

St John's Parish Primary School, Trangie Annual School Report 2015



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Principal
Mr Brett Henderson

ABOUT THIS REPORT

St John's Parish Primary School, Trangie is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The primary purpose of St. John's Parish Primary School is to support the members of the parish community in providing a faith formation for their children. St John's offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community. Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on the school website. School achievement was highlighted and celebrated at many school assemblies. Our focus in 2015 was to continue to build on the reputation that St. John's has earned as an exemplary school in the Trangie community.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Brett Henderson

Principal

Parish Priest's Message

2015 has been a wonderful year at St John's, Trangie.

The weekly school Mass was an opportunity for the Parish Priest to have contact with the children and provided an occasion for two children at a time to be Altar Servers. This is good training for the children and it is hoped that this will be a way to get more and more to attend Sunday Mass as well.

Bishop Columba came to Trangie in September to confirm the children and spoke very highly of his visit. The St John's children are a joy to be with, so it is good that the Bishop was also impressed with the school and pupils.

Parent Body Message (P & F)

St John's Primary School P and F Committee have again had a busy year. With a new executive we would like to thank the outgoing executive for all of their wonderful work.

This year we have been busy with fundraising through catering jobs, the Easter street stall and the trivia night. The P and F have contributed to a variety of needs for the school. Blinds for the Father Coyte Centre and K/1 Room, chilled bubbler, shade sail, excursions, T-Shirts and Christmas presents to name a few.

Thank you to all the families for their continued support and we are looking forward to 2016.

Student Body Message

2015 has been a great year of learning and academic achievement at St John's Parish Primary School. We began the year with our Year 6 Leaders' Mass. Our leadership skills were put to use immediately as we completed the Peer Support Program. In this program the whole school joined together to participate with each group being led by two leaders from Year 5 and 6. The aim of this program was to develop a range of skills and promote a positive relationship that we could use in the classroom and playground. The success of this program is shown at St John's by all students every day.

On behalf of all the students at St John's, I would like to take this opportunity to say thank you to our Principal for providing us with some special sport opportunities for our school. Throughout all these opportunities, St John's has displayed great sportsmanship, skill and teamwork. I think it is safe to say that sport is alive and well at St John's and it is a healthy, energetic school.

SCHOOL FEATURES

St John's Parish Primary school is a Catholic Systemic co-educational school located in Trangie. The school caters for students in years Kindergarten to Six and has a current enrolment of 46 students.

On the 16th July, 1914, a community of five Mercy Nuns arrived in Trangie to establish the first Convent and teach at a school to instruct Catholic children. The Sisters continued to teach in Trangie until the end of 1981. Since then, there have been lay Principals and staff.

In 2015, St John's Parish Primary School celebrated our School Centenary. The recently appointed Bishop Rev Columba McBeth-Green celebrated Mass with the Parish community and blessed our Centenary Cross which was built for the occasion. All students and staff names appear on the cross and it is a reminder of the deep connections that the Catholic faith has held in educating the Trangie Community over the past one hundred years.

The Centenary weekend, was a milestone for St John's. In attendance at the Mass, Fete and Ball were the four lay Principals of the school since 1981. Our Parents and Friends Association produced a 260 page book detailing our history in the Trangie community, along with the teaching staff who have served at the school.

Our achievements

We have participated in a variety of events this year and acknowledge that significant improvements can be noted in some children's academic results.

