



Annual Report

ST JOHN'S SCHOOL

2018

Introduction

The Annual Report has two parts. Part One is the 'School Performance Information'. This section includes information relating to context, teacher standards and qualifications, workforce composition, attendance, NAPLAN, school community satisfaction, finances, School Improvement Plan goals and secondary destinations.

Part Two is 'School Community Report' and contains the School Board Chair Report.

Contextual Information

St John's School is a single-stream, Catholic, co-educational school catering for students from Kindergarten to Year Six, with an enrolment of 170 students. The school is located close to the regional centre of Geraldton. St John's School was established in 1969 by the Presentation Sisters with the St John's Parish. The focus of St John's School is to provide quality Catholic education to all students. The school is centred on Christian values whereby all members treat each other with respect and dignity. The school community works together to nurture the whole development of each child and to provide pastoral care for each person. The School's Mission Statement is to

1. Provide a Catholic, caring, supportive environment in which students can grow in God's likeness
2. Develop each individual spiritually, academically, physically, socially and emotionally to his or her full potential
3. Assist the development of self-esteem and respect for others, so that each of our students becomes a positive, contributing member of the community.

St John's School is characterised by its strong sense of community and tradition and has maintained the character of a small country, community school. A number of families have had two to three generations of their family attend the school. The cultural heritage of each person and of all cultures is valued and embraced. St John's School has a strong emphasis on catering for children's needs and talents, offering a variety of experiences and learning opportunities and well established programmes to develop the whole person.

The emphasis on effective Literacy development is embedded in well-established Literacy programmes. Early Intervention programs have been a feature of the school's education strategy for many years, through the use of OLI, Observation Surveys, Reading Recovery and an Early Intervention Support Teacher in the Pre Primary to Year Two Classes. Alternative structures for the teaching of Mathematics include the use of the Mathletics programme from Year One to Year Six. St John's School implements the Primary Connection Science program and Specialist Programmes in the areas of Visual Art, Music, Languages (Indonesian) and Digital Technology. The integration of ICT within the school and classroom is a strong component of the learning experiences within the school.

Involvement in local school and community sport is a feature of the school, with staff and parents generously giving their time to coach a number of netball, soccer, football, hockey and cricket teams. A Specialist Teacher is employed to implement the Blueearth Physical Education programme. The children from Years One to Six participate in Daily Fitness three mornings a week and in a rotation of sporting activities on Friday afternoons.

The School Board and Parents and Friends' Association have a strong commitment to the school, maintaining a welcoming and aesthetically pleasing presentation and high quality facilities and resources to meet the needs of members of the school community.

Teacher Standards and Qualifications

Qualifications of the Teaching Staff:

- Certificate IV – 1
- Advanced Certificates in Art & Design – 1
- Arts Course certificate – 1
- Diploma of Children's Services – 1
- Diploma of Teaching – 6
- Associate in Music – 1
- Certificate in Theological Studies – 1
- Diploma in Education – 1
- Graduate Diploma of Applied Science Teacher Librarianship – 1
- Bachelor of Arts in Education – 3
- Bachelor of Arts Commerce – 1
- Bachelor of Education – 10
- Master of Educational Leadership – 1

***Some of the teaching staff have more than one qualification.

Workforce Composition

Staffing includes

- One female Principal
- 5 female full-time Teachers
- 2 male full time Teacher
- 6 female part-time Teachers
- 1 male part-time Teacher
- One female part-time Teacher (Sister Lyn)
- 1 female part-time Administration Officer
- 1 female part-time Finance Officer
- 3 female part-time Aboriginal Teacher Assistant
- 7 female part-time Education Assistants
- 1 female part-time Canteen
- 2 female part-time Cleaners
- 1 female part-time Gardener
- 1 male part-time Gardener

***Some of the staff have more than one role.

Student Attendance at School

Whole school attendance percentage was 91% broken down to class levels below:

Pre Primary	85%
Year One	89%
Year Two	94%
Year Three	93%

Year Four	89%
Year Five	92%
Year Six	93%

This information is collated from SEQTA 2018 School Performance Report.

Absenteeism is managed each day by phoning the parents of any student that is absent and a telephone call, email or note has not been received by the school. Also, the school sends home follow up Absentee Follow Up Letters if an explanation has not been sent to the classroom teacher.

Any families which have chronic absenteeism are managed by the Principal who follows up with the families by way of telephone calls or meetings.

