Introduction

About the Annual School Report

St John's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2016 Annual School Report for St John's Primary School.

St John's Primary School is a dynamic, innovative Catholic School where each child is known, cared for and valued.

At St John's Primary School our motto is *Strive to Achieve*. We enable each child to achieve personal success in their learning through the implementation of contemporary, rigorous and educationally sound academic programs. We provide opportunities for our students to excel academically and to develop lifelong skills in areas such as critical thinking, creativity, problem solving, team work and leadership.

We are proud to belong to a school community where gospel values are central to our work. We integrate the teachings of Jesus Christ into every aspect of school life to enable our students to grow in their relationship with God and with each other.

Our mission is to:
- maintain and build upon high academic standards
- strive for excellence within our community of learners
- develop and encourage a highly professional and dedicated staff
- provide a secure, educational environment which develops independent, lifelong learners
- develop an effective and collegial partnership between home, school and parish

At St John’s Primary School our teachers are highly trained and committed to their own professional learning. It is our goal to improve the teaching and learning outcomes for all our students.

Our school is characterised by quality learning and teaching, a strong sense of community; and an emphasis on meeting the needs of the 21st century learner.

St John’s Primary School community places a high value on justice, respect, inclusion and equity.

Parent

This year St John’s Primary School has continued to demonstrate a nurturing and positive school spirit. There is a continual progression of the student’s education through all aspects of the school's teachings, from spiritual, through to personal and to academic excellence.

All this is achieved by a strong leadership team and a dedicated teaching staff.

Parents and carers are an important part of St John’s Primary School. The school has continued to work together with parents and carers to demonstrate a strong school spirit with a positive partnership to achieve the best learning outcomes for the students.

Throughout the year, parents and carers and friends are provided with many opportunities to be involved in the school community, attend school events and to celebrate the learning of the students.

These opportunities include:
- parent forums presented by guest speakers
- curriculum evenings for parent education
- helping in the classroom and library
- assisting with excursions and school events (cross country, swimming and athletics carnivals)
- reading support
fundraising activities (Mothers Day, Fathers Day and Easter raffle)
- serving in the shack-snack (canteen)
- 'cuppa and chat' with the principal each term
- joining the Parents and Friends (P&F) committee
- liturgies, supporting the parish, Sacramental programs, and special religious events
- Education Week celebrations
- providing a Parent Representative Council (PRC) member
- ANZAC Day dawn service, Remembrance Day service
- Riverstone Festival
- Hawkesbury Eisteddfod
- reaching out to other communities in need

There is an active Parents and Friends (P&F) association which meets twice a term. The committee provides support, assists in organising school events, and raises money to fund, and provide resources and opportunities, for the students.

St John’s Primary School is a wonderful asset to Riverstone and the wider communities.

Student

The students of St John's Primary School have had so many opportunities to learn and grow in 2016. We are all developing and becoming great learners. Our school has purchased so much new technology to support our education. We have thoroughly enjoyed using the Chromebooks, iPads and Macbooks. The addition of the new technology has allowed most children to have their own device. We have also been using a new site, Google Classroom, which is an interactive online virtual classroom.

The students of St John's Primary School have had many opportunities to represent our school. Students attended the ANZAC Day Memorial Service and parade, Riverstone Festival and the Hawkesbury Eisteddfod. Our school captains also attended the Young Leaders Day and the Remembrance Day Ceremony. We have loved showing respect to all citizens of our community as we have journeyed throughout our school years.

We have developed so much with the support and encouragement of our wonderful teachers; they have helped us progress and work to the best of our ability.

We acknowledge our Parent and Friends' group and all parent volunteers for providing support with a number of school events and learning activities such as, serving at the canteen, organising fund raising events and working in the classroom listening to children read.

We love spending time at this school, in this lovely community, with all the kind students and teachers.

The school is a very safe place for all students to be. We include and welcome all people and treat them with respect, kindness and compassion.

