



St John's Primary School

2024 Annual School Report



St John's Primary School
5 McCulloch Street
Riverstone 2765
0298543000
Riverstone@parra.catholic.edu.au
www.stjohnsriverstone.catholic.edu.au

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 carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

Key Messages

From the Principal Mrs Jane Misek.

St John's Primary School is part of the Catholic community of Riverstone and its surrounding areas. At St Johns we are committed to ensuring that everyone has a sense of belonging and is nurtured in a supportive, inclusive environment. We encourage every member of our community to become self-determined and confident lifelong learners with hope, passion and purpose to achieve the best learning outcomes they can while being guided by our Catholic faith.

We are proud to belong to a community alive with faith, where we live responsibly, love like Jesus and grow and learn together. With St John as a role model, we place high value on loyalty, friendship, learning and the wellbeing of each other.

We have a commitment to ensuring our students are able to think critically and approach tasks purposefully. Our students develop creativity, confidence and an enjoyment for learning. At St John's we provide the opportunities for students to develop spiritually, academically and physically in a secure and engaging educational environment which develops independent, curious, socially responsible lifelong learners.

Our motto, Strive to Achieve, guides us in all aspects of school life and encourages us to respond positively to challenges. We believe that education enables each individual to discover their own uniqueness, lifelong capacity and responsibility in the context of Gospel values and Catholic tradition.

Our teachers ensure that student learning is relevant and engaging, meeting each student's needs. They achieve this by identifying and building upon individual student strengths and needs. Learning is personalised, providing students with the opportunity to use their skills and extend their capabilities in a wide range of learning areas in order to flourish and reach their full potential.

We value our collegial partnership between home, school, parish and the wider community, working closely with our parents and carers to ensure the best outcomes for our children.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

St John's Primary, provides a nurturing and positive environment for the students in their care. The staff at St John's are committed to delivering quality teaching and

learning programs to meet the individual needs of all students and work closely with families to support student learning.

Students are encouraged to model the qualities of St John the Evangelist through their service, dedication, stewardship, dignity, compassion, hospitality and justice. The school provides opportunities for students to understand and value the Catholic faith through liturgies, prayer, sacramental programs and community-based initiatives. The school acknowledges and appreciates the diverse backgrounds of all students within community.

St John's supports all their families and welcomes engagement of parents and carers as partners in their child's learning and well-being. Parents are welcomed into the school to celebrate liturgies, picnic days, feast days and special events such as Mother's Day and Father's Day. There are also many opportunities throughout the year for families to be a part of school events such as carnivals, school discos, fun days and fundraising events.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

In 2024, students were able to join in many fun activities. We started the year with a whole school Mass where new students and Kindergarten students were introduced. The leaders were given their badges and read a pledge saying they will be a good role model and do their best to make the school a better place. We had a welcome disco that every student seemed to enjoy. and we celebrated Harmony Day which gave everyone the opportunity to wear their cultural clothing. We also had Dance Fever every Monday.

In Term 2 Stage 3 had an overnight camp to Canberra. They visited many famous landmarks which are special to the history of Australia. The whole school also had an Easter hat parade and rug reading where students were able to read with their family.

In Term 3 we had an Olympathon where everyone was in different colours of the rainbow and we celebrated book week.

In Term 4, we celebrated Remembrance Day with an assembly. The primary students participated in an incursion about recycling. Our school was invited to join in celebrating 120 years of the parish of St John's. Many students came and sang in the choir and each grade created a special artwork to display.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

St John's Primary School has a rich tradition and history. The founding sisters, the Poor Clares, began teaching at St John's Primary School in 1950. 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. Extensive building programs have been undertaken over the years. Learning spaces have been upgraded creating contemporary learning environments that allow St John's Primary School to offer a progressive and innovative learning. In 2014 the Stage 1 and 2 learning spaces were refurbished. A learning support room was created within Stage 1. In 2015 a terraced garden was created to enhance the entrance to Stage 3. A pedestrian ramp to Stage 2 was erected at the end of 2017. 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 aligned with 21st century teaching and learning pedagogy. In 2018 the Stage 2 space received another refurbishment to accommodate inquiry based learning. A major building project was completed at the end of 2020 which included a new administration space, new staff and visitor car park and extensive landscaping. In 2021 the School was successful in securing another building grant that was used to refurbish the student toilet facilities and the school canteen. A part of this project was the creation of an outdoor learning space for Stage 3. All buildings were fitted out with LED lighting and air purifiers. In 2022 we were able to upgrade the air conditioning in our learning spaces. At St John's Primary School we utilise a range of quality Information and Communications Technology (ICT) devices, platforms and applications to support the teaching and learning. In 2017 and again in 2020 we increased our ICT assets with apple televisions, cameras, chrome books and additional ipads. In 2022 all students in Stage 2 and 3 had access to a chrome book for their personal use.

