



# 2022 ANNUAL SCHOOL REPORT



## St John's Primary School, Riverstone

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## Introduction

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### 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 2022 and gives information about the 2023 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

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### Principal

Annual School Report, 2022

St John's Primary School is part of the Catholic community of Riverstone and its surrounding areas. We have a commitment to teaching students to think critically and approach tasks purposefully. Our students develop creativity, confidence and an enjoyment for learning.

Our motto is *Strive to Achieve*; which guides us in all aspects of our 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 the Catholic tradition.

Our teachers are highly skilled educators who are committed to their own professional learning and to improving the learning outcomes of all our students. They ensure that learning is relevant and engaging for all students and work together to meet each student's individual needs by identifying and building upon individual student abilities through personalising learning. This provides students with the opportunity to extend their capabilities and reach their full potential in a wide range of learning areas.

We aim to:

- support each child to flourish, achieving personal success through quality learning and teaching
- strive for excellence within our community of learners
- further develop and encourage a highly professional and committed staff
- 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
- develop an effective and collegial partnership between home, school, parish and wider community
- prepare students for full participation in contemporary society

St John's Primary School is characterised by quality learning and teaching, a strong sense of community, and an emphasis on meeting the individual needs of all learners in a contemporary society.

We value justice, respect, inclusion and the dignity of the individual.

### Parent

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.

The 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.

St John's supports all their families and welcomes engagement of parents and carers as partners in their child's learning and well-being. In 2022, following the times of COVID-19 lockdown, the school has worked hard to welcome families back on site with a range of opportunities for the wider community to join in school life. There have been liturgies, picnic days, excursions and book fairs and a book parade. Parents were also able to come on site to meet with teachers to discuss student learning.

The students at St John's are privileged to be in a school with large open areas. In 2022 the school planted new trees along the perimeter fence to ensure they always have a leafy outlook.

As a Catholic learning community, St John's Primary provides a welcoming and supportive school environment for all members of the community.

## Student

During 2022, St John's students had a brilliant year with many fun activities. We had learning opportunities in which we strived to achieve to the best of our abilities. We enjoyed sporting, school and community events.

In Term 1, we started the year off with a beginning of the year Mass where leaders and SRC leaders were given their badges and blessed as leaders. We then had an Ash Wednesday liturgy all together as a school in the hall. It was great to celebrate as a whole school community again.

Term 2 started with a bang ! We had an exciting World of Maths whole school incursion. We celebrated Mother's Day with a Mass and raffle. Toward the middle of the term we had our Athletics Carnival. Not to forget other events such as our Book Fair, Pyjama day and Grandparents Picnic before we headed off to our Easter holidays!

To start off Term 3 - The Stage 3 teachers helped to prepare us for our overnight excursion to Canberra. The theme for Book Week in 2022 was "dreaming with eyes open". All the students dressed up as their favourite characters and joined in the parade on the stage. We participated in the Voice of Youth Competition and St John's was represented by our two of our students at the Hawkesbury cluster final. We also had our Walkathon fun day which was really really fun and raised lots of money!!!

During the last term of the year, we had a tree planting ceremony in which our school commemorated the Queen's Jubilee. Then a few days later we had our Christmas concert outside of the hall. Each class had their own song and each stage had their own fun song. It was a brilliant night ! We collected donations for charity on our Christmas mufti day to donate to St Vincent de Paul. We came together to celebrate the first End of Year Mass in two years with our parents. We then had the year 6 Graduation Mass where the school community wished year 6 good luck and farewell. 2022 was a great year for students at St John's.

## Who we are

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### 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, ie. 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. Anticipated student population for 2022 is 180 students.

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 (COSHC) is available onsite for students who attend St John's. Our students can attend vacation care at St Joseph's, Schofield.