NAPLAN Annual Assessments

Percentage of Year Three and Five students at or above the minimum standard in NAPLAN Reading, Spelling, Writing, Grammar and Punctuation, and Numeracy (Benchmark Results 2018):

Learning Area	Year Three	Year Five	Year Seven
Numeracy	91%	96%	N/A
Reading	87%	96%	N/A
Grammar & Punctuation	91%	89%	N/A
Spelling	91%	100%	N/A
Writing	87%	96%	N/A

School Mean for Year Three and Five students in NAPLAN Reading, Spelling, Writing, Grammar and Punctuation, and Numeracy (Results 2018):

	Grammar & Punctuation	Numeracy	Reading	Spelling	Writing
YEAR 3 St John's School Mean	Band 4 413.9	Band 4 373.6	Band 5 427.3	Band 4 388.5	Band 4 383.8
YEAR 3 Australian Schools Mean	Band 5 431.7	Band 4 407.7	Band 5 433.8	Band 4 417.8	Band 4 407.2
YEAR 5 St John's School Mean	Band 5 465.6	Band 5 457.3	Band 6 483.8	Band 6 479.1	Band 5 424.8
YEAR 5 Australian Schools Mean	Band 6 503.6	Band 6 494.2	Band 6 509.0	Band 6 502.5	Band 6 464.6

Parent, Student and Teacher Satisfaction

In May/June of 2018, staff, students and families participated in the 2018 Parent, Student and Staff review facilitated by MMG Education. A total of 31 parents (62%), 48 students (86%) and 18 staff (60%) responded to the online survey. The survey methodology utilised MMG Education's tailored online program. Access was provided to each parent, staff and student (via email). Students completed the questionnaire under supervision at the School.

The respondents' overall satisfaction with St John's School is

Parents 75%	Students 76%	Staff 84%
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The respondents' overall satisfaction with the Religious Education Programme is

Parents 77%	Staff 89%
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The respondents' overall satisfaction with the teaching and learning at St John's School is

Parents 77%	Students 78%	Staff 91%
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The respondents' overall satisfaction with student wellbeing at St John's School is

Parents 85%	Staff 92%
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The respondents' overall satisfaction with the co-curricular activities at St John's School is

Parents 76%	Students 75%	Staff 86%
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The respondents' overall satisfaction with the day to day management of St John's School is

Parents 77%	Staff 78%
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The respondents' overall satisfaction with the communication within the school community at St John's School is

Parents 78%	Staff 82%
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The respondents' overall satisfaction with the way the school engages with its community is

Parents 79%	Staff 80%
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The respondents' overall satisfaction with St John's School is

Parents 75%	Students 76%	Staff 84%
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The respondents' overall satisfaction with the facilities and resources at St John's School is

Parents 81%	Staff 80%
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The respondents' overall satisfaction with the way the school is working to achieve its mission is

Parents 74%	Staff 86%
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School Income

Please view the following link: <http://www.myschool.edu.au> for more information.

BOARD TREASURER'S REPORT

Budget Report for 2018 Annual Provisional Budget 2019 Presented by Stacey Ertzen



BUDGET FOR 2018

Opening Balance (01/01/2018)	\$313,473
Estimated Result for 2018	\$110, 389
Estimated closing balance Dec 31 2018	\$203,084
Banking accounts consist of:	
Operating account	\$85,000
Building account	\$36,899
Information Technology	\$2,581
Deferred maintenance	\$63,553
Vehicle Replacement	\$15,051

OPENING BALANCE: 01/01/2019

Estimated Opening Balance	@ 1 st Jan 19
Operating Account	\$ 85,000
Building Account	\$ 36,899
ICT Replacement	\$ 2,581
Deferred Maintenance	\$ 63,553
Vehicle Replacement	\$ 15,051
TOTAL	\$ 203 084



- Operating account
- Building account
- ITC replacement
- Deferred Maintenance
- Vehicle replacement

2019 Budgeted Operations

Recurrent Income	2,620,716
Recurrent Expense	2,491,398
RECURRENT RESULT	129,318
Capital Income	18,026
Capital Expense	89,586
CAPITAL RESULT	-71,560
Trading Activity Income	25,000
Trading Activity Expense	37,368
TRADING RESULT	-12,368
TOTAL SURPLUS	45,390

TREASURER'S REPORT FOR 2019 INITIAL BUDGET

- The Initial Budget has to have a balanced Recurrent Component which ours does.
- Provisions are required to pay 2019 January Salaries equating to **\$172,123**.
- **66%** of Income received from (Australian/Federal Government Funding based on the number of students and
- **17.3%** of income from State funding
- **\$185,366 (6.95%)** from school fees, levies, camp and excursion fees.
- Main expense for the school is salaries and on-costs of salaries which total approx. **\$1,988,128 (74.6 %)** of income received.