Location / Drawing Area

St John's Primary School is located on the corner of Garfield Road and McCulloch Street, Riverstone and offers large learning spaces and outdoor learning areas, a school hall, spacious play and sports areas, a basketball court and handball courts. A cubby house, playground surface games and play equipment are available for use by Kindergarten and Stage 1. St John's Primary School serves Riverstone and its surrounding communities namely, Marsden Park, Box Hill, Oakville, Schofields and Vineyard. The school was founded on this site in 1950. St John's Primary School currently caters for 184 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 surrounding areas. The suburb of Riverstone is still undergoing a significant transformation - from the semi-rural environment of the past to a bustling suburb. With significant population growth in the North West of Sydney, the NSW approved the creation of 6 new suburbs and new boundaries for 7 existing suburbs. It is anticipated that, with the extensive residential and commercial development in the area, the school enrolments will

continue to grow. The School is a short walk from the Riverstone Railway Station, local swimming pool, medical centre, police station, library and shopping centre. The Riverstone town centre is scheduled to be redeveloped in the near future. Plans are underway at a state level for a major redevelopment of the road network. The upgrade will see the installation of more traffic lights and pedestrian walkways. Riverstone is serviced by local buses. A number of students from the School live in close proximity and walk to and from school. A Catholic Out of Care Centre (COSHCC) is available onsite for students who attend St John's. Our students can attend vacation care at St Joseph's, Schofield.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	29
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	12
Number of part time teaching staff	7
Number of non-teaching staff	10

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St John's Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's 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.

Specific and focused Professional Learning for the staff of the school this year has included:

- Teachers developed their knowledge and understanding of students with English as an additional language/dialect and phased all students according to the EALD learning progressions.
- Staff worked with our lead teacher to improve their Mathematical content knowledge using the new Mathematics curriculum.
- Staff worked to improve their teacher content knowledge and evidence based practices including the use of explicit teaching to support the varying reading needs of students.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Mini Vinnies team established at St Johns in 2024.
- Mini Vinnies Team coordinated our annual Winter appeal for our local community.
- Whole school involved in awareness raising activities to raise funds for Caritas during Lent.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff had a full day of professional learning with Elio Caprio reflecting on the Three Worlds of Text using scripture from the Gospel of Mark.
- In Term 3 and 4 all staff worked with the mission team to unpack the new Religious Education syllabus - Encountering Jesus.
- School principal attending a two week intensive 'Enhancing Catholic School Identity' at KU Leuven Belgium.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

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

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	93%	66%
Writing	97%	77%
Spelling	79%	61%
Grammar and Punctuation	75%	54%
Numeracy	89%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	93%	71%
Writing	93%	67%
Spelling	79%	68%
Grammar and Punctuation	82%	65%
Numeracy	79%	68%

Student Profile

Enrolment Policy

St John's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
103	105
Total Enrolments: 208	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	94%
1	91%	5	92%
2	93%	6	91%
3	92%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

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

Student Body Characteristics	
Language background other than English (LBOTE)	143
Students with disabilities (SWD)	47
Aboriginal and Torres Strait Islander	5

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St John's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Open Parachute wellbeing program used in all classes to support our student wellbeing framework.
- Staff worked together to unpack the CSPD wellbeing framework and construct a wellbeing wall to support student sense of belonging.
- The school implemented and launched a new PBS4L reinforcement system.

St John's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St John's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Staff meetings were dedicated to writing weekly lesson plans with a whole school focus on school expectations for PBS4L.

- As a whole school we celebrated Harmony Day.
- Stage 2 and Stage 3 attended the Youth Eco Summit.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcome in the school.
- Parents are well informed about their child's activities.
- Parents feel that they can easily speak with their child's teacher as well as the school leadership team.

Areas of strength from the student feedback include:

- Teachers make learning interesting.
- At school students have opportunities to learn about what keeps them and other students safe.
- Students feel that classtime is used efficiently and that important concepts are taught well.

Areas of strength from the staff feedback include:

- Teachers have good opportunities to learn and develop.
- Teachers are grateful for the time they have had to co plan with knowledgable others.
- Teachers feel that the students are grateful for the opportunities the teachers provide and are keen to learn.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To develop staff knowledge and understanding of high yield strategies through the use of the new syllabus in order to improve student reading comprehension.	Still Working Towards.
Priority 2	To improve student performance and growth in Mathematics and teachers understanding of explicit teaching through the use of the new syllabus.	Still Working Towards.

Projected School Priorities	
Priority 1	Improve English and Mathematics outcomes for all students.
Priority 2	Improve students' understanding of and engagement with scripture.

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$3,004,564
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$793,573
Fees and Private Income ⁴	\$594,252
Other Capital Income ⁵	\$123,017
Total Income	\$4,515,406

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$632,168
Salaries and Related Expenses ⁷	\$3,495,389
Non-Salary Expenses ⁸	\$1,059,079
Total Expenditure	\$5,186,636

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for 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