teams to review achievement data relating to their teaching areas.
- Staff developed school & PP&D plans & set goals for improving student achievement in reading, writing & mathematics.

Analysis and Discussion of Achievement Data.

- Identify the range of data to be used to inform strategic decision making.
- Systematically collect data for planning, decision-making, problem solving and accountability at the classroom & school level
- Collect appropriate data for identified groups and use it in the planning process.
- Teachers build skills analysing and interpreting a broad range of student achievement and assessment data.
- Teachers meet for in-depth discussion of achievement data and of strategies for continuous improvement.
- Data is used to inform school-level decisions, interventions and initiatives and to identify areas for overall school improvement.
- Teachers use data continuously, collaboratively and effectively to improve teaching for learning.
- Student data is used to track growth in student learning and overall achievement.

Enhancing student learning, with a focus on specific learning targets.

- Staff set learning targets in response to improvement data.
- Staff participated in quality PD in teaching mathematics - CSO & school based.
- Revised and implemented Agreed Practices in the teaching of mathematics & reading at St John's.
- Tracking of student growth using PAT Maths, Reading & Comprehension.
- Education Officer assisted professional learning for teachers to consolidate mathematics / reading / spelling instruction & progress.
- Improvement targets are agenda items in executive, staff meetings & CT meetings.
- Updated & further implemented school wide and in class assessment schedule.

As part of strengthening the capacity of teaching staff for the planned, purposeful teaching focusing on an effective differentiated curriculum & a contemporary approach, individual staff set personal professional learning goals based on individual needs.

Differentiated Teaching and Learning

- High priority from school leadership is given to ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students.
- Embed school structures and processes which support teachers to identify and effectively respond to the diverse needs of learners including data collection, analysis of data, professional learning, intervention & support programs and tracking of student learning.
- Staff closely track the progress of individual students and teachers continually adjust their teaching in response to their progress.
- Targeted and appropriately strategic distribution of resources support an inclusive and rich learning environment for all learners across the school

<p>3. School-wide (K-6) Improvement Focusing on Mathematics, Literacy (reading, spelling & writing) & Assessment.</p> <ul style="list-style-type: none"> ▪ NAPLAN and other data analysed to identify SMART school targets for student achievement in the areas of numeracy & literacy. ▪ Staff participated in quality professional development in Mathematics, developing a school based scope and sequence and implementing the school agreed practice in the teaching of Mathematics. ▪ Staff further built capacity to implement literacy priority areas and improve the literacy outcomes of students. The school focused on evidence-based programs, targeted to meet student needs in areas of literacy. ▪ Students who experience difficulties were provided with teaching and learning adjustments and additional support through the development of PPs, targeted literacy programs & levelled group work. ▪ Staff professional development was responsive to identified needs of the school. ▪ Opportunities & resources were provided for staff to set professional goals. 	<p>Focus on improving Mathematics and Writing from Kindergarten to Year 6.</p> <ul style="list-style-type: none"> ▪ Staff engage with National School Improvement Tool (NSIT) to determine focus domains. ▪ Staff participate in targeted professional learning which supports school improvement goals and targets. ▪ Teachers meet and use quality pedagogical practices, data analysis and discuss targeted growth in writing and numeracy. ▪ Staff participate in regional and school NAPLAN data analysis. ▪ Staff participate in NAPLAN item analysis using school data. ▪ Collaborative team meetings focus on data, analysis and response to intervention strategies. ▪ Staff attend targeted Professional Learning in areas of numeracy and writing.
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Academic Achievements

St John's promotes high expectations and encourages all students to participate in a broad range of assessments and development activities across a number of key learning areas.

Throughout 2016 a significant number of students from St John's participated in a range of school, regional, diocesan, state and national academic endeavors. Consistent results were gained in various national Mathematics, English, Spelling, Science, Computer and Writing Competitions. NAPLAN results in Literacy, Numeracy and Writing for Years 3 and 5 indicated a high standard of academic achievement at St John's with gains across most test domains. Year 6 students achieved outstanding results in the Religious Literacy Test administered in schools across NSW.