We have achieved many great things working as a team and we are very proud of all our achievements.
Who we are

History of the school

St John’s Primary School has a rich tradition and history. St John’s Parish was formed in 1951.

The church was built in 1904 and it still serves the St John’s Parish community today.

The Poor Clare Sisters opened and began teaching at St John's Primary School on the 31 January 1950. The sisters travelled daily by train from their convent at Richmond to Riverstone. The Sisters’ Riverstone convent was opened in 1957. The parish hall was the first school building, with two classrooms. The James Mason Memorial School building was built in 1954 and the nearby building, closest to Garfield Road, was constructed in 1958.

Our two storey office building, canteen and classroom block were constructed in 1978. An extensive building program, which included the refurbishment of the Kindergarten classrooms and the administration area, and the construction of a new, three-stream library, was completed in 2001.

Since 2008 the school has had some significant refurbishments. Learning spaces were upgraded creating 21st century learning environments that allow St John’s Primary School to offer a progressive and innovative learning environment.

In September 2010 we blessed and opened our new school hall thanks to the funding from the federal government's Building the Education Revolution (BER) program.

In 2014 the Stage 1 and Stage 2 learning spaces were refurbished. A learning support room was created within the Stage 1 learning space. In 2015 a terraced garden was created to enhance the entrance to Stage 2.

At St John's Primary School we utilise a range of high quality Information and Communications Technology (ICT) devices, platforms and applications to support the teaching and learning. We continually upgrade all teaching and learning resources.

Location/drawing area

St John's Primary School is located in tranquil semi-rural surrounds on the corner of Garfield Road and McCulloch Street, Riverstone, and offers large learning spaces, school hall and spacious play and sporting areas. St John’s Primary School serves Riverstone and its surrounding communities such as, Marsden Park, Box Hill, Oakville, Schofields and Vineyard. The school has been on this site since 1950.

St John’s Primary School currently caters for 105 students from Kindergarten to Year 6.

The area of Riverstone is one of the fastest growing areas in New South Wales. It is anticipated that with the extensive residential development in the area the school enrolments will grow over the next few years. The Kindergarten intake for 2017 has increased two-fold.

The school is a short walk from Riverstone station and is also serviced by local buses. Many students walk to and from school.

St John’s Primary School is an inclusive and welcoming learning community.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>10</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>3</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>92.32</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>68.75</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Our community of St John’s Primary School has a very rich spiritual, prayerful and liturgical life. On all significant religious and cultural occasions our students, parents and staff join together in celebration, reflection and prayer.

Our liturgical celebrations included:
- opening school mass incorporating a commissioning ceremony for school leaders
- Ash Wednesday
- Holy Week
- Grandparents Day
- Feast of the Sacred Heart Mission Week
- Feast of the Assumption
- Mothers Day
- Fathers Day
- ANZAC Day
- Remembrance Day
- Catholic Schools Week
- daily praying of the Angelus
- supporting the parish with the Sacramental program
- Christmas concert
- Reconciliation for Stages 2 and 3
- parish mass participation
- Year 6 Graduation Mass
- end of year mass incorporating a farewell to students leaving the school
- parish mass led by St John’s students every fifth Sunday of the month
- Way of Mercy Cross liturgy

All meetings (staff, leadership and parent) began with prayer and every staff member was responsible for preparation of prayer each term. Staff prayer was held weekly where staff members were called to share the forthcoming Sunday gospel and or reflection on the gospel. We used the Lectio Divina prayer process.

Year 6 students participated in preparation workshops, in their religious education (RE) lessons, throughout the later part of the year for their Graduation Mass. The graduation ceremony celebrated the students’ faith journey in primary school.

Social Justice

St John’s Primary School works closely with the St Vincent de Paul chapter of our parish. In winter families and school staff donated non perishable foods and warm blankets on the Feast of the Sacred Heart. Prior to Christmas, gifts for children and adults with non perishable foods items were donated.

