

St John's School

2021 ANNUAL REPORT

St John's School
EVERY STORY EVERY OPPORTUNITY

Introduction

Annual Reporting is in two parts. Both are needed to meet the compliance requirements of the Australian Government, West Australian Government and/or Catholic Education Western Australia Ltd.

Part One: Publication of Information Relating to Schools

Part One – 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 210 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, celebrating its fifty year anniversary in 2019.

Every Story Every Opportunity is the Moral Purpose/Vision Statement of St John's School. We believe that every student that is enrolled at the school, attends with a story. It is imperative that the staff of St John's School knows this story so that the child can be provided with every opportunity to grow to their full potential.

The School's Mission Statements are

Catholic Identity

Inspiring our community to develop their faith through acceptance of all individuals.

Education

Providing a holistic education that caters for all individuals.

Stewardship

Supporting and responding to the diverse needs of all individuals.

Community

Accepting and supporting the St John's Community to nurture the full potential of all individuals.

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 programs 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 program from Years One to Year Six. St John's School implements the Primary Connection Science

program and Specialist Programs in the areas of Visual Art, Music, Languages (Indonesian) and Physical Education and Health. 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, football, hockey and cricket teams. A Specialist Teacher is employed to implement the Physical Education program. 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 Advisory Council 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.

Part One – Teacher Standards and Qualifications

Qualifications of the Teaching Staff:

- Certificate III of Children's Services – 1
- Certificate III Teacher's Aide – 1
- Certificate IV – 1
- Advanced Certificate in Art & Design – 1
- Advanced Diploma in Children's Studies - 1
- Diploma of Children's Services – 2
- Diploma for Teacher Aides – 1
- Diploma of Teaching – 3
- Diploma in Education – 1
- Graduate Certificate in Religious Education – 1
- Bachelor of Arts in Education – 4
- Bachelor of Arts Communication – 1
- Bachelor of Education – 11
- Master of Education Religious Education – 1
- Master of Education Specialisation in Catholic Education - 1

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

Part One – Workforce Composition

Staffing includes

- One female Principal
- 5 female full time Teachers
- 2 male full time Teachers
- 7 female part time Teachers
- 1 female part time Administration Officer
- 1 female part time Finance Officer
- 1 female part time Library Technician
- 2 female full time Aboriginal Teacher Assistants
- 1 male fulltime Aboriginal Teacher Assistant
- 4 female full time Education Assistant

- 2 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.

Part One – Student Attendance at School

For 2021, whole school attendance percentage was 89% broken down to class levels below:

Pre Primary 87%

Year One 85%

Year Two 90%

Year Three 88%

Year Four 94%

Year Five 93%

Year Six 86%

This information is collated from SEQTA 2021 School Performance Report.

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

Any students who have chronic absenteeism are managed by the Principal who follows up with the families by way of telephone calls and/or meetings. If required the Attendance Officer from the Department of Education, Midwest Education Regional Office, is contacted for support and assistance and/or Child Protection and Family Support.

Part One – NAPLAN

Year Three	Reading	Writing	Spelling	Gramma	Numeracy
St John's School Mean	416	415	357	392	371
All Australian Mean	438	425	421	433	403

Year Five	Reading	Writing	Spelling	Gramma	Numeracy
St John's School Mean	489	472	480	485	485
All Australian Mean	511	480	504	503	495

<https://www.myschool.edu.au/school/48955/naplan/studentprogress>

<https://www.myschool.edu.au/school/48955/naplan/results>

Part One – Parent, Student and Teacher Satisfaction

Year Four to Six Student Survey

- 80% of students feel accepted and valued by her peers and others at St John's School
- 75% of student have friends they can trust who encourage them to make good choices at St John's School
- 95% of students believe school is useful in everyday life and will have a strong bearing on their future
- 76% of students are interested and motivated in their learning at St John's School
- 97% of students try hard to succeed in their learning at St John's School
- 83% of students feel the teachers are responsive to their needs and encourage independence with a democratic approach

Parent Survey

- 86% of parents feel welcome
- 78% of parents feel informed
- 69% of parents support learning at home
- 80% of parents feel the school supports learning
- 81% of parents feel the school supports positive behaviour
- 82% of parents feel the school supports safety
- 81% of parents feel the school is inclusive

Staff Survey

- Staff are 68% satisfied with St John's School based on the Tell Them From Me Survey, answering questions relating to the following areas:
 - Leadership
 - Collaboration
 - Learning Culture
 - Data Information Practice
 - Teaching Strategies
 - Technology
 - Inclusive School
 - Parental Involvement
 - Challenging & Visible Goals
 - Planned Learning Opportunities
 - Quality Feedback
 - Overcoming Obstacles to Learning

