

2022



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## Message from key groups in our community

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### Principal's Message

It is with pleasure that I write the 2022 Annual School Report on behalf of the community of St John's Lambton. The completion of an Annual School Report is a requirement of the NSW Education Act (1990). This report is an opportunity to provide all stakeholders with a summary of St John's educational and financial performance and policies, for the past school year. It provides a detailed account of the progress the school has made to provide quality educational opportunities for all students, as set out in the school plan. It outlines the findings from school, system and national assessment programs, all of which reflect the impact of key school strategies for improved learning and their benefit to all students. The Annual School Report is a balanced and genuine account of the school's achievements throughout the year, with a view to areas for development.

As a Catholic school, the teachings and doctrines of the Catholic tradition are central to our actions and interactions. St John's strives to meet the needs of the children, providing a rigorous academic curriculum as well as a quality Religious Education program. St John's 2022 School Improvement Plan encompassed a clear and systematic approach to raising student levels of achievement, building teacher capacity, further strengthening the staff collaborative learning community and improving outcomes for every student. St John's is committed to ensuring quality literacy and numeracy teaching and encourages all students to strive for excellence. St John's is well resourced, with the provision and access to a wide variety of technologies and excellent learning environments for both staff and students.

### Parent Body Message

St John's School has had a successful 2022 with many wonderful new additions to the school and greater opportunities for parent and carer involvement due to the lessening of restrictions from Covid 19.

We welcomed our new principal, Shannon McGregor and appreciate the dedication and hard work she has shown in transforming the schools' learning spaces, physical and creative play areas into a more usable and enriching space for our students.

St John's School acknowledges the experience parents and carers can provide in the classroom and is most welcoming of their participation in activities such as excursions, sport days etc. Social occasions, such as Catholic Schools Week, Open Days, Sporting Carnivals, Musicals and School Assemblies, are always well supported, due to the openness and encouragement provided by the school, as well as the desire

The parent body is actively involved and consulted on events and happenings in the school and continues to be very engaged in activities at St Johns. Early in 2022, the St John's parent body voted to transition from the long-standing P&F Association model, to the new Parent Engagement Group (PEG) Model. It was felt that this new model offers benefits for our school and importantly is a better fit for our parents and carers to continue to be actively involved in their child/children's education going forward. Meetings are held each term and provide a forum for parents and carers to provide input and requests for an educational component they would like to see presented. We support the school through fundraising with our biggest contributions in 2022 coming from the 'Run for Colour," held in May and the Canteen. Proceeds from fundraising activities have gone directly towards improvements to the school playground and the purchase of additional IT resources now allowing 1-1 devices for children in Years 4, 5 and 6 and the installation of 8 new Interactive Smart TV's in all classrooms.

I would like to thank you the teachers and staff at St John's for the wonderful learning environment, continued focus on our students wellbeing and a wonderful year.

### Student Body Message

Leadership is an opportunity for personal growth and development. As school leaders, we understand that we can impact the culture and values of the school. St John's school community expects the whole of Year 6 to work cooperatively and to support the school, taking on and sharing the many responsibilities that are a part of the role of a school leader. We love leading school liturgies, awards, and birthday celebrations each Monday. We also greet visitors to events, assisting at special celebrations and welcoming Kindergarten students and their families into the St Johns Community. As the school leaders of St John's, we are looking forward to representing our school in Anzac parades and other rewarding services. These are just some of the things we do as leaders at St John's. It has been a very rewarding experience and we appreciate all that we have learnt and experienced this year.