## Workforce Composition

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Category	Number of Staff
Number of teachers who are Conditionally or Provisionally Accredited	0
Number of teachers who are Proficient or Highly Accomplished/Lead	14
Number of teachers accredited to teach Religious Education	13
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	8
Percentage of teachers who are indigenous	0
The average teacher attendance for 2022	91
Percentage of 2022 teaching staff who were retained from 2021	85

# Catholic Identity and Religious Education

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## Prayer, Liturgical Life and Faith Experiences

Our community of St John's Primary School has a very rich spiritual, prayerful and liturgical life. Ensuring students have a rich range of opportunities to deepen their faith through prayer and liturgy is an important part of who we are. 2022 has thankfully seen us return to many of the aspects of our liturgical life that we were unable to take part in over the last two years.

Our liturgical celebrations included:

- class prayers
- Daily praying of the Angelus
- Opening school mass incorporating a commissioning ceremony for school leaders
- Catholic Schools Week Liturgy
- Ash Wednesday
- ANZAC Day prayer
- Mother's Day Mass and Morning Tea
- Grandparents Day liturgy
- Fathers Day Liturgy
- Feast of Mary MacKillop
- Feast of the Assumption
- Remembrance Day Prayer Service
- Kindergarten Information evening prayer
- Year 6 Graduation Mass
- End of Year Whole School Mass
- End of Year Farewell Prayer Liturgy
- End of Year Christmas Concert

We held a staff development day for staff to investigate the Popes Encyclical Laudato Si and its relevance to our own lives and to the students in our school.

Staff also support the wider parish community through their attendance at liturgical celebrations and Sacramental Masses.

## Social Justice

Social Justice initiatives are an important focus at St. John's. We endeavour to teach the students that we need to reach out and support the marginalised and less fortunate in our community. In Term 1 students participated in Pancake day for Shrove Tuesday and raised \$280 for Caritas. Students were also given Project Compassion boxes to take home to their families. The money collected from these boxes was sent back to the Parish. In Term 1 we also raised \$638 for St Vincent De Paul and in Term 2 the students celebrated the Feast of the Sacred Heart, by donating food items to St. Vincent de Paul for their Winter Appeal. During Term 3, we held a walkathon where ten percent of funds raised were donated to Ronald McDonald House. Altogether we were able to donate \$1000. In Term 4 the students will contribute Christmas items and food that will be sent to St. Vincent de Paul as part of the Christmas hamper appeal.

## School home and parish partnerships

We enjoy a strong association with the parish community. The Parish Based Sacramental Programme was undertaken in Term 2 with Reconciliation and in Term 3 and Term 4 with Eucharist and Confirmation. Parents attended the initial meeting and were given instructions on the Sacraments. The parents and student receiving the Sacrament then worked through the booklet at home. Practise for the Sacrament was undertaken the week before the Sacrament was received.

As a community of learners, we enjoy the relationship we share with our families. With the easing of the Covid restrictions that we have experienced over the last few years, parents have had the opportunity to connect with our school and community in a number of ways throughout the year. Mother's day, Father's Day and Grandparent's Day were wonderful celebrations of these important people in our lives. The school was open to the wider community and all were welcomed to our Book Week Activities, Book Fairs, Easter Liturgies and Celebrations and our sporting events including the Walkathon and Cross Country as well as our Carnivals.

In Term 4 our newest community members joining us in 2023 attended a number of Kindergarten Transition mornings. The children had the opportunity to meet their teacher for 2023, their Stage Three buddies and other members of the St John's Community. Each child was presented with a St John's 'welcome package' to take home. The St John's Buddy programme commences each year at the beginning of the school term.

The parish and school community worked closely together to plan the Year Six graduation ceremony and award presentation. The ceremony was followed by a graduation lunch.

An end-of-year award assembly was held to present students with awards in the following categories: Christian Living, School Spirit, Academic Achievement and Consistent Effort.

Many of our exciting learning opportunities and activities are communicated to the wider community through our Facebook page.

