About the Annual School Report

St John’s Lambton is registered by the Board of Studies as a member of the Catholic system in the Dioceses of Maitland-Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2014 and gives information about 2014 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

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.

Messages from Key School Bodies

Principal

It is with pleasure that I write the 2014 Annual School Report on behalf of the St John’s Lambton community.

St John’s Vision – “In the tradition of Mercy, Inspiring minds, Growing in Christ” was developed in 2014 and reflects the past, present and future direction of a school that is committed to working and praying together. St John’s is a community that welcomes and reaches out to all, striving to bring God’s kingdom of compassion and justice to the school, parish, community and world. During 2014, St John’s focused on further developing the ‘tradition of Mercy’ coming together with compassion and justice and continuing our involvement with the St Vincent De Paul by further expanding the membership and work of Mini-Vinnie’s and actively supporting those in need in the community.

St John’s school serves the parish of Holy Trinity Blackbutt North, reflecting the ethos – “conscious of the Lord’s call to ‘love one another’ we are committed to working and praying together to become a community of Christ’s disciples that welcomes and reaches out to all.” Gospel values and principles underpin all aspects of school life. This is evident in the school’s involvement in parish life, with the sacraments and as a Church community. As a Catholic school, the teachings and doctrines of the Catholic tradition are central to our actions and interactions.

St John’s is continuously striving to meet the needs of the children in our care providing a quality, co-educational Religious Education program as well as a quality academic curriculum. In 2014, we continued to focus on better providing for the learning needs of all students introducing online diagnostic testing and using data to better inform teaching and learning experiences. Students are encouraged to strive for excellence in all that they do. St John’s is committed to ensuring quality literacy and numeracy programs and works to meet the learning needs of all students. Our children performed very well in the NAPLAN assessments in both literacy and numeracy. St John’s is well resourced with the provision of multiple learning platforms, a wide variety of technologies and excellent learning environments for both staff and students.

The school continued to support the work of Catholic Mission, Caritas and Project Compassion recognising our responsibility to assist those less fortunate. Students participated in the total life of the school, being involved in many activities including leadership programs, Kids Matter, Bounce Back, and a buddy program as well as incursions and excursions. The school continues to be a force in identifying and supporting social justice issues.

In 2014, St John’s had numerous individual and team successes in sporting, cultural and academic endeavours. We are extremely proud of the achievements of the students and staff and the way we responded to the call to build a strong community of learning and support. Overall, St John’s continues to shine as a school of innovation and excellence.

I’d like to thank the staff, the parish priests and the parents for their dedication and support. I would also like to thank the children, for the joy they bring to each and every member of this school community. This report is available to you on the school website or by enquiry at the school’s office.

I commend the report to you.

Annie Duggan
Parent Body
The Parents and Friends Association (P&F) play an active role supporting the children, the school and wider community. The social and fundraising committee has worked very hard providing opportunities for the parents and children to enjoy the social dimension of our school. The P&F is pivotal in assisting the school with fundraising to enable the purchase of key resources. During 2014, the P&F supported the operation of the school canteen as well as providing the much needed resources, including extensive technology and classroom resources.

Parents and Friends Association, President Paul Saccasan

Student Body
As St John’s school leaders, we have been given many opportunities to represent our school throughout 2014. These include leading the school liturgical celebrations and the award assembly each Monday, greeting visitors to events such Catholic Schools Week, assisting at special celebrations and welcoming our Kindergarten students and their families.

As the student representatives, we have also been involved in significant local events such as the ANZAC and Remembrance Day ceremonies at Lambton R.S.L, Leadership days and the games at cross country. These are just some of the things we do as leaders at St John’s. We organised fund raising activities such as fun days, out of uniform days and a talent quest to support the Mini Vinnie’s initiatives and Catholic Missions, and have enjoyed sharing ideas with the school leadership team. It has been a very rewarding experience and we appreciate all that we have gained from being given such an opportunity. St John’s is a great school.

Who We Are

History of the School
St John’s is a single stream community encompassing Kindergarten to Year 6. Our school was established in 1883 by the Sisters of Mercy to educate the children of miners and workers employed in the nearby mine. The mine has since closed, but St John's has gone from strength to strength as a leading school, assisting families in the development of their children as well as exploring practical ways in which students are able to incorporate 21st century technology into their learning.

