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 2017 and gives information about the 2018 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

It is a privilege to deliver the 2017 Annual School Report for St John’s Primary School, Riverstone.

St John’s Primary School is a vibrant, 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 that target individual needs. We provide opportunities for our students to excel academically and to develop lifelong skills in areas such as critical thinking, creativity, problem solving, collaboration and leadership.

We are proud to belong to a school community where gospel values are central to our learning and work. We integrate the teachings and values espoused by Christ into every aspect of school life to enable our students to grow in their relationship with God and 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
- prepare students for full participation in contemporary society

At St John’s Primary School our teachers are highly trained and committed to their own professional learning. One of our goals is 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 individual needs of the 21st century learner in a contemporary society.

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

Parent

The parents and carers of St John’s Primary School are an integral part of the overall school community.

In 2017 there were many opportunities for school families to participate in a range of school and community events and activities. These included but were not limited to:
- curriculum evenings for parents and carers to upskill, inform and give assistance with student learning and social issues
- parent and carer forums presented by guest speakers
- helping in the classrooms and library
- assisting with school events and excursions – athletics/swimming carnival, class excursions
- reading support
- fundraising activities – Mothers Day, Easter raffle, Fathers Day, Year 6 meal deals
- Scholastic Book Club organisation and distribution
- Snack Shack – school canteen duties
- ‘Cuppa and Chat’ with the principal
St John's Fundraising Team

- liturgies, Sacramental programs, special religious events and supporting the parish
- Education Week celebrations
- Catholic Schools Week
- Parent Representative Council (PRC) parent member
- ANZAC Day dawn services
- Remembrance Day service
- ANZAC Day community barbecue
- Riverstone festival
- Hawkesbury Eisteddfod
- reaching out to other communities in need

In 2017 St John's Primary School started a School Community Group (SCG). This group is a flexible group which uses the strengths of its parent and carer community to assist in fundraising activities for the school. These activities are to help raise funds for new resources and opportunities for the students. This structure/model was successful as it allowed the greater community to assist and coordinate in singular and multiple fundraising opportunities.

Student

It was an amazing year at our school in 2017 with so many learning experiences and exciting activities happening. Kindergarten visited the Calmsley Farm and learnt about the amazing animals. Stage 1 went to 'The Big Dig Archaeology Education Centre' and learnt about artefacts and their importance to our history. Stage 2 recently visited the city and learnt about the daily (historical) lives of a convict. Stage 3 had a camp, an overnight excursion at Yarramundi. They did many activities during the two days such as abseiling, archery, bush cooking and the flying fox.

There were a number of social, religious and sporting events: soccer and netball gala days, athletics and swimming carnivals, the spring fete, pyjama day, book week, and rug reading. Our school also had days where we raised money for charities. On one occasion the students brought in cans of food and arranged them into a heart shape, to show our love for those who don't have as much as we do.

The school also welcomed some special visitors like a senior constable who came to talk about cyber safety with our parents. Town planners from Blacktown Council also came to Stage 3 to talk about town planning for project based learning.

Stage 3’s learning space changed: modern furniture was purchased to help students to engage more in their learning. All the students had so much fun and learnt so much with the technology. Using Google Classroom and Google Docs gave students access to share work with each other. In term 4 Stage 3 had a new approach to their learning: Project Based Learning (PBL). The students learnt more about 21st century skills such as communication skills, collaboration, creative and critical thinking.

The school was proud to have some children represent the school at events such as the Anzac Day Ceremony, the Diocesan Mission Mass, Young Leaders Day, zone carnivals, and the Hawkesbury Eisteddfod.

Our parents have helped out so much this year around the school.
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 allowed St John’s Primary School to offer a progressive and innovative learning environment.

The Building the Education Revolution funding scheme of the Federal Government, in 2010, enabled the building of a school hall with an adjoining conference room.

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 the now Stage 3.

The refurbishment of the Stage 3 learning space took place in 2017. It was created in consultation with the students to create a functional and flexible area that aligns with 21st century teaching and learning pedagogy.

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. This year we have increased our ICT with apple televisions and cameras.

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. Last year, a play area consisting of a cubby house and play equipment was installed for kindergarten and Stage One.

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 Western Sydney. Development of residential housing is underway in Garfield Road, McCulloch Street and surrounds. It is anticipated that with the extensive residential development in the area the school enrolments will grow over the next five years.