BOARD TREASURER'S REPORT

The Initial budget for 2018 has been calculated based on:

- **159** students Pre-Primary to Year 6
- **26** Kindergarten students



For 2019

The School fees have been indexed by **0%**
(Advised by Catholic Education could be indexed up to 2%)

BUDGET RESULT FOR 2019

Provision	Amount
Opening Bank Balance in Jan 2019	\$203,084
Estimated Cash Result 2019	\$43,660
Estimated Cash Reserves as at 31 Dec	\$246,744
Jan Salary 2020 Estimate	\$172,123
Total Provisions/Reserves Dec 2019	\$74,621



Account	
Building Account	\$14,326
IT replacement	\$5000
Deferred Maintenance	\$50295
Motor vehicle	\$5000
Total provisions	\$74,621

Fees for 2019

SAINT JOHN'S SCHOOL

SCHOOL FEES AND DISCOUNTS 2019

FEES INCLUDED IN BELOW FULL FEE TOTALS				MISC FEES TO BE ADDED TO FEE TOTAL		
PP- YEAR 6	\$242.00	per term		Leadership Camp	Yr 5 & 6	\$50.00
KINDY	\$114.00	per term		Year 6 Camp	YR 6	\$550.00
BUILDING LEVY	\$194.00	per family		Diary Yr 1-6	YR 1-6	\$8.00
HCC - Kindy - 6	\$300.00	annual		Kindy Craft Fee	KINDY	\$20.00
Incursion	\$30.00	Per Student Annual		Mathletics	YR 1-6	\$27.00
ICT Levy	\$25.00	Per Student Annual		Maths Resources	YR 1-6	\$10.00
Swimming Lessons Yr 1-6	\$45.00	Per Student Annual		PP COOKING LEVY	PRE-PRIMARY	\$15.00
P&F Levy	\$30.00	Per Family Annual				
FULL FEES				Swimming and bus		
	Total	Building levy	ICT Levy	Incursion		Total
1 CHILD P-6	\$968.00	\$194.00	\$25.00	\$30.00	\$60.00	\$1,307.00
2 CHN P-6	\$1,742.40	\$194.00	\$50.00	\$60.00	\$120.00	\$2,196.40
3 CHN P-6	\$2,323.20	\$194.00	\$75.00	\$90.00	\$180.00	\$2,892.20
4 CHN P-6	\$2,323.20	\$194.00	\$100.00	\$120.00	\$240.00	\$3,007.20
1 CHILD KINDY	\$456.00	\$90.00	\$25.00	\$10.00		\$611.00
2 CHN (1 in P-6 and 1 in K)	\$1,332.80	\$194.00	\$50.00	\$40.00	\$60.00	\$1,706.80
3 CHN (2 in P-6 and 1 in K)	\$2,016.00	\$194.00	\$75.00	\$70.00	\$120.00	\$2,505.00
4 CHN (3 in P-6 and 1 in K)	\$2,016.00	\$194.00	\$100.00	\$100.00	\$180.00	\$2,620.00
HEALTH CARE CARD				Swimming and bus		
	Total	Building levy	ICT Levy	Incursion		Total
1 CHILD P-6	\$300.00	\$90.00		\$30.00	\$60.00	\$510.00
2 CHN P-6	\$540.00	\$90.00		\$60.00	\$120.00	\$840.00
3 CHN P-6	\$720.00	\$90.00		\$90.00	\$180.00	\$1,110.00
4 CHN P-6	\$720.00	\$90.00		\$120.00	\$240.00	\$1,200.00
1 CHILD Kindy	\$300.00	\$90.00		\$10.00		\$430.00

Senior Secondary Outcomes

Not applicable for St John's School.

Post School Destinations

Our Year Six students' high school destinations are as follows:

- Twenty students to Nagle Catholic College, Geraldton
- Seven students to Champion Bay Senior High School, Geraldton
- Two students to Geraldton Senior High School, Geraldton

Annual School Improvement

Report on progress towards the St John's School, School Improvement Goals (SIP) for 2018 as provided by Miss Maureen Barrett, Principal of St John's School in 2018.