Each Stage contributed to the Project Compassion Appeal and other mission initiatives. Money raised totalled $630.90.

The staff and students raised $1000 to donate to the Soup Kitchen in Richmond. Fundraising was done at the Way of Mercy Cross liturgy, by selling the rosary beads and prayer cards that were made by the children. Our Year 6 students also donated a portion of their fundraising proceeds to the Soup Kitchen.
As well as raising funds, the social justice leaders raised awareness of social justice issues in our local community and further afield. The students worked hard to help students to understand that there were people in our own community that needed our support - the homeless, drug affected, marginalised and the poor.

The social justice student leaders also educated the students and staff about the problems faced by our brothers and sisters who are homeless or marginalised. The mission unit inspired children in Stage 1 to organise a fundraiser in November in order to help the Tuk Tuk van in Cambodia - the focus of the Catholic Mission campaign.

School home and parish partnerships

We enjoy a strong association with the parish community. We invite parishioners to attend our liturgical events and celebrations. The parish-based Sacramental program is well-supported by the school, sharing resources and ideas as well as representative attendance at the Sacramental meetings. Both parish and school publish a weekly newsletter where information of events and activities are shared and invitations extended.

Parents responded in large numbers to participate in liturgy, celebrations and fund raising events. Parent support and involvement was strong in extra-curricular activities that enabled St John’s Primary School to be represented at various sporting gala days organised throughout the year.

Our parent body organised a 'Biggest Morning Tea' to support the work of the Cancer Council. A number of parents donated prizes that were able to be raffled. For such a small school our community raised close to $3000. Parents and carers were also generous in giving up their time to support community and social events such as our 'Welcome to St John's' Primary School' barbecue.

The Way of Mercy Cross liturgy involved home and parish connections. Children made rosary beads, prayer cards and cakes and sold them after the liturgy in order to raise money for the soup Kitchen in Richmond. This reflected a desire in the school to reach out and be merciful to those in need in our local parish cluster.

The ANZAC ceremony to commemorate the 100th anniversary was a very special school event and was attended by a large number of parents and carers.

Parents appreciated, and have been regular visitors to, St John's Primary School website. Parents enjoyed the opportunity to view the many photos taken throughout the year.

Parents were involved in many ways at St John's Primary School. As we see ourselves as a community of learners, we enjoyed the relationship we shared at our family curriculum evenings where we shared the gifts and talents of all members of the community.

Religious Education

Religious Education at St John's Primary School is a key element to how we live our faith. We strive to lead children to know and love God by the teaching and example set here. The Religious Education curriculum is based upon the Parramatta Diocesan syllabus, Sharing Our Story.

Throughout the year, teachers consistently reviewed their Religious Education program to ensure all outcomes were met and that the learning experiences were comprehensive, prayer rich, gospel focused and reflective of the shared Christian praxis.

The teaching and learning scope and sequence is based on a two year cycle for Stages 1, 2 and 3. The scope and sequence for Early Stage 1 is based on a one year cycle.

St John’s Primary School continues to use To Know, Worship and Love, a resource from the Sydney Diocese. This program supplements our own Religious Education program, Sharing Our Story, to enrich the learning opportunities for students. The units are also supported by the use of the Understanding Faith website in all stages.

Religious Education is not confined to a 30 minute lesson each day. Rather, our whole teaching program is based on gospel values where each person and their gifts and contributions are
welcomed and valued. In particular, we acknowledge that the ways we interact and the ways we treat each other as Christ would have wanted us to, are showing witness to what we learn in our formal Religious Education lessons.