## Religious Education

Religious Education (RE) at St John's Primary School is a key element to how we live our faith. We encourage the students to question and enquire about their faith and its significance in their lives. In 2022 all schools followed the Reconnecting with *Sharing Our Story* (SOS) Guide whilst maintaining the Inquiry Pedagogy. The directive from CEDP was that "In reconnecting with *Sharing Our Story* (SOS) schools will continue to be supported in offering Experiential Learning through Inquiry based on sound theological content in light of Scripture and the rich living Tradition that is the Catholic faith." The reconnection included outcomes and essential content that needed to be followed in order to meet the outcome under the lens of inquiry. All learning cycles were undertaken for a period of 10 weeks. St John's Primary School continued with the use of the *Understanding Faith* website in all stages. There was also use of resources such as Youcat, Tweeting with God, The Saints and the Didache Bible.

Religious Education occurs for a minimum of 30 minutes each day, however depending on the stage, students may spend longer than this working through the inquiry model. Students are encouraged to question, ponder and then work on answering the driving question.

## Professional Learning of staff in Religious Education

Throughout 2022 the staff continued to develop their understanding of Surface, Deep and Transfer learning and what this looks like in the learning spaces in regards to the teaching of their learning cycles in Religious Education. Staff worked with our Religious Education Coordinator to review their learning cycles in Religious Education and to review scripture passages used to ensure they were relevant to the students and their learning.

In term 4 of 2021 a new scope and sequence was completed. This involved the Reconnection of Sharing our Story outcomes and essential content. Links to Seasons of the Church were also taken into account in this planning. In 2022 staff revisited the agreed practices taking into account inquiry learning and built on the learning cycles linked to the essential content using the revised scope and sequence.

The staff also attended a staff development day based on the Pope's Encyclical Laudato Si. On this day staff had the opportunity to:

- Pray together
- Learn about Laudato Si
- Make connections and apply this individually, for the students & for others



## Learning and Teaching

### National Assessment Program - Literacy and Numeracy (NAPLAN)

#### 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 2022. 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.

NAPLAN RESULTS 2022		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Literacy	96	95	90	74
	Reading	96	96	91	74
	Writing	96	96	86	79
	Spelling	96	92	91	69
	Numeracy	100	95	83	61

NAPLAN RESULTS 2022		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Literacy	94	94	74	62
	Reading	96	95	82	69
	Writing	91	93	68	55
	Spelling	96	94	68	64
	Numeracy	96	95	46	54

In Literacy, St John's Primary School performed strongly with almost all students reaching at, or above, National Minimum Standards (NMS) in all areas. All results were equal to or above the National average.

96% of Year 3 students were above the NMS for Reading with 83% of students performing in the top three bands. In writing, 96% of our Year 3 students were at, or above, the NMS with 86% in the top three bands.

In Year 5, 96% of students were at, or above, the NMS for reading with 82% performing in the top three bands. In writing, 91% of Year 5 students were at, or above, the NMS with 68% in the top three bands.

This year we continued our professional learning focus in Literacy on the Spiral of Inquiry which involves analysing student data, identifying specific areas of need and developing an action plan to improve the learning outcomes for our students. We also unpacked and looked closely at the new K-2 English Syllabus in preparation for its implementation in 2023.

Intervention support will continue to focus on meeting the identified needs of all students with an aim to continue to increase the number of students in the top three NAPLAN bands.

In Numeracy, our Year 3 students performed strongly with 100% of students at or above the national minimum standard. In Year 5, 96% of students performed at or above the national minimum standard.

In Year 5, 46% of students were in the top three bands. In Year 3, 83% of students were in the top three bands. We aim to consolidate these results and increase the number of students in the top three NAPLAN bands for Numeracy.

Intervention support will continue to focus on meeting the identified needs of all students.

The professional learning in Numeracy continued to focus on the Spiral of Inquiry where cohort and individual data was analysed and teachers worked collaboratively to plan for future student improvement. In addition to this staff have been preparing for the implementation of the new K-2 Mathematics syllabus in 2023.

## School curriculum

At St John's Primary School our teachers consider the interests, talents and needs of the whole child when planning the learning activities across all Key Learning Areas. We base our curriculum on the NSW syllabus and cater to students' individual differences with programs that offer support in Literacy and Numeracy. The Learning Support Team, along with the teacher's aide, work in classrooms to support students with differentiated learning needs by developing personalised programs, individual and small group teaching. In 2022, we offered the Reading Recovery in Year 1 and Extending Mathematical Understanding (EMU) programs in both the early years and middle years to support our vulnerable students. Our instructional leader continued to work in classrooms daily to support teachers in delivering high quality, engaging lessons to our students.