St John's School Leaders of 2022

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## School Features

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St John's is a single stream school with children from Kindergarten to Year 6. The school was established in 1883 by the Sisters of Mercy. St John's works in partnership with families to provide a quality education, supporting wellbeing, engaging students in purposeful learning; monitoring, sharing and celebrating learning; and connecting students

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
87	102	54	189

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 84.83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
79.26	85.27	83.17	88.54	86.21	86.06	85.31

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	21
Number of full time teaching staff	5
Number of part time teaching staff	11
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



## Summary of professional learning at this school

Across the course of 2022, targeted professional learning built staff capacity to support the school's priority areas and school improvement goals. Professional Learning (PL) in 2022 included:

Catholic Formation and Mission

Faith Formation Staff – Theology of the Child

“One Heart, One Soul” Reflections focusing on Kerygmatic Leadership

Unpacking the English Syllabus

Learning: Literacy, Numeracy and Wellbeing

Leading Learning Collaborative – using Learning Intentions & Success Criteria

Successful Foundations

Gifted Education PL including Virtual Academy

PP&D - Principals and Assistant Principals

Safeguarding – staff training

CPR and Emergency Care Update – face to face

Teachers met regularly and worked in collaborative teams to share knowledge, expertise and learning.

Leadership: focused on effectiveness, performance and improvement.

Professional Practice and Development

COSI Safeguarding Audit

Service and Governance

Professional Inductions – Diocesan, School and WHS

Safeguarding PL

Good Governance Module



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## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St John's Lambton is a community of learning, characterised by high expectations for learners to achieve excellence, academic growth, innovation and purpose, within an environment that engages, empowers and enables.

The key aspect of St John's improvement focus is student learning. To maintain this focus St John's developed processes that provide both a clear understanding of students' needs as individual learners and meaningful learning experiences informed by an understanding of learners. Learning environments at St John's are reflective of the Catholic identity and life of the school, with a strong commitment to pastoral care and student wellbeing for learning.

With an understanding of what students already know and can do, teachers design learning experiences that matter for students, where the content and scope and sequence of these learning experiences is informed by the NSW curriculum. Children who need assistance in a particular area of learning are identified by both norm-referenced tests and teacher constructed assessments. Selected students are given assistance .75 0 0 0.75 3m53 145 0 067 Tf0.75 0

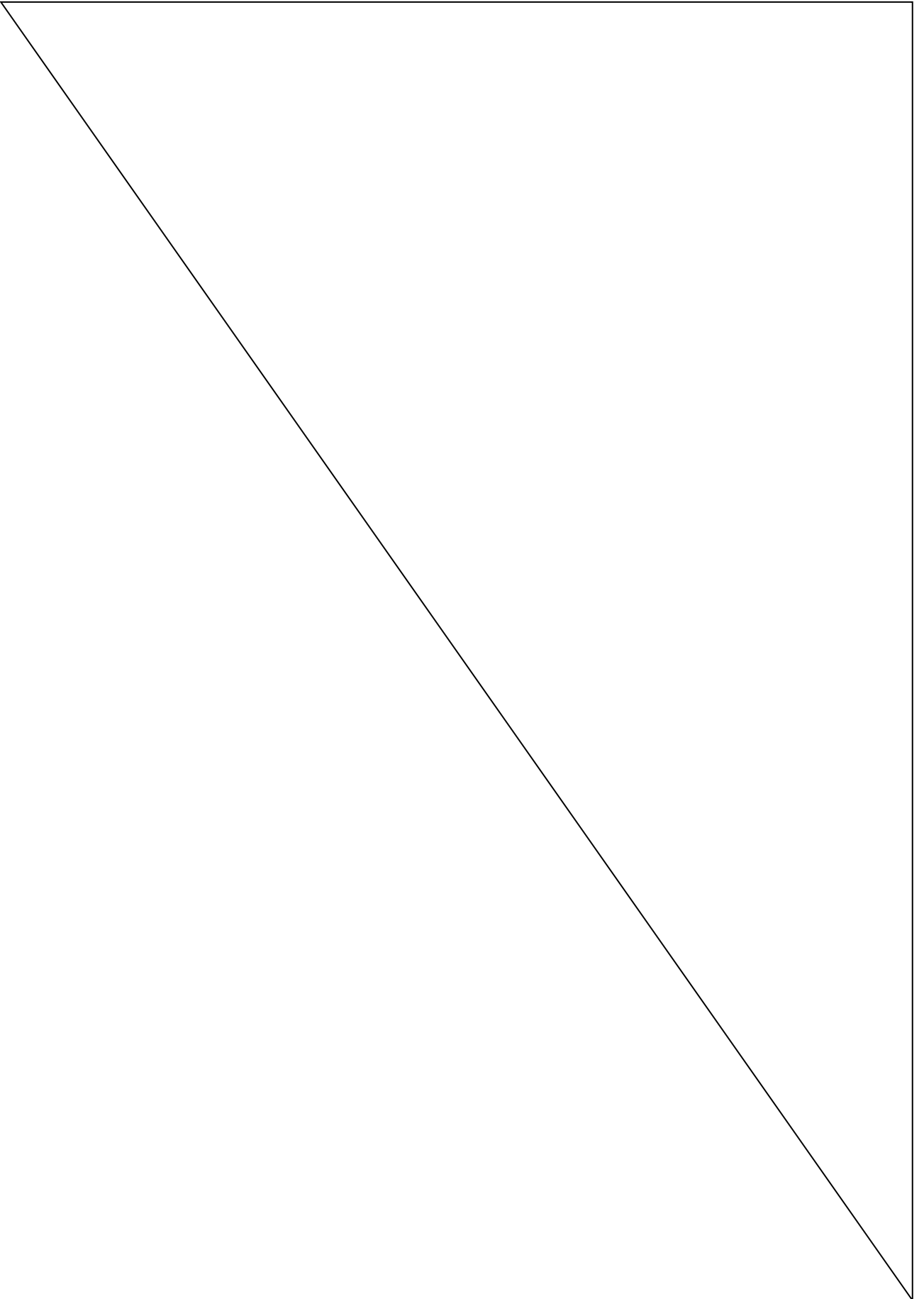
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## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in **aspects** of Literacy and Numeracy.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be