Location/Drawing Area
St John’s Primary School Lambton is located in Dickson Street Lambton across the road from St John’s Catholic Church. Within walking distance is historic Lambton Village, encompassing the Elder Street shop fronts and 12 hectares of parkland, recreational equipment, tennis courts, sports fields, Lambton Library and an Olympic swimming and diving pool. Students readily access these facilities as they are a short stroll from the school.

St John’s draws from the surrounding suburbs of Lambton, North Lambton, Lambton Gardens, Silver Ridge and Jesmond. Students from other nearby suburbs may also seek enrolment at St John’s. St John’s provides for all children (where possible), who seek a Catholic education, catering for the individual needs of each child equitably within the constraints of the available teaching and material resources. Parents enrolling their children in Catholic schools are encouraged to give support to parish and school life, especially in the area of an education in faith.

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

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students with Disabilities (SWD)
Religious Dimension and Culture of School Life

Catholic Identity
St. John’s demonstrates a deep commitment to Catholic beliefs and traditions, visible in our words, our actions and our dedication to living the gospel values and promoting social justice. We recognise the importance of growing the faith of our children, staff and community. St. John’s embraces the school motto of ‘love one another’ (John: 13:34) and strives to demonstrate a commitment to this in all areas of school life. We acknowledge our Catholic identity and the Mercy tradition on which St John’s school was founded and work to embed the pillars of Mercy - Compassion, Justice Respect, Hospitality, Service and Courage - in our everyday actions. We celebrate these aspects of our identity in a variety of ways - in daily prayer, Religious Education lessons, at whole school liturgies and assemblies and at class masses. We acknowledge the traditions and original ownership of the Awabakal people, the first custodians of this land. We are united in our pursuit of living gospel values and promoting social justice. Social justice initiatives include: Mini-Vinnies, Mercy Works, fundraising for SVD, Caritas and Project Compassion.

Our educational perspective is based on a strong foundation of Catholic faith traditions and concepts. These are enmeshed in the school philosophy and across all areas of curriculum. Christian values and attitudes underpin our relationships, policies and procedures across all KLA’s as well as in our management and organisational structures.

The School as part of Parish and Diocesan Life
The school was founded by the Mercy Sisters in 1883 and the mounting of the original Mercy school gate onto the library wall is in honour of St John’s charism. St John’s participates actively in the life of Holy Trinity Parish Blackbutt North, with which strong connections have been forged.

Parish links are fostered by the active membership and involvement in the Parish Council, the Parish Sacramental Team and weekly attendance at parish mass, school/parish Sunday mass and through an active support of the parish sacramental program. Staff and parents are invited and regularly participate in the life of the parish and all liturgical celebrations are promoted via the school’s newsletter and website. The REC is an active member of the Parish Sacramental Team, where parents are recognised as the primary educators of their children. The teachers support the parents and children in their preparations for the sacraments, including teaching the Confirmation, Eucharist and Reconciliation units of work simultaneously with Parish preparation.

The staff attended diocesan events such as the ‘Called to Serve Mass’. Students also attended a mass celebrating the Mercy tradition and honouring the work of Venerable Catherine McAuley at St Columba’s Adamstown. St John’s was represented at the Catholic Schools Week Mass and the launch of Project Compassion in the Diocese as well as the Mission Mass.

Teaching of Religion
The teaching of Religious Education is a prime focus at St John’s, with daily lessons timetabled. The Diocesan K-12 Syllabus & Resource Units are the primary sources of curriculum. Varied resources are sourced & used by the teaching staff including a wide variety of digital & visual technologies. Creativity in the teaching & learning of RE is encouraged. Stage 3 teachers used the new syllabus units in 2014.

The teachers at St John’s are accredited to teach Religion & understand the requirement to update skills by undertaking the required hours of professional development. Staff attended professional development courses to maintain their accreditation status including staff inservice days with Sr Lauretta Baker developing our vision. Several staff members are currently updating their qualifications with post graduate study. Opportunities are provided for staff to fulfil the professional development requirement and participation in parish faith development programs is encouraged. Students are offered opportunities to participate in meditation in class and sometimes during school lunch breaks.