In 2022 we held an information evening for parents and a number of Kindergarten transition mornings. Our Year 6 students participated in transition programs with their respective Catholic high schools. These programs provide a valuable opportunity for our students to become acquainted with their new school environment.

The school provided opportunities for students to be involved in activities beyond the classroom while adhering to the government restrictions in place to ensure the safety of our school and community. In 2022, these included:

- Dance Fever
- Sporting activities, including Cross Country and Athletics Carnival
- Remembrance Day commemoration ceremony
- ANZAC DAY commemoration ceremony
- Premier's Reading Challenge
- Book week activities
- Koomurri Indigenous Incursion
- Christmas Hamper Appeal
- Book Fairs
- Mother's and Father's Day Stall
- Pyjama Day Fundraising
- Walkathon
- Twosday on 2/2/22
- Life Education Visits
- Musica Viva
- Meerkat Productions Children's Theatre Performances
- Queen's Jubilee Commemoration Ceremony
- National Simultaneous Story time
- World of Maths Incursion
- Shrove Tuesday pancakes
- Easter liturgies and celebrations

## Initiatives to promote respect and responsibility

The whole school community at St. John's Primary School has clear expectations for how we work together as a safe and inclusive school. Students are to display respect and responsibility at all times. Our school expectations, *be respectful, be safe, be a good learner* and the behaviours that underpin these were clearly outlined in our *Behaviour Management* flow chart. They were communicated to the wider school community through our *Parent Handbook* and *Student Welfare* policy.

In each stage teachers discussed what it means to be respectful, be safe and be a learner in their learning spaces and the playground. Google slide presentations were shared with staff and classroom rules were developed with students that recognised these ideals. Teachers co constructed anchor charts to display what safe, respectful learners look like in their classrooms. Teachers also promoted a growth mindset approach to learning. Social stories were displayed in outdoor spaces to assist students with problem solving social issues. Our school counsellor worked with targeted small groups of students to improve their understanding of social situations and provide positive behaviour strategies together.

Our students were provided with leadership opportunities throughout the year. The school leaders were able to showcase their leadership skills by leading our whole school assemblies and represented our school at the Mission Mass and ANZAC Day ceremony. The student leaders were able to demonstrate their leadership skills through their positive interactions with our school community. Our Student Representative Council, which had representatives from each grade continued. They presented scenarios at Monday morning assemblies to demonstrate how students can be safe, respectful learners at St Johns.

## Professional Learning

The staff at St John's Primary School had many opportunities for professional learning at a school level aimed at improving the capacity and skill of all teachers. Weekly professional learning meetings targeted best practice in Religious Education, English and Mathematics,

We were able to have regular on site professional learning meetings.

Professional learning undertaken during 2022:

- Religious Education teacher educator provided face-to-face professional learning in Term 1 2022
- Principal's attendance at the System Leaders breakfast meetings
- Extending Mathematical Understanding specialist teacher professional learning
- Cardiopulmonary Resuscitation (CPR), anaphylaxis and emergency care training
- Tell Them From Me Data Analysis
- Child protection module
- Moderation of Assessments
- Mathematics - EMC3 Canvas Course
- Mathematics - EMC3 Place Value
- Mathematics- New Curriculum - The Place of Fractions
- English - Introduction to New Curriculum K-2
- English - A Closer Look at the English Syllabus
- English - New Curriculum Phonological Awareness
- Mathematics -Introduction to New Curriculum K-2
- Mathematics - New Curriculum Working Mathematically Module
- Instructional Leader professional learning
- Personalised Plans
- Privacy and Voice Care
- Literacy lead teacher professional learning
- Numeracy lead teacher professional learning

## School Improvement

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### Annual school priorities