Students were given opportunities and participated in a variety of enrichment activities both in and out of school across several KLA's. Students with special needs were supported, both in classrooms and on the playground and given opportunities to develop to their full potential. Programs such as Lexia, MiniLit and Reading Plus supported students in literacy. Students in Years 3-6 who were identified as being gifted in Mathematics participated in an Enrichment Hub focusing on higher order problem solving strategies. Book Week was celebrated across the whole school, with children participating in class activities aimed at improving outcomes in reading and writing, as well as a whole school parade, book celebration and shared class activities. Each lunchtime "Games Centre" provided opportunities for students to develop social skills in a friendly environment, as well as offering another option for those who were less engaged in physical, competitive playground games.

The school's dual technology base and ICT teaching programs were further developed in 2016 with the 1:1 laptop program continuing in Year 5 & 6 classrooms. Students from Kindergarten to Year 4 use iPads for creative and targeted activities. All classroom teachers use interactive whiteboards and access professional learning in this area. The school library has an extensive computer bank which all students use regularly. Upgrading the desktops to laptops provided better options for student collaboration & access to ICT. Many teaching & learning programs at St John's are delivered using computer technology.

Students from St John's had significant achievements in many areas including: debating, public speaking, the Herald newspaper competition & the local RSL's ANZAC Essay competition. Year 5 students participated in the Newcastle University Science & Engineering Challenge.

Cultural achievements

In 2016, St John's participated in many cultural and community events. Stage 3 students attended Leadership workshops aimed at promoting positive role models, educating students about leadership and excellence, and inspiring and empowering students to make a positive contribution to the school. School leaders also attended several community events including representing St John's at ANZAC Day ceremonies, syllabus and program launches and other events. Years 5 & 6 students participated in the RSL ANZAC essay competition with several students' work being selected for commendation. The school leaders attended the Diocesan Mission Mass and students took part in Clean-Up Australia Day activities. Several students took part in ASPIRE - the diocesan initiative focusing on the creative arts and the primary classes attended both ASPIRE & Diosounds. All students in the school participated in the 2016 school Musical "Searching for Suess". The musical focused on specific Dr Suess books with each grade performing a medley of song, drama and poetry. The audience was taken on a journey through the places and stories of Dr Suess. Musica Viva also performed for all students.

Sporting achievements

St John's netball and soccer teams participated in the Macquarie Cup and Charlestown Netball competitions across Terms 2 & 3. Several teams made it to grand finals with all the students displaying well developed skills and outstanding sportsmanship. St John's continued its fine tradition participating in a number of sporting events including the Netball Gala Day at Newcastle, Backyard League football clinics, school swimming and athletics carnivals, cross country and Harmony Day games. One student competed at school, regional, diocesan and inter-diocesan athletics, progressing to state level in several events. A number of children tried out for regional sports teams in soccer, touch football, rugby league, basketball, hockey, rugby union, and tennis. Children in Years K, 1 & 2 participated in a gymnastics program. Stage 3 students completed the surf awareness program at Nobby's Beach and students in Years 2, 3 & 4 participated in an intensive swimming program in Term 4.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	64.00%	49.40%	4.00%	13.30%
	Writing	64.00%	48.80%	4.00%	8.10%
	Spelling	68.00%	46.40%	8.00%	14.20%
	Grammar	72.00%	52.50%	0.00%	11.40%
	Numeracy	48.00%	35.60%	4.00%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	54.17%	35.30%	0.00%	17.30%
	Writing	37.50%	17.20%	4.17%	19.90%
	Spelling	41.67%	29.80%	4.17%	19.00%
	Grammar	58.33%	36.30%	4.17%	16.80%
	Numeracy	29.17%	28.30%	16.67%	18.30%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	15
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

All the staff Of St John's are appropriately qualified. Several hold Masters degrees & some are currently completing further study. All non teaching staff hold the appropriate certificates with some being overqualified for the position they currently hold. The staff of St John's Lambton are committed to further professional development & are in the process of becoming NESAC accredited.

Workforce Composition

Number of Staff	
Total teaching staff	15
Total non-teaching staff	7
Grand total	22
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

100% of the teaching staff of St John's was retained in 2016. One staff member left the school to take up a position elsewhere and was replaced.