In 2014, Year 6 participated in the Diocesan Religious Literacy Assessment with students achieving 5 High Distinctions, 13 Distinctions and 8 Credit certificates. As a school we achieved well above the diocesan average in all areas.

Retreats and Faith Development Programs
St John’s students, staff and parents are offered opportunities for ongoing spiritual and faith development. Each week a different class prepares and presents the Monday morning liturgy which is based on class work in Religion or special feast days. Great value is placed on beginning each school week with reflection, liturgy and hymns and parent and community attendance at these liturgies is a testament to this.
In Terms 2 & 4, staff at St. John’s participated in ‘Visioning Workshops’ presented by Sr Lauretta Baker with a focus on working in consultation with stakeholders to create a new vision for the school.

Values and initiatives to promote respect and responsibility

The promotion of respect and responsibility is integral to St John’s philosophy and core purpose. As a community we maintain an expectation of ‘respect for all’ & promote the growth of shared responsibility through a number of school initiatives.

St John's further investigated the ‘Kids Matter’ framework with a focus on fully implementing components 1 & 2. ‘Bounce Back’ lessons continue to foster the values of fairness, cooperation, caring, understanding and tolerance, effectively supporting the social and emotional growth and education of students. Volunteers from the parish and parent communities were trained in the Learning Assistance Program (LAP). Both LAP and the Seasons program were offered to students in 2014.

‘Making Jesus Real’ (MJR) built further on our core values of respect, responsibility and care & compassion for others and our world. These core values are fundamental to St John’s and the principles and teachings of MJR have further reinforced and celebrated our mission to live like Christ each day. These values were further reinforced in our school visioning and in the way the school welcomed parents, grandparents and other visitors on several occasions throughout the year.

Cultural acceptance and understanding was fostered throughout 2014 through various teaching and learning opportunities and celebrations such as Harmony Day and regular class liturgies. St. John’s held a variety of fundraisers throughout the year to support Catholic agencies such as Caritas, Catholic Mission and the St. Vincent De Paul Society. Other agencies were also supported such as ‘Footy Colours Day’ and ‘Wear a Hat for Brain Cancer’ with funds going to cancer research.

Social Justice Initiatives included the continuation of the Mini Vinnie’s group with 48 students from Years 4-6 being inducted into this group in 2014. The parish family liaison officer attended regular Mini Vinnie’s meetings to share insights and provide support. Mini-Vinnies fundraising events assisted the SVD Winter and Christmas Appeals, Project Compassion and Catholic Mission. A very successful ‘Meals Committee’ continued in 2014 with volunteers from the parent body, supporting families in need in the community through the provision of emergency meals.

Policies

Enrolment Policy

St John’s Lambton follows the guidelines provided by the Catholic Schools Office Enrolment Policy 2014. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Student Welfare

There was no change in the Student Welfare Policy during 2014. A full copy of the current policy is available at the school office.

Discipline

The Discipline Policy, along with the Anti-Bullying Policy, is an integral part of the welfare plan of the school. The policy is reviewed in consultation with parents and teachers and is closely linked to the Pastoral Care and Student Management Policy. Procedural fairness is at the foundation of all practices used in the school. This focus is communicated to parents in the school newsletter and at weekly assemblies. There was no change to the “Pastoral Care and Student Welfare” Policy (which incorporates Discipline and School Rules) during 2014. A full review of this policy is scheduled for 2016. A full copy of the discipline policy is available from the school.
Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St John’s Anti-Bullying Policy is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2014), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of parents / carers and the wider community. These concerns may include children’s learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or on the Catholic Schools Office website. The policy and associated support material was updated in 2014.

Student Achievements

Academic Achievements

St John’s promotes high expectations and encourages all students to participate in a broad range of assessments and development activities across a number of key learning areas.

Throughout 2014 a significant number of students from St John’s participated in a range of school, regional, diocesan, state and national academic endeavours. Great results were gained in various national Mathematics, English, Spelling, Science, Computer and Writing Competitions. NAPLAN results in Literacy, Numeracy and Writing for Years 3 and 5 indicate a high standard of academic achievement at St John’s. Year 6 students achieved outstanding results in the Religious Literacy Test administered in schools across NSW.