Annual Principal's Report: 2018 Annual School Community Meeting Wednesday 28th November 2018

It is with great pride and a mix of emotions that I present this 2018 Annual Principal Report to the school community, my last after nine years. Reflecting on this year, and my nine years here, I have great pride in what we together as a school community have achieved.

No report or PowerPoint can adequately summarise the joys, success and achievements within a year, or nine years, of growth of me as a person, as a Principal and as a leader and for us as school community. And so tonight we will take glimpses of what has happened and has been achieved this year, using the 2018 Annual School Improvement Plan as our focus.

As I present my report, it is probably the photographs that accompany the PowerPoint presentation that show greater glimpses into what has been happening and has been achieved in the school this year and what will continue to be developed into next year. I thank Lucinda for her help in the PowerPoint for tonight presentation.

Before I begin, I also wish to acknowledge Brett Love, our Assistant Principal and the staff who worked collaboratively with me to achieve and review the 2018 Annual School Improvement Plan (ASIP) and to forward plan for the 2019 Annual School Improvement Plan, which will also be presented tonight.

Focus Area	As evidenced by
Aligning and development of key Scripture passages and understanding from the RE Units of Work at each year level and across the school L E A D	<ul style="list-style-type: none"> ❖ Scripture was the focus of the Staff Retreat this year, with Father Bernard focusing on the first four books of the Bible. This focus will continue next year. ❖ Develop and chart the Scripture passages used within the RE Units at each year level - this was not undertaken as new RE Curriculum is in the process of being written. ❖ Purchase additional resources for the teaching and development of Scripture and key understanding in the RE Units of work - some resources purchased. ❖ Links to Bible resources shared with teachers.

Development of Oral Language and Thinking Skills using conversational questioning and rich tasks L E A D	<ul style="list-style-type: none"> ❖ Use of oral language to develop language and thinking, e.g. playgroup: Abecedarian Approach Australia; PP-Year 6 language enrichment, rich tasks, computational thinking. ❖ Continue as an area of consciousness in the language used within the classroom and conversations with children, include the Notice Nudge Narrate model used in the AFAFE playgroup. ❖ The St John's School Learner 21st Century Learner poster was developed to articulate the important learning foci for the school. ❖ Library Makerspace – thanks to P&F funds.
To continue to deepen and refine the pedagogical (teaching and learning) practices: Writing L E A D	<ul style="list-style-type: none"> ❖ Brightpath Writing moderation implemented in 2018. ❖ Explore the idea of a Writing Data Wall. Possibly integrate with the Brightpath Moderating Scale - decision to stay with reading focus to enable to further embed in 2018. ❖ Refine Instructional Walk and Talks so they are more common place - to embed more consistent practice in 2019. ❖ Refine the Case Management Meeting Process - to embed more consistent practice in 2019.
Embed levels of feedback and staff performance appraisal and development model L E A D	<ul style="list-style-type: none"> ❖ Staff to students, students to student levels of feedback - implementing in the classrooms, to be further embedded in 2019. ❖ Leadership and teaching staff using Staff OneNote to record feedback, goal and professional development based on AITSL Teaching Standards. ❖ Non teaching staff, leadership and teacher using Duty Statement/Performance Feedback form or Staff OneNote to record performance appraisal, feedback and goals. ❖ Processes drafted but not implemented. ❖ A focus for 2019, including a focus for regional schools.
The expansion of Digital Technology learning skills, knowledge and curriculum, including computational thinking L E A D	<ul style="list-style-type: none"> ❖ Embedding the SCSA Digital Technology curriculum. ❖ Develop computation thinking across the school. ❖ ACARA ITC and STEM initiatives - Deanne Poole - very complimentary of work undertaken and achieved by staff. ❖ Conversion of ITC room into 21st Century Learning Makerspace. ❖ Robotics and coding introduced.
Empowering Student Voice L E A D	<ul style="list-style-type: none"> ❖ Staff Professional Development and discussion around the voice of the students. ❖ Student Councils to suggest and implement greater input into school activities and decisions, e.g. dress for farmers, suggestions for Disco/Fun Night. ❖ Student involved in School Survey and School Cyclic Review discussions. ❖ Student advocacy focus in NQS. ❖ Has been stronger in 2018 – shared responsibility.