**Professional Learning of staff in Religious Education**

Professional learning for staff in Religious Education included:

- Regular professional learning occurred, linking to the formation goal.
- Weekly staff prayer occurred where teachers volunteered to lead the staff in prayer and reflection of the gospel, using the Lectio Divina strategy.
- Teachers worked collaboratively on the planning, programming, implementation and assessment of Religious Education (RE) at St John's Primary School. In particular we focused on use of current pedagogical practices as suggested by the Catholic Education, Diocese of Parramatta (CEDP) including; use of good literacy practices in the teaching of Religious Education, developing Scriptural word walls, context of Scripture passages, use of Information and Communication Technologies (ICT) in Religious Education and comprehension strategies in the understanding of Scripture (on the line, between the lines).
- New Scheme Teachers (NST) assisted the Religious Education coordinator (REC) and participated in the parish Sacramental program. Each teacher became a facilitator of sessions in order to enhance their knowledge and understanding of Scripture.
- New Scheme Teachers worked collaboratively with the REC and teaching educator of mission to plan and program units of work and then presented their learning to staff. NST assisted the facilitation of the professional learning meeting.
- Teachers participated in the Institute Of Mission's program to become Eucharistic ministers.
- Teachers participated in the collaborative planning and development of the *Formation Goal and Action Plan for 2016*. A Religious Education (RE) team was formed to work on extra tasks and management of the goal and also in planning of the Way of Mercy Cross Liturgy. NST engaged in this planning and it was an all empowering process for them.
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>87</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>95</td>
</tr>
</tbody>
</table>

Students in the bottom two bands in all aspects of Literacy and Numeracy were identified. There were no students below national minimum standards (NMS) in Year 3 in reading, writing, punctuation and grammar, and Numeracy with one student below in spelling. In Year 5 there were no students below NMS in writing, with one student below NMS in spelling, grammar and...
punctuation and Numeracy and two students below NMS in reading.

There has been improvement in Year 3 in spelling and the trend data remained above the national average in reading and number, patterns and algebra. There was a slight decline in the trend data in grammar and punctuation and Numeracy. The trend data showed improvement in Year 5 reading and spelling with a slight decline in grammar and punctuation and Numeracy.

Owing to this, intervention support has been reorganised to address the learning needs of these cohorts.

**School curriculum**

The learning and teaching programs reflect an inclusive model of education providing a platform to improve the outcomes for all students in all Key Learning Areas (KLAs). The learning and literacy support team, along with the teacher’s aide, works with class teachers in providing a rich and engaging literacy and numeracy program. Enhanced learning in technology is also provided and supported by our learning technology support teacher (LTST).

An Early Stage 1 transition and orientation program is implemented, comprising three afternoon visits for students to become familiar with the learning community and the school environment; parent information sessions; a buddy system; visits to local pre schools and individual interviews with the principal and teacher to ensure a smooth transition into St John's Primary School for new students and their families.

The Year 7 coordinator from our feeder secondary school visits Year 6 each year to talk about enrolment procedures and transition. The learning support team supports particular students in making a smooth transition to secondary school.

In 2016 the teaching and learning programs for vulnerable students, were either maintained or established. The Reading Recovery, Literacy Lessons for Year 2 (L2 program), Extending Mathematical Understanding (EMU) programs and Kindergarten to Year 2 (K-2) Intervention programs continued with the introduction of R3, a reading intervention program in Stage 3.

There were two curriculum evenings to provide learning opportunities for parents. The topics covered were Building resilience in children, and Numeracy.

In 2016, the school was involved in a number of co-curricular activities including:
- sporting activities: swimming, athletics, cross country, soccer and netball
- charity days
- Young Leaders Day
- Riverstone Festival
- ANZAC Day commemoration
- the Mission Mass
- Christmas concert
- visiting guest speakers
- incursion workshops and entertainment
- Voice of Youth
- school choir performances in the local community

**Initiatives to promote respect and responsibility**

During 2016 St John’s Primary School continued to develop positive student behaviour with clear school rules (Be Respectful, Be Safe and Be a Good Learner) and clear expectations outlined in a Student Management flow chart.