<b>Priority 1</b>	To deepen teachers and students' understanding of the inquiry model used in the teaching and learning of Religious Education with a formation focus on Luke's Gospel narrative.
<b>Reason for priority 1</b>	<ul style="list-style-type: none"><li>▪ Staff feedback indicated that both teachers and students still need further learning in regards the teaching and learning using the inquiry model</li><li>▪ Tell them from Me Data indicated that more formation experiences were needed in order to bring faith more alive in the school community</li><li>▪ Understanding of theology based on Luke's Gospel is needed by teachers so that they can transfer this information into their teaching and learning</li></ul>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"><li>▪ Cooperative planning using the inquiry model</li><li>▪ Reenergise the use of the Senses of Scripture - Focus of Surface, Deep and Transfer learning for both teachers and students</li></ul>
<b>Status of priority 1</b>	Ongoing

<b>Priority 2</b>	To focus on working mathematically through engagement with rich tasks from Kindergarten to Year 6.
<b>Reason for priority 2</b>	Following an examination of data which included NAPLAN results and PAT - M and discussions with staff working mathematically was identified as the focus for student learning.
<b>Steps taken to achieve priority 2</b>	<p>The following steps will be taken to achieve priority 2:</p> <ul style="list-style-type: none"><li>▪ Engagement of teachers in professional learning in the implementation of mathematical tasks via the sequences</li><li>▪ Explicitly teach a variety of problem solving strategies</li><li>▪ Improve student understanding of mathematical vocabulary</li><li>▪ Developing enabling and extending prompts and targeted feedback</li><li>▪ Tracking student growth and achievement using a visible learning tool</li><li>▪ Introduction to the new K-2 Mathematics Syllabus</li></ul>
<b>Status of priority 2</b>	ongoing

## Projected school priorities

<b>Priority 1</b>	To ensure that the inquiry model is embedded in the teaching and learning of Religious Education.
<b>Reason for Priority 1</b>	<ul style="list-style-type: none"> <li>▪ Staff feedback indicated that both teachers and students still need further learning in regards to the teaching and learning using the inquiry model.</li> <li>▪ Due to the reconnection with Sharing Our Story in 2022 this goal remains ongoing</li> <li>▪ We will also ensure that there is a connection to prayer and dialogue as part of the formation of students and teachers</li> </ul>
<b>Steps to be taken to achieve Priority 1</b>	<ul style="list-style-type: none"> <li>▪ We will use the co teaching cycle to plan and work with teachers to embed the inquiry model into Religious Education Programs</li> <li>▪ Templates will be developed to ensure that there is consistency in the teaching of Religious Education across the school.</li> <li>▪ Staff professional learning in Religious Education will be prioritised</li> <li>▪ Opportunities will be available to deepen staff, student and community formation in prayer</li> </ul>
<b>Priority 2</b>	In 2023 St Johns will work to maintain the gains made in our learning and build in agreed practices and a culture of feedback to ensure all children are challenged at their appropriate point of need.
<b>Reason for Priority 2</b>	2022 student learning data showed significant growth in literacy and numeracy. However, it is evident that we need to provide more challenge for students especially in Mathematics. In 2023 our priority is to use best practices from 2022 and ensure they are embedded in our agreed practices. Tell Them From Me survey data indicated that both staff and students value feedback as a way to ensure quality teaching and learning, therefore we will focus on targeted inquiry, co teaching and feedback.
<b>Steps to be taken to achieve Priority 2</b>	<ul style="list-style-type: none"> <li>▪ Use of co teaching cycle to plan and work together to embed best practise into literacy and numeracy</li> <li>▪ Data discussions led by instructional leaders to ensure students are challenged by planned learning cycles</li> <li>▪ Spiral of Inquiry used to ensure focus is on student and teacher learning in areas of need - in particular Mathematics.</li> <li>▪ School Leaders will take part in Leading Excellence in Mathematics course to develop a shared understanding and approach to supporting Mathematics learning for all.</li> </ul>

## Community Satisfaction

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### Parent satisfaction

The parent community of St John's Primary School indicated that the school encourages learning and positive behaviour and maintains a safe environment.