We participated in:

- School, Cluster, Diocesan and Polding and PSSA Swimming Carnivals
- Life Education Van visit
- Diocesan Winter Sport Trials
- School, Cluster, Diocesan, Polding PSSA Cross Country Carnivals
- Catholic Schools Week Activities
- ANZAC Day March
- Rugby Union 7's in Warren
- Russell Richardson and David Peachy Shield Rugby League Carnival
- Country Women's Association Public Speaking Competition
- School, Cluster, Diocesan, Polding PSSA Athletics Carnivals
- Peer Support Learning Program
- The Australian Mathematics Competition
- Local Government visit
- Netball Gala Day
- Canberra School Excursion
- School Musical "Grooving Through Time"
- National Aborigines and Islanders Day Observance Committee (NAIDOC) Week Celebrations
- CWA Poster Competition
- Dubbo Western Plains Zoo Excursion
- Steam Train Journey
- Zumba
- School Swimming Program
- St John's Day Celebration
- Presentation Night

Teachers have liaised with the Aboriginal Education Worker to gain a deeper understanding of their Aboriginal Students and the cultural perspective needed to enhance their learning. A highlight of the year was the wonderful NAIDOC day celebration in our school.

In 2015 the Diocese of Wilcannia-Forbes implemented a one to one technology program. Every student in our school has their own personal computer to assist with the delivery of 21st century pedagogical practices in every classroom. Students having access to their own personal Chromebook is also helping to establish learning connections across the home and school environments. Such innovation has helped to ensure that members of our school community are engaged in technology to broaden and enrich student achievement.

STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
22	24	0	46

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that state-

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the Parish Priest and Principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was 92%.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	94.5%
Year 1	92.5%
Year 2	80%
Year 3	93.5%
Year 4	92%
Year 5	87%
Year 6	88%

Student attendance rates are generally very good. The school Principal monitors attendance via SAS and requests parents to explain unexplained absences within a seven day period. The school's Aboriginal Education Worker also provides a critical link in ensuring school attendances are kept to a high level.

Managing Student Non-attendance

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

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student's educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.

- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	5	11

*This number includes 4 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	27%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of St John's Parish Catholic Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held **4** whole school development days and **3** twilight meetings this year with the areas of focus as follows:

Term 1	Day 1 -21 Century Learning and Chromebooks
Term 2	Day 2 -Religious Education Curriculum and Prayer
	Twilight Meeting 1- School Chromebook Training
Term 3	Day 3 - HSIE – NSW <i>History K–6 Syllabus</i>
	Twilight Meeting 2- Assessment Plans
Term 4	Day 4 -Professional Teaching Standards and Assessment
	Twilight Meeting 3- Professional Teaching Standards

Other professional learning activities provided include: ICT RFF, REC, Child Protection, Disability Standards for Education (E-learning Course), Minilit, Jolly Grammar, Graduate Support, EMU Maths, ACU Study, Road Safety, Religious Education – Prayer, Personalised Learning Plans, Principals Conference, Mustard Seed, Australian Curriculum & AEDC.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	6
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.46%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The religious aspect is central to the functioning of our school. The staff are encouraged to lead by example, especially in the development of spontaneous prayer. Each day commences with prayer at morning assembly. Prayer is included throughout the day, especially to begin a Religion lesson and to celebrate the conclusion of a unit of work. The school year commences and concludes with the celebration of Masses and liturgies.

The school has helped with the preparations for students receiving the Sacrament of Reconciliation and the Sacrament of First Eucharist. Thank you to our Parish Priest for supporting us with this, so that our Catholic school can remain committed to assisting parents with the faith development of their children.

Our school newsletters are available in the church each week and the parish provides a copy of each week's parish bulletin for the families of the school. The Principal is a member of the

Parish Council and attends their meetings. The Principal was also the parish leader for the preparation of all the sacraments received this year.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 50) was 28.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 35) was 22.

CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St John's School caters for the divergent needs of students with the support of teaching staff and teaching assistants. Students identified as having special needs in 2015 were supported in an inclusive teaching environment on individual education programs for a designated time each day throughout the week. The school's Special Education teacher and support teacher implemented the programs in consultation with the Principal, class teacher and parents. Regular meetings were held throughout the terms to review the progress of each student and recommendations were implemented.

In 2015, students at St John's School participated in extension programs within their current class program and in withdrawal groups with the school's Special Education teacher and support teachers. Programs of learning that students participated in include Mathematics, Science and Literacy. All students were given opportunities to participate in the annual International Competitions and Assessments for Schools (ICAS) and Mathematical testing.

