

# 2024

## Annual School Report

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### St John's Primary School

Dickson Street, LAMBTON 2299

Principal: Shannon McGregor

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

## About this report

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St John's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

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### Principal's Message

It is with pleasure that I write the 2024 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 2024 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.

### Parent Body Message

What an incredible year 2024 has been at St. John's Primary School! This success would not have been possible without the unwavering dedication and support of every member of the St. John's staff. Every morning, students are greeted with a warm smile and a friendly "hello" from all teachers and staff, setting the tone for a successful day and fostering a strong sense of belonging within our school community.

We are deeply grateful for the commitment of the entire St. John's team, who consistently go above and beyond for our students. Many staff members volunteer their personal time to ensure that our children have memorable experiences, including communication via the Compass app, the weekly newsletter, swim school, athletics carnivals, sporting days, excursions, the Christmas concert, school masses, Holy Communion, Confirmation, the school musical, transition days, and so much more.

This year, we've witnessed the continued success of our Parent Engagement Group (PEG), which has played a vital role in connecting our parents and the wider community with

valuable information and support. One of the highlights for me personally was the Safe on Socials cyber safety talk, presented by Madeleine West, which provided practical advice and insights on keeping children safe online.

In addition to this, the PEG hosted several informative sessions, including Stage 3 Numeracy and Positive Behaviour for Learning (PBL), aimed at enhancing both academic and personal growth within our school community.

This year, we've been thrilled to see the launch of our Parent 'Social Committee,' which began with a fantastic Father's Day BBQ, followed by a fun and festive Christmas disco. The purpose of this committee is to bring our community together by hosting enjoyable events once a term, while also fundraising for the school.

In 2024, we celebrated some significant improvements to our school facilities, enhancing accessibility and creating a more comfortable learning environment for all. The construction of the school accessibility lift was completed, making the classrooms in Block B fully accessible to all students. Additionally, Period Positivity dispensers were installed in toilet blocks, promoting well-being across our community.

This year, every classroom has been re-carpeted, as well as the school library, giving our spaces a fresh and vibrant look. The hall has also undergone a complete refurbishment, including new carpet, fresh paint, and a new kitchen, making it a more functional and inviting space for events and activities.

Thank you to all our staff for making this year unforgettable, and for shaping the bright futures of our students.

### **Student Body Message**

At St. Johns we value leadership by offering a range of roles for our students to develop personal growth. As school leaders, we lead through our Positive Behaviour for Learning (PB4L) values, Respect, Courage & Compassion by impacting students and leading by example. We understand we play a vital role in the future of our school by supporting our buddies (The Kindergartens). We play a crucial role in our buddies transition at school by making them feel comfortable and a part of the school community.

We offer a variety of opportunities for our students through sporting and academic events such as Gala Days, Solar Car Races, Science & Engineering Days and leadership conferences. We also have Athletics and Swimming Carnivals which offer a sporting opportunity for our Year 2-6 students, if students excel at these events we provide them with Regional, Diocesan and Polding Carnivals which give students a chance to take their talent to the next level. Our students also enjoy a variety of Excursions that range from sport and recreation events, Dio Sound, Aspire, etc.

We have many leadership roles available at St John's that help our students develop an understanding of how to lead with care and kindness in our world. Most of our leadership roles occur in Year 6 such as; School Leaders, Sports Leaders, Well Being Leaders, Mini-Vinnies Leader, Environmental Leaders and Library Leaders. In order to receive these opportunities, our students have to make a speech in Year 5 to convince the school, as to why they think that they would be a great leader for the particular role they've chosen.

Here at St John's, we also have SRC Leaders (Student Representative Council) which classes from Year 2-5 can be for 2 terms of the school year. All our leadership roles are used to help, grow and support students in our loving and faith-filled community of St John's.

At St. John's, we are grateful for our teachers and the way they contribute to our education and growth, they have helped us thrive to be the best we can through their support and dedication. We are truly blessed to call St. John's our primary school.

## School Features

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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 . A generous school library and refurbished St John's Hall complement the classroom areas and provide further teaching and learning spaces. The development of a Creative Play and playground 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 2024, students completed a wide variety of activities in addition to classroom teaching and learning. These included gymnastics lessons; Mathematics Olympiad and Games; robotic challenges, and experiences as well as some 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. Parents support the ethos and operation of the school through involvement in the Parent Engagement Group PEG, 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
88	101	57	189

\* 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 [Enrolment 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 2024 was 91.54%. 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
92.34	92.44	92.38	90.95	91.26	92.51	88.93

## 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 Professional Officer for School Enrolment 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	23
Number of full time teaching staff	8
Number of part time teaching staff	8
Number of non-teaching staff	7

### 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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

## Catholic Identity and Mission

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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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

At St John's Primary School we are proud of our Catholic Identity and seek to live our vision, in the tradition of Mercy, inspiring minds and growing in Christ, every day. An education in the Mercy tradition invites all children to develop their own unique gifts and talents. As a school with a diverse population we celebrate all cultures, remembering we are all children of God. This belief is exemplified by our motto "Love One Another" (John: 13:34). We strive to create an inclusive environment, honouring the dignity, cultures and faith traditions of all. Our core values of respect, compassion and courage support us in this endeavour. 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.