Students were given opportunities and participated in a variety of enrichment activities both in and out of school across several KLA’s. Students with special needs were supported, both in classrooms and on the playground and given opportunities to develop to their full potential. Programs such as Lexia, MiniLit and Reading Plus supported students in literacy. Book Week was celebrated across the whole school, with children participating in class activities aimed at improving outcomes in reading and writing, as well as a whole school parade, book celebration and shared class activities.

The school’s technology base and ICT teaching programs were further developed in 2014 with the 1:1 laptop program continuing in Year 5 & 6 classrooms. Students from Kindergarten to Year 4 use iPads for creative activities. All classroom teachers use interactive whiteboards and access professional learning in this area. The school library has an extensive computer bank which all students use regularly. Many teaching & learning programs at St John’s are delivered using computer technology.

Students from St John’s had significant achievements in many areas including: debating, public speaking, the Herald newspaper competition & NBN’s Junior Journos to name a few.

School Academic Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive approach to raising student levels of achievement further strengthening St John’s professional learning community.</td>
<td>Staff participate in professional development aimed at further enhancing consultation, teacher collaboration, growing trust and establishing common goals. Establishing a standard agenda item for staff meetings focusing on assessing &amp; planning continuous improvement goals, strategies, and actions as related to the school improvement plan.</td>
</tr>
</tbody>
</table>
Priority | Steps taken to achieve the priority
--- | ---
Target the teaching of K-6 Mathematics to improve student achievement in numeracy. | Work with exec staff to develop school plan for data analysis, resourcing the plan as required. Develop leadership and staff capacity to navigate, analyse and utilise SMART data. Implement all aspects of the plan including analysing the data, working through strategies & keeping to established timelines. Develop agreed practice in the teaching of mathematics and implement aspects in classrooms.

Improved student achievement in comprehension. | Implement a comprehensive K-6 assessment schedule including the use of continuum K – 2. Implement tracking of assessment data K- 6 Review and develop scope & sequence focusing on comprehension strategies. Develop effective pedagogy including teacher reflection upon practice.

Performance in National Testing

National Assessment Program - Literacy and Numeracy (NAPLAN) 2014

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs. The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The school results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

St John’s staff used the NAPLAN data to identify limitations and to set specific learning targets for improvement. SMART learning targets in numeracy, reading & comprehension achievement were established for students at St John’s. A standard agenda item was established for staff meetings focusing on continuous improvement goals, strategies and actions. Pedagogical goals were set in line with improvement goals and the school focus, suitable resources were accessed and staff, team and professional learning meetings rescheduled. Teachers are working together to grow their skills and to provide students with quality, data driven teaching and learning experiences.

| NAPLAN Program 2014 - Year 3 | Percentage in Skill Band |
|---|---|---|---|---|---|
| Band 6 and Above | St Johns Primary School Lambton | 28.0% | 28.0% | 44.0% | 8.0% | 32.0% |
| National Performance | 24.5% | 21.1% | 27.4% | 11.4% | 14.6% |
| Band 5 | St Johns Primary School Lambton | 48.0% | 36.0% | 24.0% | 32.0% | 36.0% |
| National Performance | 21.7% | 22.6% | 22.5% | 27.7% | 21.6% |
| Band 4 | St Johns Primary School Lambton | 8.0% | 20.0% | 20.0% | 36.0% | 16.0% |
| National Performance | 22.5% | 23.2% | 21.6% | 29.8% | 27.2% |
| Band 3 | St Johns Primary School Lambton | 16.0% | 16.0% | 12.0% | 16.0% | 16.0% |
| National Performance | 16.2% | 16.2% | 14.6% | 17.9% | 21.2% |
| Band 2 | St Johns Primary School Lambton | 0.0% | 0.0% | 0.0% | 4.0% | 0.0% |
| National Performance | 8.6% | 9.5% | 7.5% | 7.0% | 10.0% |
| Band 1 | St Johns Primary School Lambton | 0.0% | 0.0% | 0.0% | 4.0% | 0.0% |
| National Performance | 4.5% | 5.3% | 4.4% | 4.2% | 3.4% |
Cultural Achievements

In 2014, St John’s participated in many cultural and community events. Stage 3 students attended Leadership workshops aimed at promoting positive role models, educating students about leadership and excellence, and inspiring and empowering students to make a positive contribution to the school. School leaders also attended several community events including representing St John’s at ANZAC Day ceremonies, syllabus and program launches and other events. Years 5 & 6 students participated in the RSL ANZAC essay competition with several students’ work being selected for commendation. The school leaders attended the Diocesan Mission Mass and students took part in Clean-Up Australia Day activities. Year 6 students presented a news segment as a part of NBN’s ‘Junior Journos’ program. Several students took part in ASPIRE - the diocesan initiative focusing on the creative arts and the primary classes attended ‘Diosounds’.

