

2020

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>



www.mn.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 2020 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 2020 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

St John's School acknowledges the experience parents and caregivers can provide in the classrooms and to the school community. The school is most welcoming of parent and carer participation in activities such as reading groups, mathematics groups, library support, etc. Teachers are very appreciative of any assistance provided.

The onset of COVID_19 in 2020 required the school to greatly limit parent and carer access to the school setting. Only essential meetings and visits involving parents and carers were able to proceed, with many parents communicating with the school via phone, email or in an online format.

Many celebrations and all social occasions were curtailed, within the NSW Health requirements and recommendations. Although still consulted and involved in the school processes the school P&F Association and its initiatives were greatly impacted. The parent body continued to fundraise where possible, with our biggest success in 2020 coming from the 'School Run with Amazing Colours," held in September.

St John's P&F collectively strive to develop through and with the school, a community of parents, carers, staff and students, which is reflective of a truly Christian ethos.

Thank you to all who have supported and contributed to St John's throughout 2020.

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. Although impacted by COVID_19 restrictions, these activities included 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. We also prepared and filmed weekly videos for the school community detailing school and community events.

As the student representatives of St John's Lambton in 2020, we have also been involved in leadership days and organising our school Harmony Day games and events. 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 2020

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 2020, students completed a wide variety of activities in addition to classroom teaching and learning. These included 10 x week gymnastics and dance lessons,; a program of Coding, Digital Technologies and Robotics; Mathematics Olympiad and Games; Surf Skills and experiences as well as school, regional and diocesan sporting competitions.

St John's students celebrated special events including 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. Even in a year disrupted by restrictions we are 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 when able assisting at school level with activities such as canteen. 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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
91	102	51	193

* 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 2020 was 94.73%. 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
95.76	94.56	94.93	93.71	94.91	93.69	95.58

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 2020:

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 2020, targeted professional learning built staff capacity to support the school's priority areas and school improvement goals. Professional Learning (PL) in 2020 included:

Catholic Formation and Mission

- Faith Formation Staff – Religious Education K-12 Syllabus Module
- “One Heart, One Soul” Reflections focusing on Kerygmatic Leadership

Learning: Literacy, Numeracy and Wellbeing

- Visible Learning – using Learning Intentions & Success Criteria
- Structured Literacy - Collaborative Teams
- Early Literacy - Using the Acadience Reading Screener
- Successful Foundations – Introduction to SF
- Gifted Education PL including Virtual Academy
- PP&D - Principals and Assistant Principals
- Safeguarding – staff training
- CPR Update – online & face to face
- 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 a Visible Learning School
- COSI Self Review
- Principal, AP and REC conferences via zoom

Service and Governance:

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

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 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, although attendance at parish weekday and Sunday mass was impacted by the onset of COVID_19. 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.

Over the course of 2020, St John's students and staff were offered a range of opportunities for ongoing spiritual and faith development, focusing on the prioritisation of classroom experiences. 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. Year Six students prepared and presented a weekly video message including prayers and special feast days. Great value is placed on beginning each week with a school reflection and/or liturgy.

In Term 4, 2020, the staff of St John's participated in a one day formation workshop focusing on the Religious Education Syllabus K-12. Staff completed "One Heart, One Soul" reflections focusing on Kerygmatic Leadership.

Staff in leadership positions attended online 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 2020, students were given opportunities and participated in a variety of enrichment activities both in school and online, 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 2020 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 can 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.

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 2020.

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 2020 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 2020 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. Unfortunately, COVID_19 greatly impacted these initiatives.

The onset and impact of COVID_19 impacted the wellbeing of many students resulting in the increased provision of student support where required. Our school garden initiative provided

many students with opportunities to connect with the earth, and with each other in a safe, cooperative environment. Many students spent periods of their lunch breaks weeding, digging, planting and watering the school garden. Students took responsibility for the development and maintaining of this area demonstrating increased respect for an important area of the school environment.