Part One – School Income

<https://www.myschool.edu.au/school/48955/finances>

2022 Opening Balance

Estimated Opening Balance	01/01/2022
Operating Account	\$443 436
General Provisions	\$39 533
IT Account	\$2 676
Deferred Maintenance Account	\$51 959
Vehicle Replacement Account	\$25 570
Total	\$563 174

2022 Budget

ITEM	AMOUNT
Recurrent Income	\$3 003 640
Recurrent Expense	\$2 971 913
Recurrent Result	\$31 727
Capital Income	\$39 345
Capital Expense	\$63 525
Capital Result	-\$24 180
Trading Activity Income	\$41 600
Trading Activity Expense	\$44 600
Trading Result	-\$3 000
Total Surplus/-Deficit	\$4 547
Total	\$4 547

Treasurer's Report for 2022 Budget

- The Initial Budget must have a balance Recurrent Component Recurrent which ours does.
- Provisions are required to pay 2022 January Salaries equating \$207 310.
- 78.2% of our income is received from Australian/Federal Government Funding based on the number of students.
- 14.7% of our income is from State Government Funding based on the number of students.
- \$168 845 (5.6%) from school fees, levies, camp and excursion fees.
- Main expense for the school is salaries and on-costs of salaries which total approximately \$2 474 793 (82.4% of income received).

Treasurer's Report for 2022 Budget

The Initial Budget for 2022 has been calculated based on:

- 181 students in Pre Primary to Year Six
- 21 students in Kindy

School Fees for 2022

- 2% fee increase

2021 Budget

Item	Amount
Opening Balance (01/01/2021)	\$483 589
Estimated Cash Result 2021	\$79 585
Estimated Closing Balance for 31 December 2021	\$563 174
Bank Accounts Consist of (01/01/2021)	
Operating Account	\$400 716
General Provisions	\$39 389
IT Account	\$2 653
Deferred Maintenance Account	\$25 465
Motor Vehicle Replacement Account	\$15 366

Part One – Senior Secondary Outcomes

Not applicable for St John's School.

Part One – Post School

The 2021 St John's School Year Six high school destinations are as follows:

- Ten students to Nagle Catholic College, Geraldton
- Thirteen students to Champion Bay Senior High School, Geraldton
- One student to Geraldton Senior High School, Geraldton
- One student to Ballajura Community College
- One student is unknown

Part One – Annual School Improvement

All CEWA schools are required to have School Improvement Plan. This plan drives the work that the school undertakes across the areas of Catholic Identity, Education, Community and Stewardship. An overview of how we have progressed towards the achievement of the milestones has been provided below.

St John's School			
Vision Statement or Moral Purpose: Provide an holistic education that inspires, supports and builds... 'Every Story, Every Opportunity'			
Aspiration (for 2021-2023): To move from performing 'at like schools' to performing close to/at WA state mean in NAPLAN Numeracy assessments.			
Focus Areas	Description	Objectives	
Leadership & Management	Develop staff capability and accountability	1.1 To improve staff role clarity and accountability processes.	1.2 To increase teacher confidence in utilising data to improve student outcomes.
Curriculum and Teaching	Highly effective teaching and learning implemented in all classrooms	2.1 To reduce variability in Numeracy teaching practice between classrooms.	2.2 To have consistent teaching practices that align with the research about the science of learning.
Conditions for Learning & Student Voice	Ensure optimal conditions for learning and achievement across the school	3.1 To have consistent behaviour management processes across the school.	3.2 To improve student well-being and behaviour.
Catholic Identity	Inspire Christ centred leaders by providing an education that integrates	4.1 To raise religious awareness and the presence of Jesus.	4.2 To enhance internal and external expressions of the divine life.
		4.3 To engage with the Aboriginal community to provide faith encounters that complement Aboriginal spirituality.	
Leadership & Management Owner: Melissa and Emma LM1 Collect Numeracy data to build an accurate picture of school performance LM2 Develop and regularly revisit our shared moral purpose, including staff self-reflections LM3 Implement Numeracy coaching, observation and feedback protocols and processes LM4 Develop a staff well-being plan LM5 Develop and frequently track Numeracy targets for students LM6 Develop a whole school approach to data analysis Curriculum & Teaching Owner: Emma CT1 Lead and upskill teaching staff on the science of learning and cognitive load theory CT2 Research effective evidence-based practices in Numeracy CT3 Implement high-impact teaching strategies in Numeracy Conditions for Learning & Student Voice Owner: Melissa and Brett CLS1 Create a behaviour management framework/flow chart to be used across the school CLS2 Develop and implement a student code of conduct CLS3 Develop a plan to address identified Numeracy needs within the classroom environment CLS4 Develop a plan to address identified maintenance, security and fit for purpose needs within the school environment Catholic Identity Owner: Brett CI1 Develop an understanding that the Crucifix is a symbol of sacrificial love CI2 Create sacred spaces that reflect and raise awareness of the presence of Jesus CI3 Develop a deeper understanding of the Trinity and the Apostles' Creed CI4 Develop a catechesis that embeds Aboriginal spirituality			
		Owner: Emma	
		Owner: Brett	
		Owner: Emma, Brett & Melissa	
		Owner: Melissa	
		Owner: Emma	
		Owner: Melissa and Emma	
		Owner: Emma	
		Owner: Brett and Emma	
		Owner: Brett and Emma	
		Owner: Emma, Brett & Melissa	
		Owner: Brett	
		Owner: Emma	
		Owner: Melissa	
		Owner: Brett	
		Owner: Brett	
		Owner: Brett	
		Owner: Brett	
		Owner: Emma	