All students of St John’s participated in the presentation of our 2014 School Musical – “Aussie, Aussie, Aussie”. The children sang, played instruments, danced, mimed and acted a series of concert items around a theme of ‘what makes Australia great’. The performance ran over two days concluding with a booked out evening event. The musical was written and directed by our very talented music teacher providing all the students with opportunities to develop skills creating and performing on stage for an audience.

In 2014, St John’s continued the Newcastle City Council ClimateCam initiative, targeting methods to reduce environmental footprints. An environmental team made up of students and teachers worked on promoting positive environmental initiatives such as planning the school garden and educating the school community on reducing consumption and increasing recycling. Students monitored the schools waste, water and electricity usage over the course of the year and the program will continue into 2015.

Sporting Achievements

St John’s netball and soccer teams participated in the Macquarie Cup competitions across Terms 2 & 3. Several teams made it to grand finals with all the students displaying well developed skills and outstanding sportsmanship. St John’s continued its fine tradition participating in a number of sporting events including the Netball Gala Day at Newcastle, Backyard League football clinics, school swimming and athletics carnivals, cross country and Harmony Day games. A number of children tried out for regional sports teams in soccer, touch football, rugby league, basketball, hockey, rugby union, and tennis. Stage 3 students completed the surf awareness program at Nobby’s Beach and students in Years 2, 3 & 4 participated in an intensive swimming program in Term 4.

Other Highlights for 2014

Highlights at St John’s over the course of 2014 included:

- A strong focus on social justice and the reception of the sacraments encompassing our religious practices and values.
- St John’s celebrated Easter with all classes contributing to a liturgy depicting the events of Holy Week for the school and parish community. The 2014 School Musical was an outstanding display of talent & enthusiasm with every student involved and performing with aptitude. St John’s School Choir and School Band perform regularly for the school and the community. The school continues to participate in all parish celebrations and to organise regular school/parish masses.
A strong emphasis on literacy, numeracy and the development of information technology skills across all KLA’s to develop skills needed for the 21st century learner. A whole school focus in 2014 was the preparation for the implementation of the new Mathematics syllabus.

Students’ social emotional growth continued to be fostered by strong pastoral care and student support programs including Kids Matter and Making Jesus Real.

Staff

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>12</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>Nil</td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a)</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td>(b) 1</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>13</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>4</td>
</tr>
<tr>
<td>Grand total</td>
<td>17</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous | Nil

Professional Learning Undertaken

In 2014, the staff of St John’s took part in a variety of in-servicing and professional learning. The introduction & implementation of the mathematics curriculum was a focus for the school, with staff attending an introduction & workshops, implementation sessions and a conference. Work on aspects of the English syllabus, refining scope & sequences, curriculum mapping & programming continued throughout 2014 as well as workshops unpacking NAPLAN results. The Professional Learning Community (PLC) framework was introduced to all staff and will underpin all further professional learning at St John’s.

St John’s continued its push to increase the teacher’s ability to deliver quality learning in the IT framework. This was delivered by both internal and external providers. Three teachers attended a ‘Mac in the Classroom’ course in Sydney as well as IWB workshop. St John’s also hosted an iPad user group throughout the 2014 school year which was attended by all staff as well as teachers from other schools, the University and TAFE. A number of staff members attended the CSO hosted days on the English & Mathematics syllabuses, WH&S, Leadership, Kids Matter & working with students with needs. These staff members disseminated this information to others in staff meetings during the year. A number of staff attended workshops and an open day at the University of Newcastle. All members of staff attended CPR and First Aid training workshops as well as visioning workshops presented by Sr Lauretta Baker with a focus on developing a new vision and direction for St John’s.
Teacher Attendance
The average teacher attendance rate for this school is 95%.

Teacher Retention
The teacher retention rate from 2013 to 2014 was 100%.