Parents/caregivers:

- indicated that they felt welcomed at the school in 2022
- indicated they take a real interest in the education of their children
- felt that their child was treated fairly by other students and school staff
- believe that incidences of bullying was quite minimal and that the school encouraged inclusive practices for all children
- believe the school supports positive behaviour and students have a clear understanding of school rules and expectations
- indicated that they were well informed about school activities and written information was clearly communicated; in plain language
- believe teachers are approachable and listen to parent / carers concerns and that the teachers had high expectations for children to succeed.
- believe that teachers help children to develop positive friendships.

### Student satisfaction

The analysis of data from the Tell Them From Me Survey indicated that 98% of students value schooling outcomes and learning will have a strong bearing on their future.

Student data demonstrates:

- 87% of students indicated positive relationships with friends at school who they can trust and who encourage them to make positive choices
- a high proportion of students believed that they demonstrated positive behaviour at school
- students believe they were given opportunities to grow in their understanding of Jesus and apply the teachings of Jesus to their lives
- that they feel they have someone at school who consistently provides encouragement and advice
- that they felt comfortable in the classroom with their teachers and their peers and they believe that the learning was both interesting and enjoyable
- that students feel teachers are responsive to their needs and encourage them to be independent
- that students at St John's understand that there are clear rules and expectations and that these help to create a positive learning environment
- that students feel classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them learn

### Teacher satisfaction

The Focus on Learning, Teacher Survey Report, completed by teachers demonstrated the following:

- teachers set high expectations for student learning and monitor the progress of individual students
- students set goals and are given meaningful feedback on their progress
- a strong learning culture was identified by teachers
- that the school is inclusive and the individual learning needs of students are prioritised
- teachers value opportunities to discuss learning goals for both students and for themselves with their colleagues
- data is used to identify vulnerable students and to inform lesson planning and practice
- teachers link learning to previously mastered skills and knowledge
- formal assessment is used to set challenging goals
- teaching strategies are selected to focus on the diverse needs of students
- teachers collaborate to effectively support students with learning problems
- meaningful feedback is provided to enhance student learning
- clear expectations are established for classroom behaviour
- individual learning plans are developed to set goals for students with special learning needs
- students have a range of opportunities to use computers and other interactive technologies

## Student Profile

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### Enrolment Policy

St John's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. 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 showing the CEDP Enrolment Policy, Procedures and Guidelines. The enrolment policy can be located on the school website under '**ABOUT US**' on the '**Policies and Procedures**' page under the '**Enrolment**' category.

### Current and previous years' student enrolment

Year	Boys	Girls	Total
2020	72	70	142
2021	77	86	163
2022	79	92	171

Over the last two years our enrolment numbers have been increasing due to the growth in infrastructure and development in the Riverstone area.

### Student attendance rates

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

<b>Kindergarten</b>	91
<b>Year 1</b>	90
<b>Year 2</b>	90
<b>Year 3</b>	90
<b>Year 4</b>	91
<b>Year 5</b>	88
<b>Year 6</b>	89
<b>School Average</b>	90

### Characteristics of the student body

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

Language background other than English (LBOTE)	110
Students with disabilities (SWD)	31
Indigenous	5

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

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

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



## Student wellbeing

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### Student wellbeing, 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.

A *Student Management* flow chart, which is an appendix to our Student welfare policy, outlines the steps in the management of student behaviour and was reviewed and amended in 2021. The steps in the flowchart are continually monitored and 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 CEDP Student Services, teachers, counsellor, principal and parents. These plans are continuously monitored and adjustments made when required.

Personalised learning plans are developed in consultation with key stakeholders (parents, students, teachers) and with the support of the NSW Catholic Education Commission. A Personalised Plan (PP) ensures that appropriate adjustments are made to the curriculum to enable students with a disability and/or additional needs to access.

In 2022 the whole school focused on unpacking our three expectations. I am Safe. I am a Learner. I am Respectful. All students were involved in discussing what being Safe, Respectful and a Learner looks like in all areas of the school. As a whole school we focused on supporting positive behaviour across the school. This work will continue into 2023 as we continue to review our behaviour support programme.