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## School Improvement

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The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

In 2022, St John's





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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all

Vincent de Paul initiatives and community charities. Recent student survey comments include: "I like that my school is very welcoming and treats everyone fairly." "The things I love about my school is the teachers, community and class mates." "I like that we have good teachers (BEST) and a good principal. I like that I have amazing friends. I like that everybody cares about me and other people. I like that we are learning and that we are getting smarter. I like that the teacher helps me when I need help. I like that my friends help me when I am sad or unhappy."

### Teacher satisfaction

The staff of St John's agree that the school has a strong Catholic Identity, that teaching and learning is of a high quality, that there are ample opportunities for professional learning and that the school is well administered. The staff further express satisfaction with the expectations, support and current direction of the school. The staff team works together to improve outcomes and provide for the learning and growth of all the students at the school.

Staff are encouraged to share their skills and abilities and are committed to the welfare, growth and development of all students. Recent survey comments from staff include:

"St. John's is the most beautiful, caring school I have ever had the privilege of being part of. The Executive Team truly work as a seamless, supportive team...they are supportive of staff and supportive of one another. The Executive Team are open-minded and each one leads in a peaceful and calm manner, walking alongside each member of the school community." "I really love the support and co-operative nature of the staff at the school environment. It makes the school a better place." "A school environment and staff morale is strongly dependent upon those in leadership and St. John's Leadership Team is second to none. I feel supported at all times and know that there is no judgement from any of those in Leadership. I feel safe and supported and as though I can allow my own true colours to shine without fear."

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,242,913
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$592,097
Fees and Private Income <sup>4</sup>	\$327,869
Interest Subsidy Grants	\$8,638
Other Capital Income <sup>5</sup>	\$147,266
<b>Total Income</b>	<b>\$3,318,783</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$1,231
Salaries and Related Expenses <sup>7</sup>	\$2,189,896
Non-Salary Expenses <sup>8</sup>	\$967,722
<b>Total Expenditure</b>	<b>\$3,158,849</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
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- 5.
- 6.
- 7.
- 8.

END OF 2022 REPORT