The Positive Behaviour program, Happy Hands, targeted behaviour programs, and social skills programs were also used to assist some children with their peer relationships.

An obvious improvement during 2016 was observed in the way children interacted with their peers and with adults.
The school Student Representative Council (SRC) continued with students from all Year groups represented. The council contributed to the development of consistent rules for games and assisted with school tours.

To ensure the appropriate use of technology, the students and parents signed an acceptable user policy.

**Professional Learning**

Professional learning undertaken by staff in 2016 included:

- weekly professional learning meetings, including learning and teaching inquiries aimed at building teacher capacity (data analysis, writing, numeracy, formation)
- fortnightly teacher educator visits working with staff in the areas of literacy and numeracy
- staff development days to facilitate learning in numeracy, literacy, spiritual formation, implementation of the national curriculum and NAPLAN data analysis
- leadership team attendance at the system based professional learning days
- principal attendance at the Principals' Master Class
- principal network meetings
- leadership team attending Implementation cluster planning meetings once a term.
- leadership team attendance at analysing Quality Catholic Schools (QCS) data
- leadership team attendance at the system-based professional learning days
- instructional walks
- newly appointed leader of professional learning days
- training a teacher in implementation of the R3 program
- Early Years Assessment implementation and running record training
- Personalised Plans (PP) training
- new scheme teachers
- numeracy block Kindergarten to Year 2 (K-2) professional learning
- numeracy – Five Multiplicative Thinking Modules
- continuation of training for three teachers as Extending Mathematical Understanding (EMU) specialists
- training of staff - Family and Community Engagement Strategy (FACES)
- attendance at the Religious Literacy Assessment (RLA) training day by the Stage 2 teachers and the REC
- Catholic values across the curriculum
- Improving Religious Literacy workshops
- Cardiopulmonary Resuscitation (CPR) and anaphylaxis training
## Priority 1

All students to progress at least one growth point, over a 12 month period, in the number domain of multiplication and division, with vulnerable students progressing more than one growth point in this domain.

## Reason for priority 1

This priority was chosen as a result of the *School Implementation Plan* which is based on the Mathematics Assessment Interview (MAI), trend data and NAPLAN data.

We addressed the *Numeracy Implementation Plan Goal* of improving student outcomes in numeracy with a focus on multiplication and division.

## Steps taken to achieve priority 1

Steps taken to achieve the priority included:
- focused staff professional learning on multiplicative thinking
- staff administered and analysed MAI data
- learning profiles developed for all students
- development of differentiated learning programs
- conducted case management for the most vulnerable students