56

MILESTONES TIMELINE								
	2021				2022			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Leadership and Management								
Owner: Melissa and Emma								
LM1 Collect Numeracy data to build an accurate picture of school performance								
Owner: Melissa and Emma								
Review current Numeracy Assessment Schedule as a Leadership Team in conjunction with CEWA Consultants								
Review revised Assessment Schedule as a staff								
LT to develop the agreed format for recording of Numeracy data								
LT to plan and present PLC Meeting/s to upskill teachers in the data collection and recording process								
Teachers to trial proposed processes								
Data to be recorded electronically and in the agreed format								
LT to devise a proforma to use for data discussion meetings with teachers								
LT to check in and review progress including meeting with teachers								
LT to review overall processes								
LT to discuss the collection and use of Numeracy data to inform teaching and learning								
LM2 Develop and regularly revisit our shared moral purpose, including staff self-reflections.								
Owner: Brett, Emma and Melissa								
Dedicate and timetable reflection time at the conclusion of Staff Meetings/PLCs								
Create a working visual display in the Staffroom where the ongoing reflections are posted								
LT to share the moral purpose with the School Advisory Council and P&F at a scheduled meeting								
LT to share the moral purpose through various school publications, newsletter, website, Facebook, Seesaw								
LT to map out a process to introduce the moral purpose to the students								
Teachers to introduce the moral purpose to the students through designated activities								
LT to discuss moral purpose at various whole school events, including assemblies								
LT to weave the moral purpose into conversations with all key stakeholders								
LT to review the self reflections to drive the plan, addressing areas as appropriate								

MILESTONES TIMELINE									
	2021				2022				
	Term 3		Term 4		Term 1		Term 2		
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II	
LM3 Implement Numeracy coaching, observation and feedback protocols and processes.									
Owner: Melissa and Emma									
LT to investigate examples of coaching									
LT to formulate a proforma of coaching questions and share with teaching staff									
LT to trial the coaching proforma as a team, refining as required									
LT to share the trial process with teaching staff									
Add all details of coaching conversations to Staff Feedback procedures									
Administer the coaching process across all year levels, including a timeline									
Review the coaching process after a year of implementation									
LM4 Develop a staff wellbeing plan									
Owner: Melissa									
LT attendance at CEWA Leading Wellbeing PL over the course of 2021 (six days)									
Invitation to HPE Specialist Teacher to be involved in the process									
Examination of Staff Wellbeing Plans from other schools									
Liaise with CEWA Psychology Consultants to formulate the Staff Wellbeing Plan									
Form a Staff Wellbeing Committee									
Formulate and circulate with staff the draft of a Staff Wellbeing Plan									
Revise and implement the Staff Wellbeing Plan									
Revise and edit the Staff Wellbeing Plan after a year of implementation									
LM5 Develop and frequently track Numeracy targets for students									
Owner: Melissa and Emma									
LT to liaise with CEWA Consultants re Numeracy targets.									
LT to inform teachers of Numeracy targets and schedule for data collection.									
LT to meet with teachers upon completion of each data collection period using agreed proforma for discussion.									
Teachers to show evidence of data informed teaching and learning.									
Schedule and conduct Cluster Meetings for teacher to teacher data discussions, including case management where appropriate.									
Schedule and conduct whole school Staff Meetings to discuss data.									
Share data stories with School Advisory Council and P&F									