The school continues to work toward developing a 21st Century pedagogy. This pedagogy underpins learning across the school, Kindergarten to Year 6, to foster the capabilities of innovation, problem solving, designing, creating, communicating and collaborating.

St John's School has adopted a four year educational excursion schedule for all primary students. In 2015, primary students participated in a week long excursion to the National Capital, Canberra. Infant classes participate in daily local excursions throughout the year. The highlight of learning took place at the Dubbo Western Plains Zoo and Historic Steam Train journey to Nyngan.

STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. 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 information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0.0	0.0	50	0.0	33.3	16.7	100%
	State	4.3	5.7	19	21	19.5	30.5	94%
Writing	School	0.0	0.0	0.0	50	16.7	33.3	100%
	State	1.8	4.3	16.4	23	38.5	15.9	96%
Spelling	School	0.0	0.0	33.3	16.7	0.0	50.0	100%
	State	4.0	9.6	18.4	20.8	20.1	27.1	94%
Grammar & Punctuation	School	0.0	0.0	0.0	50	0.0	50.0	100%
	State	4.1	7.3	12.6	23.6	20.4	32.1	94%
Numeracy	School	0.0	0.0	16.7	16.7	33.3	33.3	100%
	State	4.4	12.6	21.1	23.8	19.3	18.8	94%

Year 3 students produced impressive results across all areas with the school average a Band ahead of the state in Writing, Spelling, Grammar and Numeracy. Students achieved above Catholic Schools in Reading, Writing, Spelling and Grammar. All Year 3 students at St John's ranked above Band 2 in all areas.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	16.7	16.7	16.7	33.3	16.7	0.0	83%
	State	4.6	15.0	20.7	21.8	20.5	17.5	94%
Writing	School	16.7	0.0	33.3	50.0	0.0	0.0	83%
	State	5.8	8.7	32.6	31.5	15.2	6.2	93%
Spelling	School	0.0	16.7	33.3	33.3	16.7	0.0	100%
	State	4.5	10.4	22.0	25.2	27.0	12.9	94%
Grammar & Punctuation	School	0.0	33.3	50.0	16.7	0.0	0.0	100%
	State	6.6	10.7	22.5	21.5	20.6	18.1	92%
Numeracy	School	16.7	33.3	16.7	16.7	0.0	16.7	83%
	State	3.0	15.3	25.3	25.6	16.6	14.1	95%

Student growth from Year 3 to Year 5 was exceptional in Reading, Writing and Spelling. On average St John's showed twice the growth as the rest of the state in Year 5 Spelling. Positive growth has been achieved by students, especially those who did not meet NMS in 2013.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

Discipline Policy

Discipline Policy at St. John's is devised to promote a safe environment for all students. If a problem exists, be it in the class or on the playground, it is dealt with by the supervising teacher. If a serious breach occurs the child is sent to the Principal. As necessary, parents are informed of the problem so the school and parents may work together to promote a healthy, positive attitude to self and to school life. Appropriate behaviour is recognised and rewarded with positive affirmations such as Merit Awards and playground awards.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace.

All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

When an incident of bullying occurs, the procedures outlined in the policy are followed.

Complaints and Grievances

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St John's Parish Catholic Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

In 2015, St John's continued to implement a peer support program with a focus on bullying. This program was run by our Year 6 school leaders and reinforced student resilience, tolerance and understanding for those around them.

Stage One of our student garden project was initiated in 2015. Students built raised garden beds and prepared the gardens for the first crop of vegetables.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: Homework Policy, Bookwork Policy and Leaders Policy. We formulated new school policies for our Parent Handbook and Medication Policy for Schools. Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

St John's Parish Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

Staff built upon the positive foundations of collaborative learning through professional peer programs, instructional walks and 21st Century learning models of education including the use of a data wall, with learning intentions and success criteria to guide teaching and learning across the school in 2015.