Enrolments

Actual Enrolments 2014

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>17</td>
</tr>
<tr>
<td>Year 1</td>
<td>26</td>
</tr>
<tr>
<td>Year 2</td>
<td>31</td>
</tr>
<tr>
<td>Year 3</td>
<td>26</td>
</tr>
<tr>
<td>Year 4</td>
<td>31</td>
</tr>
<tr>
<td>Year 5</td>
<td>31</td>
</tr>
<tr>
<td>Year 6</td>
<td>27</td>
</tr>
<tr>
<td>TOTAL</td>
<td>189</td>
</tr>
</tbody>
</table>

Student Attendance

Percentage of student attendance by Year level and school average for 2014:

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.1%</td>
<td>95.5%</td>
<td>94.7%</td>
<td>95.9%</td>
<td>96.3%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

Managing 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 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligations under the Education Act (1990) the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student’s educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school-based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Annual School Priorities

St John’s worked with all stakeholders to develop a new school vision, further promoting a sense of invitation, welcome and inclusivity between the school and the parish, and supporting opportunities for developing ongoing partnerships. Access to Eucharistic celebrations was provided to students, staff and families and the staff continued to develop their delivery of appropriate, creative and meaningful liturgical experiences. Social justice initiatives such as Mini Vinnies & regular fundraising for SVdeP,
Caritas, Mercy Works and Catholic Mission were further developed and the facilitating of a whole school approach to pastoral care, behaviour support and student wellbeing continued. Explicit goals for achievement in literacy were set and the teaching of mathematics was established as a target for improvement. A review of school operations including policies, structures, roles and resource provision was commenced.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revitalising the school vision &amp; consolidating shared values and beliefs.</td>
<td>Staff participate in visioning of school, working together to establish shared values, beliefs and goals. Staff build positive professional relationships with each other, students, families and the parish community. Teachers analyse areas of strength and limitation and set personal development goals. Staff acknowledge notion of shared responsibility for student learning while a culture of trust and teacher development is established.</td>
</tr>
<tr>
<td>Further strengthening the professional learning community, working together to improve practice.</td>
<td>Introduce the PLC framework focusing on the big ideas &amp; key questions. Staff work together to assess, discuss &amp; improve practice.</td>
</tr>
<tr>
<td>Enhancing student learning with a focus on specific learning targets with a strong emphasis on using data to inform teaching and learning.</td>
<td>NAPLAN and other data analysed to identify SMART school targets for student achievement in the area of numeracy. Staff participate in quality PL in mathematics unpacking the NSW mathematics syllabus. Developed and implemented agreed practice in the teaching of mathematics at St John's.</td>
</tr>
</tbody>
</table>

**Community Satisfaction**

A high level of community satisfaction with St John's has been maintained throughout 2014. St John's school environment has improved with the furthering of playground options and the maintaining of quality facilities. St John's is a community of welcoming and care. The pastoral care and welfare of all students and their families is of paramount importance. Emphasis on involving the whole school community is evident in the level of participation of parents and families at all school liturgies, masses, functions and events as well as participation in several community events. Respect for self, others and the environment is taught explicitly at St John's and is clearly evident when visitors enter the school, interact with students and in conversations with the staff. Expressions of satisfaction from members of the school community include regular correspondence with stakeholders and visitors who find St John's to "have a really welcoming and positive approach to learning". Other comments include "the school has a great community feel in which everyone & their contributions are valued" and "St John's grows great kids. The children are at the centre of everything that happens at the school". Several parents commented that they chose St John's because of the excellent education offered in a community of care.

**Financial Information**

The following graphs represent the income and expenditure for St John’s Primary School, Lambton for the school year ending 31 January 2015 as aggregated from the annual returns to the Australian Government’s Department of Education, Science and Training.
Concluding Statement

During 2014, the students at St John’s have continued to grow, learn and be challenged in a safe and stimulating environment. The parish community continued to be actively involved in the events at the school and the school continues to be an integral part of the parish community. 2014 has been a wonderful year for St John’s. As a community we have worked together striving for excellence and ensuring our students receive a quality teaching and learning experience.

As Principal, I’d like to express my appreciation of parents and staff for their support of the students. I would also like to thank the parish and the local community for their support of St John’s school.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au