MILESTONES TIMELINE								
	2021				2022			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Curriculum and Teaching								
Owner: Emma								
CT1 Lead and upskill staff on science of learning and cognitive load theory								
Owner: Emma								
Deliver professional learning to teachers on Dempster's Framework								
Deliver professional learning to teachers on 'disciplined dialogue'								
Deliver professional learning to teachers to unpack Deans for Impact 'The Science of Learning' research paper								
Deliver professional learning to teachers on Cognitive Load Theory (CLT) with a focus on instructional techniques								
Teachers map their current practice of using science of learning (SoL) principles to the evidence-base research								
Develop a sequential PL plan related to the six key questions from 'The Science of Learning' research paper								
Contextualise the cognitive principles of the SoL to Numeracy teaching practices								
Establish a set of agreed practices related to SoL principles and CLT instructional techniques								
Choose three expert teachers to trial agreed practices for a semester								
Expert teachers mentor other teachers through cluster meetings on implementing agreed practices								
Build in agreed practices into staff coaching and feedback processes for Numeracy								
CT2 Research effective evidence-based practices in Numeracy								
Owner: Emma								
Visit other schools to observe evidence-based practices in Numeracy								
Staff read and review literature about evidence-based pedagogy in Numeracy								
Identify key principles associated with highly-effective Numeracy practices								
Choose and implement an evidence-based, whole school programme for Numeracy that incorporates the agreed key principles								

59

MILESTONES TIMELINE								
	2021				2022			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
CT3 Implement high-impact teaching strategies in Numeracy								
Owner: Emma and Brett								
Research and define high-impact teaching strategies								
Brett and Emma film and present a designated teaching strategy								
Develop an agreed lesson design (including learning intentions and co-constructed success criteria)								
Leadership Team role-model high impact teaching strategies								
Select teachers to pilot numeracy strategies in their classroom								
Roster staff to share Numeracy lesson reflections and invite other staff feedback								
Coach/growth meeting with member of Leadership Team to discuss teaching and learning of Numeracy								
Curriculum for Learning and Student Voice								
Owner: Melissa and Brett								
CLSV1 Create a behaviour management framework/flow chart to be used across the school								
Owner: Melissa and Brett								
LT review current behaviour management framework and identify what practices to maintain or modify								
Staff and students provide feedback on current behaviour management framework								
Source assistance and support from CEWA Consultants in developing a behaviour management								
Source behaviour management frameworks from other schools								
Draft a behaviour management framework								
Present behaviour management framework to key stakeholders								
Implement behaviour management framework across the school								
Review behaviour management framework after one year of implementation								
Organise and run a workshop to review and upskill teachers on the use of SEQTA to record productive and unproductive student behaviour								

MILESTONES TIMELINE								
	2021				2022			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
CLSV2 Develop and implement a student code of conduct								
Owner: Melissa								
LT to meet with HPE Specialist to discuss the process of developing a Student Code of Conduct								
HPE Specialist to become familiar with the CEWA process for developing a Student Code of Conduct								
HPE Specialist to work with the students during Health lessons, enacting out the procedures from the CEWA Student Code of Conduct Manual								
Present the draft of the Student Code of Conduct to all key stakeholders								
The Student Code of Conduct is professionally published using a graphic design process								
Publicise the Student Code of Conduct via a range of school platforms								
Regularly revisit the Student Code of Conduct by classroom teachers, duty staff and at Assemblies								
Include the Student Code of Conduct across all publications, including the behaviour management framework								
CLSV3 Develop a plan to address identified Numeracy needs within the classroom environment								
Owner: Brett								
Conduct a stocktake of current Numeracy resources								
Share stocktake with staff								
Brainstorm wish list items to address Numeracy needs in the classroom								
Liaise with School Advisory Council and P&F about funds for Numeracy resources/needs								
Liaise with Finance Officer about budgeting for future purchase of Numeracy resources/needs								
Devise a plan for purchase and storage of Numeracy resources/needs								
Share plan with relevant stakeholders								
Enact plan to address the identified Numeracy needs within the classroom environment								

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Liaise with Finance Officer about budgeting for future purchase of Numeracy resources/needs								
Devise a plan for purchase and storage of Numeracy resources/needs								
Share plan with relevant stakeholders								
Enact plan to address the identified Numeracy needs within the classroom environment								

Part Two: School Community Report

Part Two – School Advisory Council Chair Report

Welcome everyone and thank you for joining us tonight.