The school is a short walk from Riverstone Station; local swimming pool, police station and shopping centre. Riverstone is also serviced by local buses. A number of students from the school 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>12</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>12</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>11</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>92</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>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 joined 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 and teachers leaving the school
- parish mass led by St John’s Primary School students every fifth Sunday of the month
- Riverstone Community Combined Churches Christmas Carols
- Catholic Education, Diocese of Parramatta (CEDP) Mission Week

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 when staff members were called on to share the forthcoming Sunday gospel and/or reflection on the gospel. We used the Lectio Divina prayer process.

Each Stage prepared a gospel action of the week to share at the Friday assembly. In class, students read and reflected on the gospel reading for the following Sunday and they shared their thoughts, class insights and wonderings with the school community.

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 worked closely with the St Vincent de Paul chapter of our parish. In winter families and school staff donated non perishable foods on the Feast of the Sacred Heart. Prior to Christmas, gifts for children and adults with non perishable foods items were donated. The Christmas hampers donated by our families were presented to St Vincent de Paul at the final mass of the year. The hampers were then distributed in our local community.

Each Stage contributed to the Project Compassion Appeal and other mission initiatives. Money
Each Stage contributed to the Project Compassion Appeal and other mission initiatives. Money raised totalled $634.55.

The staff and students raised $146.15 to donate to the Soup Kitchen in Richmond.

Our school community was kept informed of the proceedings of the Royal Commission into the Catholic Church through the distribution of the bishop’s letters.

As well as raising funds, school leaders raised awareness of social justice issues in our local community and further afield through newsletter items. Religious Education units, taught throughout the year, assisted students to understand that there were people in our own community that were in need of our prayers and ongoing support - the homeless, elderly, lonely, drug affected, marginalised and the poor.

School home and parish partnerships

We enjoyed a strong association with the parish community. We invited parishioners to attend our liturgical events and celebrations. The parish-based Sacramental program was well-supported by the school, sharing resources and ideas as well as representative attendance at the Sacramental meetings. Both parish and school published a weekly newsletter where information of events and activities were 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. 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; St John’s Spring Fete, the Riverstone ANZAC Dawn Service ceremony, followed by a breakfast at school.

The ANZAC march and Dawn Service ceremony were very special community events and were attended by a large number of parents and carers, staff and students. The community came together after the ANZAC ceremony to share in a barbecue breakfast, prepared by parents.

Parents appreciated, and have been regular visitors to, St John’s Primary School website. Parents enjoyed the opportunity to view the many photos of community events and student learning taken throughout the year.

Parents were involved in many ways at St John’s Primary School. As a community of learners, we enjoyed the relationship we shared at our family curriculum evenings and Kindergarten transition days 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 was based on a two year cycle for Stages 1, 2 and 3. The scope and sequence for Early Stage 1 was based on a one year cycle.

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

Religious Education was not confined to a 30 minute lesson each day. Rather, our whole teaching program was based on gospel values where each person and their gifts and contributions were welcomed and valued. In particular, we acknowledged that the ways we interacted and the ways we treated each other as Christ would have wanted us to, were showing witness to what we learnt in our formal Religious Education lessons.
Professional Learning of staff in Religious Education

Professional learning undertaken in Religious Education included:

- **Charisms of St John:**
  Staff worked on identifying the charisms of St John. These charisms were then unpacked further and became the basis of the values awards that were created and used in the school setting. These values included: compassion, justice, dignity, dedication, hospitality, stewardship, and service. Staff also explored the Scriptural links of these values in the Gospel of St John.

- **agreed Practice in Religious Education:**
  Staff reviewed agreed practices for Religious Education and also added to these agreed practices. This was also reviewed and adapted in late term 3.

- **the three senses - literal, spiritual, application:**
  Staff were introduced to the three senses and began work on the components of each sense. This work was revisited in term 3 and then applied to programming where evidence of three senses was required in programming of units as well as assessment plans.

- **learning intentions and success criteria:**
  Staff worked on learning intentions and success criteria in Religious Education, creating a direct link to the outcomes. Use of the three senses was also explored in regards the success criteria. This work was also continued in term 3 with teachers including evidence of this in programming.

- **assessment in Religious Education:**
  In terms 3 and 4, exploration was undertaken of the three types of assessment - ‘of, for, and as’ in Religious Education. Teachers worked on developing their understanding of the types of assessment and also examples that could be used for each type.