## Status of priority 1

Ongoing
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To improve the writing skills of students from Kindergarten to Year 6 (K-6) as evident by tracked progress each term on the writing and vocabulary clusters of the literacy continuum and NAPLAN marking criteria for writing and, by the end of 2016 all students to progress at least by two clusters Kindergarten to Year 2 and by one cluster Years 3 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>The ongoing analysis of student writing data as measured against the continuum and collegial professional learning analysis of the 2015 NAPLAN writing results indicated that students required explicit teaching on generating and elaborating ideas, vocabulary development, text cohesion and paragraphing. Having continued to build teacher capacity over the past three years there was also a significant focus on embedding the gained knowledge into teacher practice.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | This was achieved by:  
- continued support for teachers in building their knowledge, understanding and skills in the teaching of writing  
- collaborative planning, modelling, and ongoing reflection  
- the teacher educator and school leadership team engaged with teachers in the work around best practice  
- providing feedback to teachers at fortnightly literacy feedback sessions and professional learning meetings |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To develop deeper knowledge and understanding of our Catholic identity through the charism of St John the Evangelist</th>
</tr>
</thead>
</table>
| Reason for priority 3 | These included  
- school data - identified the need to enhance the knowledge of our patron saint to try to follow his example  
- identification of low attendance of families at weekly masses  
- staff recognition that there was a need to build a more focused awareness of integrating God into the daily lives of our students  
- reading the book, *Forming Intentional Disciples*, and discussion on staff responses  
- staff response to the Archbishop's address on principals, priests and RECs on the church's mission |
| Steps taken to achieve priority 3 | - devised a framework to develop charisms associated with patron saint’s qualities of evangelising the school community  
- facilitating and participating in teacher learning and staff spirituality  
- creating a symbolic environment - based on: How do we make our school uniquely Catholic? (visual symbols, statues, Scripture passages/sayings)  
- in response to Pope Francis' Year of Mercy, devising initiatives in the school and home to reflect his message  
- linking the Scripture passages to St John’s Gospel |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop student ability to use reasoning strategies to solve mathematical problems to achieve a minimum of one growth point with a particular focus on multiplication and division - with vulnerable students progressing more than one growth point in this domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Reasoning strategies were indicated as a priority through the staff analysis of NAPLAN 2016. There will be an emphasis on building on the multiplicative thinking learning from 2016. There was significant professional learning on multiplicative thinking, therefore this work needs to be consolidated. NAPLAN data still indicates that multiplication and division are areas for improvement.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Steps to achieve the priority will include:  
- continued staff professional learning on multiplicative thinking  
- focused professional learning on reasoning strategies  
- staff administering and analysing MAI data in February 2017  
- creation of learning profiles for all 2017 students  
- development of differentiated learning programs  
- conducting case management for the most vulnerable students |
| Priority 2 | All students will achieve personalised writing goals. |
| Reason for Priority 2 | Writing continues to be the priority for literacy improvement in 2017. The main focuses will be on sentence fluency and building word knowledge. This was determined through collegial analysis of the 2016 NAPLAN data. |
| Steps to be taken to achieve Priority 2 | Steps to achieve the priority will include:  
- professional learning throughout 2017 on sentence fluency and word knowledge  
- teacher analysis of student writing samples to determine starting points for individual writing goals  
- ongoing analysis and review of student writing samples to evaluate goals and make appropriate recommendations  
- using writing goals to identify vulnerable students and initiate case management for such students |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To develop deeper knowledge and understanding of our Catholic identity through the charism of St John the Evangelist, evident through the way individuals in the school community live their Christian lives, and an improvement in classroom assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>This will be a continuation of the work that was done in 2016 in developing the charisms of St John the Evangelist, and to share and implement these into the school community.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | - create precise statements that can be used to create the charisms  
- devise individual goals for Religious Education (RE) - focused on evangelising and Scripture knowledge of St John the Evangelist  
- devise individual goals for understanding Catholic identity through the charism of St John  
- review and develop new value awards based on this charism  
- reflect on Scripture in relation to the lives of the students and others - linked to the charisms of St John eg: social justice initiative |
Community Satisfaction

Parent satisfaction

Insight SRC Pty Ltd was engaged to conduct the annual Quality School Survey (QCS). The data from the surveys was collated and an interpretive report prepared. The Catholic culture at St John’s Primary School was recognised as a major strength, particularly in the areas of compassion and social justice initiatives and activities. The survey respondents also recognised the opportunities afforded to students to participate in prayer, liturgies and Sacraments. Community engagement and the extent to which parents felt comfortable to approach the school staff to discuss their concerns and views was acknowledged as a positive attribute of the school. Parents indicated that there was a marked improvement in classroom behaviour. Both students’ and teachers’ behaviour was perceived as consistent with faith-based values and attitudes. Teacher morale and stimulating learning was also ranked very highly by parents.

An area for further development and improvement, as indicated by parents, relates to peer relations and supporting students in building stronger relationships. Reporting and extra-curricular activities were once again areas of dissatisfaction.

Student satisfaction

Stage 3 students were the only students to complete the survey.