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.

At St Johns at all times we aim to create an environment where everyone is treated equally regardless of their differences, where all students, staff and community members are safe and feel they belong and where justice and faith are central to the life of the school

We work together to ensure our school is a place of safety, welcome and inclusion so that staff, students and their families can flourish. To support this we focus on three dimensions in our pastoral care policy:

1. Quality Relationships
2. Satisfying learning experiences
3. The establishment of effective care networks.

The school has a counsellor on site three days a fortnight 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 and ancillary staff. Student Services also makes available relevant resources for school and teacher use.

The student management policy is based on the principles of natural justice and procedural fairness and it expressly forbids the use of corporal punishment.

The full text of the student management, welfare and discipline and pastoral care 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 Office, Parramatta Diocese (CEDP) *Managing Complaints* policy.

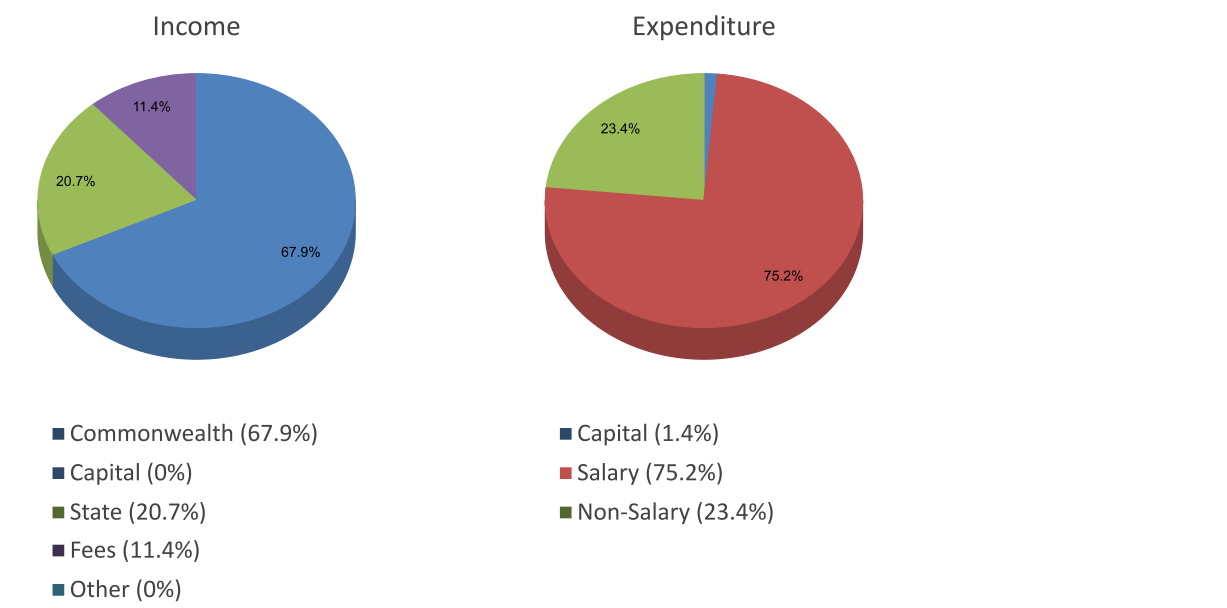
A copy of the school policy is available from the School Office or is available on the CEDP website: (Located under Catholic School Community / Managing Complaints Policy)

<https://www.parra.catholic.edu.au/about/our-strategy-and-policies/policy-central>

There were no changes to the policy during 2022.



Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,294,041	Capital Expenditure <sup>6</sup>	\$45,416
Government Capital Grants <sup>2</sup>	\$0	Salaries and Related Expenses <sup>7</sup>	\$2,497,102
State Recurrent Grants <sup>3</sup>	\$699,403	Non-Salary Expenses <sup>8</sup>	\$776,262
Fees and Private Income <sup>4</sup>	\$384,864	Total Expenditure	\$3,318,780
Other Capital Income <sup>5</sup>	\$0		
Total Income	\$3,474,396		

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.