- **religion walls:**
  Teachers took part in an instructional walk to evaluate religion walls in each learning space. Components critiqued included historical background/maps, learning intentions, success criteria, word walls, key words/phrases from Scripture, and church teachings.
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 2017. 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>Year</th>
<th>NAPLAN RESULTS 2017</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>
<td>School</td>
</tr>
<tr>
<td>3</td>
<td>Grammar and Punctuation</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>91</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>82</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>5</td>
<td>Grammar and Punctuation</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>100</td>
<td>94</td>
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<tr>
<td></td>
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<td>94</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

The trend data for Year 5 NAPLAN highlights improvement in all areas of Literacy. The percentages of students in the top three bands was higher than the national average for Literacy, reading and writing.
This positive pattern of growth was not repeated in 2017 Year 3 NAPLAN data. The percentages of students in the top three bands were lower than the national averages across all domains.

However, in Year 3, 100% of students were at, or above, the national minimum standards in Literacy and writing. One student was identified below in reading, grammar and punctuation and two students were below in spelling. Similarly, in Year 5, 100% of students were at or above the national minimum standards in Literacy, reading and spelling. One student was identified below in writing and in grammar and punctuation.

Intervention support will focus on meeting the identified needs of both students who are below national minimum standards as well as increasing the number of students in the top three NAPLAN bands.

In Numeracy there were 100% of students in Year 3, Year 5 and Year 7 who were above the national minimum standards. The trend data for Year 5 rose above the CEDP average. The trend data in Year 3 did not follow the same pattern but was still higher than pre-2014.

There was significant growth for students in Year 5 with 71.4% of students reaching greater than or equal to expected growth. There was also significant growth in Year 7 with 63.6% of students reaching greater than or equal to expected growth.

All students who need extra support have been identified and learning interventions have been created to support these students.

School curriculum

The learning and teaching programs reflected 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 was 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 preschools 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 6 students attended an orientation day at their secondary schools.

In 2017 the teaching and learning programs for vulnerable students were either maintained or established. The Reading Recovery, Reframing Readers Resourcefully (R3), Extending Mathematical Understanding (EMU) programs and Kindergarten to Year 2 (K-2) Intervention programs continued with the introduction of an instructional leader Kindergarten to Year 2 (K-2).

There were two curriculum evenings to provide learning opportunities for parents. The topics covered were Developing a Growth Mindset, and Cyber Safety.

In 2017, the school was involved in several 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
- Voice of Youth
- school choir performances in the local community
- bush dance
- Life Education

St John's Primary School, Riverstone
Initiatives to promote respect and responsibility

During 2017 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. Teachers and students discussed school rules at the beginning of the year and then co-constructed classroom rules and agreed practice for respectful behaviour.

Catholic values were analysed during term. Students and teachers discussed the values and how they applied to children's lives.

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

The school counsellor worked with targeted children on a weekly basis to teach life strategies and skills and to support social skill development and peer relationships.

The Catholic Education, Diocese of Parramatta (CEDP) Student Service team provided ongoing support to teachers to help build their capacity in meeting individual needs of students. Individual student management plans were created in consultation with the school team and the student’s primary carers.

An obvious improvement during 2017 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 2017 included:

- weekly professional learning meetings, including learning and teaching inquiries aimed at building teacher capacity (data analysis, writing, numeracy, formation)
- teacher educator visits working with staff in the areas of literacy and numeracy
- staff development days to facilitate learning in numeracy, spiritual formation, assessment.
- 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
- instructional walks
- training a teacher in implementation of the Reframing Readers Resourcefully (R3) program
- Instructional Leader professional learning
- Early Years Assessment implementation and running record training
- Personalised Plans (PP) training
- new scheme teachers
- Diversity as the Norm/Canberra modules
- Best Start training
- NAPLAN Readiness professional learning
- numeracy block Kindergarten to Year 2 (K-2) professional learning
- mathematical problem solving – The Bar Model Method
- continuation of training for three teachers as Extending Mathematical Understanding (EMU) specialists
  - Contemporary Learning Framework (PBL)
  - e-Library customisation
- 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
- Re-Viva snake bite training
- Cardiopulmonary Resuscitation (CPR) and anaphylaxis training
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop deeper knowledge and understanding of our Catholic identity through the charism of St John the Evangelist and to gain a deeper knowledge of Scripture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>We planned to continue the work from 2016 in devising and implementing the charism of St John the Evangelist into the school community and develop a deeper understanding of Scripture. We hoped to see evidence of this through the way the school community lived their Christian lives and an improvement in classroom assessment data.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>Steps taken included:</td>
</tr>
<tr>
<td></td>
<td>- listening and reflecting on Scripture using the three senses literal, spiritual and application and making links with the charisms of St John</td>
</tr>
<tr>
<td></td>
<td>- reviewing and developing new value awards based on the charisms of St John</td>
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<tr>
<td></td>
<td>- weekly Gospel in Action reflections led by each Stage at whole-school assembly, characterised by students, staff and community listening to the Scripture and reflecting and responding in prayer and action</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 2</td>
<td>That all students would achieve personalised writing goals with a minimum 80% of students reaching grade expectations or above on the NSW Literacy Continuum, by focusing on sentence fluency and building word consciousness</td>
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<tr>
<td>Reason for priority 2</td>
<td>Through NAPLAN data analysis, staff consensus was that the data showed sentence structure, cohesion and spelling were the main areas of need. The 2017 data wall also showed that we needed to continue the writing focus as indicated by current achievement on the continuum.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | This was achieved by:  
  - using a variety of data to track student learning and set individual, targeted learning goals  
  - professional learning opportunities for staff to continue to develop their knowledge and skills in teaching spelling, vocabulary and writing  
  - effective use of learning intentions and co-constructed success criteria to promote the development of responsible, reflective learners  
  - ensuring that the literacy goal was communicated to the whole community |
| Status of priority 2 | Ongoing |
| Priority 3 | 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 |
| Reason for priority 3 | A need in this area was indicated through the staff analysis of NAPLAN, 2016 and to build on the work from 2016. There was a lot of professional learning on multiplicative thinking and the work needed to be consolidated. There had not been Mathematics Assessment Interview (MAI) data collected to see the impact. NAPLAN data still indicated that multiplication and division was an area for improvement. |
| Steps taken to achieve priority 3 | Steps to achieve the priority included:  
- continued staff professional learning on multiplicative thinking and developing reasoning  
- 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 |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop a deeper understanding of the importance of Sacraments in our lives through curriculum links and parish/school partnership</th>
</tr>
</thead>
</table>
| Reason for Priority 1 | Data showed the number of children who took the Sacraments was quite low compared to schools in surrounding areas which had almost 90% undertaking the Sacrament.  
- communion (2017) 3 children and confirmation (2017) 10 -12 children from St John's Primary School  
- RLA data 2017 results were: -15.9 for Year 4 and - 15.8 for Year 6.  

Developing teachers' knowledge of the Sacraments will result in growth in students' understanding of rituals and applications of the Sacraments to their life. |
| Steps to be taken to achieve Priority 1 | These will include:  
- working collaboratively with the parish priest to develop a model that includes more parental involvement in the parish based Sacramental program  
- parent education on the Sacraments and the importance of Sacraments in our lives  
- professional learning meetings and co-teaching with teachers to build their capacity in understanding the Sacraments and scriptural links  
- explicitly teaching the links with Scripture and the spiritual sense in programming |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To develop oral language through purposeful talk and active listening to improve reading and writing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Student learning needs, as highlighted by NAPLAN data and literacy continuum cluster growth, indicate an oral language focus is required to enhance the development of reading, writing and communicating. Oral language underpins both reading and writing development. 'Reading and writing floats on a sea of talk'. This goal will build upon the 2017 goal of sentence fluency and building word consciousness.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | Steps towards achievement will include:  
- developing an understanding of the reciprocity between reading and writing and the importance of modelling rich language and vocabulary  
- planning and embedding oral language opportunities within the curriculum  
- increasing the quality and quantity of student talk by explicitly teaching vocabulary and speaking and listening skills  
- students taking responsibility for their learning by engaging appropriately, setting personal goals and reflecting on their goals |
| Priority 3 | To develop all students' ability to use reasoning strategies to solve mathematical problems |
| **Reason for Priority 3** | Building on the 2017 goal which focused on multiplicative thinking, the 2018 goal broadens our focus to include reasoning strategies in all domains. The development of mathematical vocabulary/language is a significant aspect of the goal. NAPLAN data indicates that reasoning is an area for improvement across all number strands. The data indicates that results decrease as the problems become more complex and as the duration of the task increases. |
| **Steps to be taken to achieve Priority 3** | Steps to achieve this priority will include:  
- focused professional learning on reasoning strategies  
- staff administering and analysing MAI data in February 2018  
- creation of learning profiles for all 2018 students  
- development of differentiated learning programs  
- conducting case management for the most vulnerable students  
- continuing to build mathematical vocabulary  
- developing a common understanding of James Nottingham's learning Pit  
- further, developing assessment as learning. |
Community Satisfaction