As well as the aforementioned strategic priorities, our ongoing school improvement has continued in the areas of:

- Student wellbeing and pastoral care
- Literacy, Early Intervention Support, Reading Recovery
- Catering for students with Learning and Special Needs
- Cultural awareness and understanding
- All aspects of the WA Curriculum

The success of these school improvement initiatives has been seen in student achievement growth, as exemplified by the growth in NAPLAN achievement from our current Year Five Class from their Year 3 Class results who achieved above national growth in all areas - for the eighth year in a row!

2016 - 2018					
Year 3 to 5	CEWA	CEWA Same	WA	National	School
Reading	85	92	86	83	117
Numeracy	93	95	95	92	125
Writing	44	37	45	44	32
G&P	74	78	75	67	119
Spelling	88	91	88	82	122

Key

More than 10 above NAPLAN units than the national mean

More than 5 above NAPLAN units than the national mean

+ or – 5 NAPLAN units of national mean

More than 5 below NAPLAN units than the national mean

More than 10 below NAPLAN units than the national mean

Looking forward to 2019 - our 2019 School Improvement Plan foci

<u>Focus Area</u>	
The Critical Thinking and Problem Solving Skills of a 21 st century learner	<ul style="list-style-type: none"> ❖ Developing a whole school approach for the embedding of the identified critical skills of a 21st century learner. ❖ Differentiating to enable the development of student's critical thinking and problem solving across the school.
The embedded of Digital Technology skills for staff and students	<ul style="list-style-type: none"> ❖ Embedding the SCSA Digital Technology curriculum ❖ Develop computation thinking across the school ❖ ACARA ICT and STEM initiatives - Deanne Poole ❖ Robotics and coding
Embed levels of feedback and staff performance appraisal and development model L E A D	<ul style="list-style-type: none"> ❖ Staff to students, students to student levels of feedback - implementing in the classrooms, to be further embedded in 2019 ❖ Leadership and teaching staff using Staff OneNote to record feedback, goal and professional development based on AITSL Teaching Standards ❖ Non-teaching staff, leadership and teacher using Duty Statement/Performance Feedback form or Staff OneNote to record performance appraisal, feedback and goals ❖ A focus for 2019, including a focus for regional schools

Curriculum Foci	
Continue to development the knowledge of Scripture and embedded in the teaching and learning programmes	<ul style="list-style-type: none"> ❖ Staff Retreat with Father Bernard ❖ Accreditation Professional Development
The development of key Numeracy skills	<ul style="list-style-type: none"> ❖ An investigating into the school assessment data to identify areas of focus within Numeracy, those that are of strength and need of development in Numeracy ❖ The Numeracy focus is also one within Catholic schools of the Geraldton Diocese ❖ Problem solving and rich tasks will also be embedded within this focus
Writing skills development	<ul style="list-style-type: none"> ❖ Continuing using Brightpath Writing moderation- to identify and develop areas of need within the whole school, class and individuals
To continue to deepen and refine the pedagogical practices across the school	<ul style="list-style-type: none"> ❖ Continue to embed Learning Intentions and Success Criteria ❖ Refine Instructional Walk and Talks so they are more common place - to embed more consistent practice in 2019
Differentiation and cater for student need	<ul style="list-style-type: none"> ❖ Refine the Case Management Meeting Process - to embed more consistent practice in 2019 ❖ Continued refinement of the practices to assist students with identified Special Needs, including Autism

In conclusion

As can be seen, much has been achieved in our School Improvement Plan and the day to day operations of St John's School and this does not just happen. We can have all the plans we want but the success and the fulfillment are through the hard work, generosity and collaboration of many, many individuals working together within our school community.

On behalf of the school community and myself, I would like to acknowledge and thank:

Our Parish Priest: Father Larry

We are very, very blessed to have such wonderful Parish Priest in Father Larry to support and model Christ's love within the school and parish community. It is wonderful to have the active involvement and support of Father Larry who makes himself so readily available to be active and involved in the life of St John's School. Father Larry, who is a weekly visitor to the school and classrooms, often leads our school and class liturgies to enrich the faith life and faith experience of all within our school community.

The School Board

The work of the School Board is a vital aspect of the school's management and operation and all members are to be congratulated for their voluntary work.

Our thanks to Father Larry, Mrs Stephany Keeffe (Chairperson), Mr Brett Morrison (Vice Chairperson), Kym Trenfield (Secretary), Nicole Jupp (P&F Representative), Sharnna Weston and Candi Forsyth Mongoo.