Our commitment to our Catholic Identity is also evident in the daily life of our school community. Classrooms each have a dedicated sacred space reflecting the Church calendar and the prayer intentions of each classroom.

We are united in our pursuit of living gospel values and promoting social justice. The Mercy Student Leadership group work with the wider school community to help those in need locally, nationally and internationally. Student led initiatives include Project Compassion, Catholic Mission and St

Vincent de Paul projects. These are opportunities for students to be active in the wider community and make a tangible difference in the lives of others.

St John's has strong connections to Holy Trinity Parish Blackbutt North. Staff, students and families participate in parish life through various ministries and the Sacramental program.

Our Religious Education Curriculum has priority in the timetable. In 2024 students of St John's achieved outstanding results in the Religious Literacy Test, including first place and equal second place in the Diocese. Staff have regular professional development in the area of Religion and implement the Pedagogy of Encounter with passion and clarity.

## Curriculum, Learning and Teaching

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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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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 develops and refines processes consistently to ensure that both a clear understanding of students' needs as individual learners, and meaningful learning experiences are informed by an understanding of each one of our students. 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 2024, 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 focused on higher order problem solving strategies including Maths Olympiad and Games. The school's technology base and ICT teaching programs were further developed with the 1:1 laptops in Year 4, Year 5 and Year 6. Students in Year 5 and Year 6 also participated in the Annual University of Newcastle STEM Design &

Challenge Day. Year Six attended the annual Sport & Cultural Day as too, the Transition to Trinity High School Day at St. Pius X High School, Adamstown. Various sporting days were organised and implemented throughout the year for all grades including Intensive Swimming, Soccer and Netball Gala Days, Athletics and Swimming carnivals. All students at St. John's are highly encouraged to participate in all aspects of learning to promote a well-rounded understanding of the world in which we live and engage in society confidently. Providing such opportunities as stated allows this to occur.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John's Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	63%	54%
	Reading	71%	66%
	Writing	75%	68%
	Spelling	58%	61%
	Numeracy	79%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	86%	65%
	Reading	79%	71%
	Writing	71%	67%
	Spelling	75%	68%
	Numeracy	79%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.



## 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.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. 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.

"St John's is a very warm and welcoming community with strong and compassionate leadership and an excellent team of teachers. It has been an ideal school for our children, offering them a wealth of opportunities, both academic and extracurricular. The teachers are all supportive and strive to create a positive environment in the classroom. We cannot praise the school principal highly enough, she makes a positive difference every day and we would not hesitate to recommend St John's to any prospective parents".

"I like the fact that it's a smaller school and so each child feels seen and heard. The fact that it is a school of faith is important as the school's values align with our own".

### Student satisfaction

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.

"I love our playgrounds and our teachers and I love the friendly students that are really welcoming to us and supportive of us and help us if we need help in our subjects or if we just need someone to talk to, they are always there, ready to be there for you".

"I really enjoy my school because I feel safe around anyone and comfortable. I enjoy the teachers and the principal. I get to have many activities to do as well".

## **Teacher satisfaction**

The staff of St John's 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.

"I really love the supportive and caring leadership team of our school as well as the incredible staff who are genuinely interested in you as a person and then as an educator. The school has a wonderful play area that has been worked hard on by our principal over the previous few years"

"Our school is a special community - one whereby individual successes are celebrated and support given when needed. St John's has had many improvements over the last few years. There is a level of trust throughout the staff and concerns are handled in a calm and equitable manner. Staff wellbeing is prioritized; leadership has engaged with the diocese to continue this journey. To me, this a major area of improvement".

## 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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,292,807
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$607,540
Fees and Private Income <sup>4</sup>	\$441,347
Interest Subsidy Grants	\$8,412
Other Capital Income <sup>5</sup>	\$159,562
<b>Total Income</b>	<b>\$3,509,668</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$16,576
Salaries and Related Expenses <sup>7</sup>	\$2,586,612
Non-Salary Expenses <sup>8</sup>	\$1,078,703
<b>Total Expenditure</b>	<b>\$3,681,891</b>

### 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 2024 REPORT