Our students expressed satisfaction with the Catholic culture of St John’s Primary School. The data in the areas of compassion, social justice and parish involvement indicated a high level of satisfaction. Students believed that they had opportunities to participate actively in social justice activities. Students also indicated they valued their participation in the prayer life of the school. Purposeful teaching was perceived as a strength by students. They were satisfied that teaching was planned and delivered in effective and meaningful ways. Student wellbeing was another area that students responded to positively. Students had a strong sense of connection to the school and to their peers.

Students expressed some dissatisfaction with classroom behaviour and student safety. This is an area for further investigation and development.

The survey data also indicated that student perception of their ability as a learner was less positive. Student learning confidence will be an area of investigation and further development.

Teacher satisfaction

Teaching and non-teaching staff completed the QCS Survey.

Staff data indicated the high level of importance staff placed in involvement in the life of the Catholic parish and the opportunity to reflect on their faith, pray together and celebrate liturgies and Sacraments. Compassion was perceived as a particular strength amongst all staff members, scoring 100% on the percent favourable ranking.

The staff felt ‘ownership’ and responsibility of the school goals, policies, procedures and implementation plans owing to their participation in a collaborative development process. Teacher confidence had increased. Teachers felt that they used effective learning and teaching practices.

Areas for improvement indicated by teacher data included school ‘feedback practices’ and teamwork - building more effective teams.
**Student Profile**

**Enrolment Policy**

St John's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website [http://www.parra.catholic.edu.au/policy-central](http://www.parra.catholic.edu.au/policy-central).

**Current and previous years' student enrolment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>57</td>
<td>58</td>
<td>115</td>
</tr>
<tr>
<td>2015</td>
<td>38</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>2016</td>
<td>49</td>
<td>55</td>
<td>104</td>
</tr>
</tbody>
</table>

It is expected that enrolments at St John's Primary School will continue to increase owing to the substantial development in the area.

Based on property market forecasts Riverstone is the fastest growing area in NSW.

The enrolment for Early Stage 1 for 2017 has increased by 50%.

*Safi has the largest forecasting team in Australia and strong relationships with local government and the development industry which gives insight into the drivers of local population change.*

**Student attendance rates**

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>97.08</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.04</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.56</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.83</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.80</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.59</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.75</td>
</tr>
<tr>
<td>School Average</td>
<td>94.52</td>
</tr>
</tbody>
</table>

**Characteristics of the student body**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>27</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>1</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The Student Welfare policy was implemented in 2005. The document is underpinned by the school's Mission Statement and has at its foundation, the shared beliefs of what parents, staff and students value about St John's Primary School. The document includes a detailed discussion of the rights and responsibilities of all of the school's stakeholders: parents, students and staff. It specifically outlines strategies for behaviour management; specific school rules; the school's reward and acknowledgement system; and a continuum of consequences associated with poor choices in behaviour. Each year, the staff revisits the document to ensure that it reflects the culture and practice of our school community. The policy was reviewed in 2014 which saw a reduction in school rules and the introduction of a student management flowchart which names the steps in the management of student behaviour. A number of key stakeholders [school counsellor, Catholic Education, Diocese of Parramatta (CEDP) student service officers, staff, parents, and students contributed to the development of the flowchart]. These recommendations continued in 2016.

The steps in the flowchart are continually monitored and have been adjusted when necessary. In order to improve practices and procedures further, the Happy Hands program was continued; a bullying audit was undertaken and playground incident folders continued to be used to log behaviours. The folders provided valuable data on what was happening on the playground during recess and lunch time.

The school has an anti-bullying policy in line with the CEDP system policy.

The school has a counsellor one day a week to support families and students in need.

The full text of student management, welfare and discipline policies can be obtained from the school office.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta Complaint Handling policy. A copy of the school policy is available from the school office or is available on St John's Primary School website. St John's Primary School Complaints and Grievances policy was reviewed and amended in 2016.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,581,281</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$547,994</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$203,874</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$54,409</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,387,558</td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$104,790</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,736,052</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$569,224</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,410,066</td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.