Parent satisfaction

Analysis of the data from Quality Catholic Schooling (QCS) survey indicated that overall our parents' perceptions of St John’s Primary School were positive. Parents/carers:
- acknowledged that the behaviour of staff was consistent with a ‘faith-filled’ school community and gospel values were promoted
- felt that the school was ‘welcoming’ and provided opportunities for parents/carers to be involved in their child’s education
- believed Transition programs were a major strength
- expressed satisfaction that the school’s reporting system showed an increase in the level of satisfaction on the indicators of success
- saw again this year that the Catholic culture of the school was a significant strength, particularly in the domain of ‘compassion’
- expressed a high level of satisfaction with staff engagement, that staff were fully engaged in the teaching learning process and passionate about delivering quality and stimulating learning programs to meet student learning needs

There was a perception, however, that student motivation was lower than expected and connectedness to peers and school was an area to investigate further.

Student satisfaction

The analysis of data from the QCS survey indicated students placed a high level of importance on being involved in a Catholic school and being connected to the parish of St John the Evangelist.

Students:
- believed they were given opportunities to reflect on their faith, pray together, and celebrate liturgies and the Sacraments
- placed a high degree of value on ‘compassion’ and believed they had the opportunity to act in compassionate ways
- generally felt safe and supported at school but also felt classroom behaviour should be an area to mark for improvement
- indicated that they felt comfortable in the classroom with their teachers and their peers and they felt that the learning was both interesting and enjoyable
- believed they were motivated and wanted to do well in their learning but also indicated that they were not always confident in their ability to learn

Teacher satisfaction

Teaching and non-teaching staff completed the QCS survey.

Staff satisfaction with the Catholicity of the school was high and the staff indicated:
- that working in a Catholic school and the close link with the parish was important to them
- that staff relationships and interactions (staff, parents, students) were consistent with a Catholic culture

Staff data demonstrated:
- their enthusiasm for the work and a sense of enjoyment engaging with colleagues
- their sense of ‘ownership’ and responsibility for the school goals, policies
- school improvement focus was high, indicating that teachers were working towards maintaining high standards and quality teaching learning practices
- parent partnerships as a contributing factor to ensuring student achievement

Areas for further improvement indicated by the data suggested:
- a need to explore further a ‘team’ approach to problem solving
- ‘focused feedback’ as a strategy for teacher professional development
- developing a deeper understanding of role clarity
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.

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>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>
<tr>
<td>2017</td>
<td>46</td>
<td>56</td>
<td>102</td>
</tr>
</tbody>
</table>

The student population continues to fluctuate at St John's Primary School owing in most part to the re-development of Riverstone. Families move out of the area to make way for the new development.

It is anticipated that enrolments will increase in the next three to five years as new families move into the area.

Financial challenges of some families have also had an impact on the school's retention rate.

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>95</td>
</tr>
<tr>
<td>Year 1</td>
<td>82</td>
</tr>
<tr>
<td>Year 2</td>
<td>81</td>
</tr>
<tr>
<td>Year 3</td>
<td>90</td>
</tr>
<tr>
<td>Year 4</td>
<td>76</td>
</tr>
<tr>
<td>Year 5</td>
<td>90</td>
</tr>
<tr>
<td>Year 6</td>
<td>94</td>
</tr>
<tr>
<td>School Average</td>
<td>87</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>24</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>5</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in
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 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 procedure that is followed when poor choices in behaviour are made by students. 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 named 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 2017. The steps in the flowchart are continually monitored and have been adjusted when necessary, in order to improve practices and procedures further.

Individualised behaviour plans have been developed for students with more challenging behaviours. These plans were created in consultation with student services, teachers, counsellor, principal and parents.

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.

St John's Primary School does not accept 'bullying' in any form. The school has an anti-bullying policy in line with the CEDP system policy. The school in consultation with the relevant stakeholders addresses any suggestion of 'bullying' immediately.

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

The CEDP Student Services Team is available to all schools to provide additional support in matters of student well being. The team also provides ongoing support and professional development to teachers. Student services also makes available relevant resources for school/teacher use.

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 2017.
Section Eleven: Financial Statement

**Income**

- Commonwealth (65%)
- Capital (0%)
- State (22.8%)
- Fees (10.1%)
- Other (2.1%)

**Expenditure**

- Capital (0.3%)
- Salary (74.6%)
- Non-Salary (25.1%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,528,839</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$536,415</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$237,875</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$49,567</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$2,352,696</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$7,562</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,696,850</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$571,368</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$2,275,780</strong></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.