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

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

Is grounded in Faith and the quality teaching of Religious Education through:

- Staff capacity delivering quality Religious Education addressed in staff meetings through collaborative engagement with colleagues, focusing on programming and assessment.
- Quality formation for staff with a focus on the philosophy and impetus of teaching Religious Education K-12. Student retreat opportunities were put on hold due to COVID_19. Staff and students engaged in care of the school environment.

Building 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 working alongside a champion teacher, identifying and modelling effective teaching strategies.
- Leading and initiating professional discussion and collaboration.
- Focused on effectiveness and school improvement through the completion of a focused evaluation of the school's effectiveness in selected domains.

Valued and promoted positive wellbeing for all through:

- Implementing a school-based Wellbeing Framework embedding activities focused on the Wellbeing of students and staff
- Monitoring student and staff engagement and well-being during the period of home learning.

Priority Key Improvements for Next Year

In 2021, St John's will focus on further building a supportive & connected school community, which is grounded in faith and the quality teaching of RE; builds the capacity of staff & students through the promotion of a culture of learning & growth; and that values & promotes positive wellbeing for all.

Priority actions include:

A positive culture of learning and achievement in Religion focused on Religious Literacy and staff formation through:

- Targeted approaches to teaching Religious Education from Kindergarten to Year 6.
- Building positive culture of learning and achievement in Religion focused on Religious Literacy.
- Staff participation in quality formation focused on the Theology of the Child in line with a whole school commitment to Successful Foundations.

Further enhance teacher efficacy with a focus on effectiveness & school improvement through:

- Enhanced collaborative teams (PLT processes) with a focus on student data to ensure growth.
- Using data and analysis in collaborative teams aligning with the LLC initiative.
- Using the five teacher and student questions in Learning Walks and Talks.
- A continued focus on embedding consistent practices K-6.

Focus on Wellbeing - actively seeing ways to enhance student learning and wellbeing through:

- Implementing whole school wellbeing framework & initiatives.
- Seeking to deepen partnerships with parents and families, Aboriginal people, culture, stories and celebrations.

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. Parent and community involvement in school events across the course of 2020, was greatly impacted by the NSW Health and CSNSW restrictions in response to COVID_19. Parents were unable to participate in events, work in the canteen, assist in classrooms, and to be involved in the daily life and routine of the school. While essential meetings and online options were used to connect parents and carers to the school, the lack of physical involvement and day to day support was felt at all levels.

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 has many willing helpers who are generous with their time, funds and energy to ensure the community flourishes and St John's reputation is upheld. While the global pandemic impacted the reality of this support across much of 2020, the impetus to be involved with the children and the school was still evident.

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. Although students expressed a high level of satisfaction with the quality education and the opportunities provided by the school their responses were tempered by the cancellation of many activities and events across 2020. The students appreciated daily one to one access to technology, especially during the time when they needed to learn from home, due to the global pandemic. Students completed a variety of home learning activities during this time accessing the school learning hub daily and communicating with teachers. Students enjoyed the many and varied opportunities for enrichment and extension offered at school.

The students at St John's felt safe at school and further 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 the school events and celebrations that went ahead, 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 children attending St John's. They value the collegiality, friendship, and professionalism of their work environment. Across the course of 2020, staff supported each other to maintain a safe environment and to sustain a proactive and positive approach to managing the never before experienced difficulties of the changing COVID_19 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 school liturgies, celebrations, and other events.

Everyone is valued for their contributions and this is demonstrated through the actions of all stakeholders; school leaders, staff, and the students and families that form the community of St John's Lambton.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,987,462
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$572,238
Fees and Private Income ⁴	\$290,055
Interest Subsidy Grants	\$8,573
Other Capital Income ⁵	\$93,670
Total Income	\$2,951,998

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$16,275
Salaries and Related Expenses ⁷	\$1,850,377
Non-Salary Expenses ⁸	\$949,409
Total Expenditure	\$2,816,061

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 2020 REPORT