A very special thanks to our Treasurer Stacey Ertzen, who has not only taken on the Treasurer position this year but has been journeying with Louise, then Kym, and I as the Catholic Education WA accounting system changed from a cash to accrual system.

I have appreciated the time and commitment each member of the School Board has given to the School Board and school community over the year. I thank and wish Stephany, Brett, Kym and their families well as they move on from St John's School with their children leaving the school, but they and the families will always be a special part of St John's School. I appreciate Stacey, Candi and Nicole who will continue on the Board to help in the important work of transition with the new Principals coming into the school. I thank Bill, Ebony and Tristan for answering the call to come onto the Board.

The P&F Executive and Committee

The Parents & Friends Executive and Committee have completed a monumental effort over the last few years and this year is no exception. Their achievement will live on in the life and adventures of our students and in the wonderful Makerspace Library furniture for many years to come.

The Parents & Friends also continued to serve our school well by organising a number of events for fundraising and to build the social connectedness of families and staff within the school.

Our huge thanks to the P&F Committee, Nic Beaver (President), Sue Miragliotta (Vice President), Debra Robinson (Treasurer), Nicole Jupp (School Board representative) and the committee, for all they have achieved. A special thanks to Nicole Beaver for her leadership of the P&F over the last few years and for all that has been achieved. Thank you to Nicole and Sue who will continue with the other committee members while the new 2019 committee begins the leadership of the P&F. A huge thank you to each of the new executive who answered my call (or was that a plea) or a phone call to Nerolie which started with, *this call may come from left field...but*. A huge thank you for stepping into the roles, I know you will be do a great job.

Assistant Principal

My genuine thanks for Mr Brett Love, who showed he really *is two times the leader, that other people* have in other schools - in taking on both Assistant Principal roles during 2018. I can only express my appreciation and admiration for the way he has undertaken his roles of Assistant Principal. The roles are multi-faceted and complex. However, he always does a fantastic job of everything he takes on.

This year Brett has shown how multitalented he is this year by taking on both Assistant Principal roles, as well as the Year 6 Teacher and the Year 6 Sports Teacher. He is also the Digital Technology Teacher and coordinator - at a time where CEWA continue to have huge developments with the IT DT and IT infrastructures within schools and across the system.

A special thanks to Mr Kylie Murphy who continued to increase her leadership within the school in the capacity of ECE Coordinator, NQS Coordinator, Literacy Support Teacher, Year One Teacher and mentor for our Early Career Teachers. Kylie has stepped into being responsible for the school when the Leadership Team have been offsite at numerous times throughout the year, doing a brilliant job - including when prisoners were running around Geraldton! Next year Kylie will be undertaking the role of the Leader of Special Projects within the school, which is a member of the Senior Leadership Team within the school.

The Staff

We have an amazingly talented and generous staff, without whom all that has been spoken about would not be possible. At the forefront of all we do is the education and wellbeing of our beautiful students and they can be in no better hands than that of our wonderful staff. Each staff member goes consistently above and beyond their role and duties to ensure that each child has the best possible opportunities for growth, success and happiness. All show leadership in different aspects of the school progress and life. On your behalf, I thank each and every one of them.

My thanks to Kym and Tracey for their help in the smooth running of the office and school. I am grateful for the happy friendly duo who are generally the first face of the school and often in the background assisting things to flow smoothly.

Kym has stepping into the Finance Officer role at the most difficult time possible with the cash to accrual changeover for schools and the new accounting systems that are being implemented and is doing a fantastic job. She has learnt to live the phrase – ‘just breathe’!

Our Assistant Principal, Teachers, Education Assistants, Aboriginal Teacher Assistants, Administrative Assistants, Canteen, Cleaning and Grounds Staff - each one is an important and integral part of our team, who have contributed greatly to enable us to achieve what we have throughout the year.

Thank you for your attendance at the AGM this evening, I appreciate the efforts that many families have gone to find babysitters and make other arrangements so that you can be here tonight.

Upon reflection, and as I have been writing this report regarding the achievement of 2018, I believe, this has again been a year of continued progress and achievement, of which we can all be very proud. I thank each person for their contribution and the part they have played.

Next year, when St John’s School looks forward to its 50th Year of operation, in which the rich history and successes of the school will be celebrated. I wish you all well in 2019 and look forward to visiting for the 50th Year Celebrations.



Maureen Barrett
Principal

School Board Chair Report

This report will be added in the very near future.