Professional Learning Undertaken

Targeted professional learning built staff capacity to support the school's priority areas and school improvement goals. Professional learning took place on school in-service days, through the provision of relief teachers financed by the SIP grant, the PP&D grant or during teachers RFF time. Professional learning in 2016 included:

- The further implementation of the Mathematics curriculum with staff attending workshops, implementation sessions and whole day PD. Staff worked to prepare & implement consistent programs and school wide assessments.
- Work on aspects of the English syllabus, refinements of scope & sequences, curriculum mapping & programming continued throughout 2016 as well as workshops unpacking NAPLAN results.
- The Professional Learning Community framework was further implemented with all staff involved in collaborative teams, working together to further professional learning & teaching pedagogies.
- Staff attended PL on the explicit, systematic & differentiated teaching of aspects of literacy

including MiniLit & MultiLit training.

- A number of staff members attended the CSO hosted days on the History & Geography syllabuses, WH&S, Leadership, Governance & working with students with needs. These staff members disseminated this information to others in staff meetings throughout the year.
- St John's continued its push to increase the teacher's ability to deliver quality learning in the IT framework. This was delivered by both internal and external providers & with the sharing of learning technology skills & teaching strategies.
- Outside facilitators provided professional learning to staff on professional dialogue, peer coaching and the conferencing model of teacher feedback & development.
- All teachers participated in a cycle of surveying, peer observation, goal setting & professional communication under the guidance of the leadership team.
- Staff completed online Salt training in the area of Child Protection as well as CPR, Anaphylaxis and Governance training.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff 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 staff.

Parent Satisfaction

A high level of community satisfaction with St John's has been maintained throughout 2016. St John's promotes high standards of teaching & learning in a community of welcome and care. The pastoral care and welfare of all students and their families is of paramount importance. Emphasis on involving the whole school community is evident in the level of participation of parents and families at all school liturgies, masses, functions and events. Respect for self, others and the environment is taught explicitly at St John's and is clearly evident when visitors enter the school, interact with students and in conversations with the staff. Expressions of satisfaction from members of the school community include 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 & 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.

Student Satisfaction

The students of St John's love their school. In surveys for staff in 2016, the 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 iPads & laptops and enjoyed the many and varied opportunities for enrichment and extension.

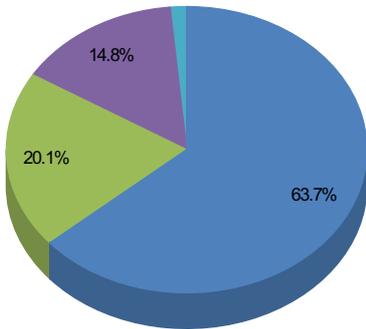
The students at St John's felt safe at school and worked to grow positive relationships with each other. They understand the school motto to "Love One Another" and accept responsibility for their words and actions.

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 the students. They demonstrated their commitment to social justice through fundraising and sponsorship of St Vincent de Paul initiatives and community charities.

Staff Satisfaction

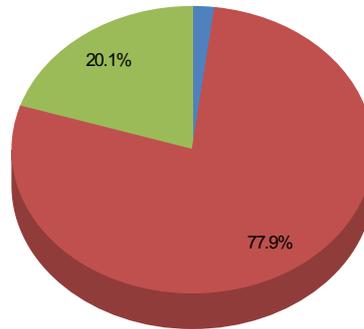
The staff at St John's are very satisfied with the leadership, expectations, support and current direction of the school. The staff team works together improving outcomes and the learning of all the students at the school. The staff appreciate the trust and support of the parents who have chosen St John's for their children. "We feel that our happiness matters and we value the importance of growing our skills and pedagogy through professional and personal development". Staff are encouraged to share their skills and abilities & are committed to the welfare, growth and development of all students. They demonstrate a strong work ethic, enthusiasm and commitment to the educational, spiritual, emotional & social growth of every child attending St John's. They are a visible presence at out of school events, giving over and above for the benefit of the children and the school community. 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. St John's is a community of strength in which the staff are true to themselves, each other and their students.

Income



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.1%)
- Fees and Private Income (14.8%)
- Other Capital Income (1.5%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (77.9%)
- Non-Salary Expenses (20.1%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,324,274
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$416,966
Fees and Private Income ⁴	\$307,124
Other Capital Income ⁵	\$30,492
Total Income	\$2,100,222

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$40,225
Salaries and Related Expenses ⁷	\$1,571,286
Non-Salary Expenses ⁸	\$405,207
Total Expenditure	\$2,016,718

For the 2016 year the St John's Primary School received \$21,366 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Ms Duggan Annie

St John's Primary School

LAMBTON

Phone: 4952 1423

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>