Opportunities were given to staff to reflect on our educational practices to strengthen pedagogical processes. Comprehension strategies were addressed in a sequence of learning from K-6, to ensure appropriate skills and their applications are explicitly taught and practised according to student developmental stage of learning.

Mathematical strategies of problem solving and retention and recall of essential number facts, were a focus of learning, achieved through the implementation of an agreed Mathematical Practice, and the embedding of the Working Mathematically outcomes using communicating, reasoning and problem solving.

Students' familiarisation with the Mercy Traditions were consolidated through their relationships within the school and parish community with the implementation of Making Jesus Real Program, Sharing Our Story and Religious Education.

Priority Improvements for 2016

Continue to build a learning community by raising the profile of St John's in Trangie as the Leader of Learning.

This will be achieved through the implementation of 'Christo et Doctrinae - For Christ and Learning', a Strategic Plan for Wilcannia-Forbes Diocesan Schools by:

- Continued implementation of learning intentions and co-created success criteria in Key Learning Areas;
- School leadership teams maintaining a regular presence in classrooms through instructional walks;
- Monitoring student learning growth, using data walls to provide targeted teaching and learning activities;
- Building community with a continued presence of the Family Educator in Evangelisation.

Priority Improvements for numeracy in 2016 will be evident by:

- Whole school engagement in the Mathematical Assessment Interview (MAI) to provide an individualised approach to student learning outcomes.
- The implementation of our Mathematical Scope and Sequence to support teachers and student learning using a whole school agreed practice.

Priority Improvements for literacy in 2016 will be evident by:

- Analysing data to provide an individualised approach to student learning with the incorporation of Minilit, MacqLit and extension programs to improve student performance.
- The implementation of our English Scope and Sequence to support teachers and student learning using a whole school agreed practice.

Priority Improvements for Religious Education in 2016 will be evident by:

- Students and staff actively participating in the Parish-School Community; modelling Making Jesus Real with an emphasis on St John's Mercy Traditions.

PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

In a parental survey, all respondents agreed that St John's Parish Primary School Trangie, helped their child to develop a knowledge and understanding about Catholic tradition and provided opportunities for students to be involved in school life and activities. Over one third of respondents strongly agreed with both statements.

Parents were asked if their child was challenged to maximise their learning, a majority of parents agreed with this statement, whilst the remaining families strongly agreed that St John's maximised student learning. In meeting the individual needs of students, a third of respondents strongly agreed, whilst the remaining respondents agreed.

All families felt that St John's provided appropriate information about their child's progress, with nearly half of parents strongly agreeing with the procedures in place that inform parents of student progress. Most families strongly agreed that St John's provided a safe and supportive environment, with the remaining families agreeing with this statement.

Student Satisfaction

Over a third of students at St John's School strongly agreed that the school helped them in developing knowledge and understanding of the Catholic tradition, the remaining two-thirds of students agreed with this statement. A majority of students surveyed were proud of their school. Whilst most students believed that their teacher encouraged them to do their best in school activities.

Nearly all students felt safe at school and believed that St John's offered them a wide range of sporting and curriculum choices.

Teacher Satisfaction

Every staff member at St John's staff enjoys working in the School. A majority of staff believed that St John's is an extremely safe working environment, with the remaining feeling very safe. All staff felt the feedback from the Principal was either very or extremely useful.

Over half the staff felt that teachers collaborated extremely well at St John's, with the remaining staff believing collaboration amongst staff to be very good. All staff surveyed felt that the school cared about their professional growth and development.

FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$219,402	Capital Expenditure	\$4,598
Government Capital Grants	\$0	Salaries and Related Expenses	\$898,446
State Recurrent Grants	\$812,380	Non-Salary Expenses	\$262,077
Fees and Private Income	\$112,030	Total Expenditure	\$1,165,121
Other Capital Income	\$5,110		
Total Income	\$1,148,922		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.