2021 has yet again had its challenge with Cyclone Seroja in which the School Advisory Council assisted with the return to school planning. It has been another successful year for the School Board which this year became the School Advisory Council. It has been a year with lots of exciting events, activities, initiatives, results and collaboration between the School Advisory Council, P&F, staff, students and the parish.

Some of the big ticket items we have been a part of is the endorsement of the school's participation in and funding of the Fogarty EDvance initiative, a 3 year program to raise student outcomes and build leadership capacity.

We endorsed the lease of 50 iPads for student use within the school and the purchase of 7 new TVs for the classrooms as part of the plan to upgrade the technology within the school.

We endorsed the submission of the capital development plan for various works within the school.

We also assisted in both the school registration audit and the principal review for Melissa.

Tonight, we also recognise, thank and farewell some of the staff who have contributed to the school for several years:

Mrs Deanne Peck commenced at St John's School in March 2013 in which during her time at St John's has served in the roles of Education Assistant and Special Needs Assistant roles across many year levels. Dee has been a very flexible staff member adapting to a range of different roles with ease and has demonstrated great strength and passion for the role in the Kindy age. During Dee's time at St John's she has given much more than a staff member, assisting with the coordination of

various maintenance work outside of school hours and for this we are very thankful. Dee has always brought a sense of humour to the St John's Community. Dee is leaving our school to work in their family business, and we wish her all the best in this venture.

Mrs Gina Halford recommenced at St John's in January 2021 as the Health and PE Specialist. During Gina's time at St John's she has worked with the students to develop the student Code of Conduct and collaborated with the P&F to purchase some sports equipment for each year level in which the students are all very grateful for. Gina introduced a very successful Running Club in the lead up to the Cross Country Carnival, I am not sure how she got up that early each morning to run with the children but I know there are some very grateful parents and children, and I think I remember even some staff up and running with the children some mornings. Gina's dedication and passion for Health and Physical Education has been noticed by the St John's community and we are thankful for this. Gina is leaving St John's to return to study and we wish her all the best with this.

Tonight I also take this opportunity to thank members of the 2021 School Advisory Council, also known as the SAC: Bill Fairall, Tristan Reed, Melissa Pitman Nicole Jupp, Ebony Wheatland and Brent Reid. I would also like to thank Melissa Marquis, Father Bernard, Brett Love and Emma Pollard, for the time and thought they give to our school to enable St John's to continue to have the best possible facilities and resources. Being a part of the School Advisory Council has meant lots of hard decisions and making sure we make the right ones to best suit the school, but with this group of people who made up the 2021 Council it has been a pleasure and there sure has been lots of laughs.

I would like to say a special thanks and farewell to Brent Reid who was a member for 2021 on the School Advisory Council who will be leaving next year. We thank Brent for your input and humour.

A huge thanks to Mrs Melissa Marquis our Principal who leads our school with strength, care and compassion with children's safety and education at the forefront of every decision she makes. We are very grateful to have worked along side such a strong knowledgeable leader.

Our thanks to our Assistant Principals Mr Brett Love and Mrs Emma Pollard. We are blessed to have had such wonderful leaders. We thank them for their organisation and support and care they show to Melissa and the staff, students and families of St John's. Their leadership skills are very appreciated.

On behalf of the school community I thank the wonderful staff of St John's School. We are truly blessed to have such wonderful, caring dedicated people working with our children.

And finally I thank everyone here for coming tonight to show your support for the school.

Goodnight and God Bless.

Mrs Sharnna Weston

Part Two – P&F President Report

Good Evening Everyone

Thankfully this year we have been able to return to somewhat normality with limited restrictions and thankfully no cancelled events. We have seen our much-loved events return and introduced a few new concepts and ideas moving forward.

Upon getting feedback from the school community some of the key investments we have made as a P&F are:

1. Contributing \$4 213.70 towards the replacement of a new cubby, playground and swings in the kindy/pre-primary area.
2. A water bottle refill station with some taps installed as a trial.
3. Replacement of water spouts.
4. Purchasing class sets for basketball, recess gear and daily fitness.
5. We are currently receiving quotes to replace the playground behind the Year 1 and 2 classrooms.

All of this is only made possible through our fundraising events. Some of our key events have been:

1. End of Year Raffle raising \$3 135.90
2. The contribution of the Containers for Change Program.
3. The P&F Levy
4. Easter Raffle – This event is always very well supported by our school community and this year was no different with 44 baskets to raffle off.
5. Our \$100 Boards at our swimming and athletics carnivals, this year selling 4 in total.
6. Mother's Day Morning Tea – This year we wanted to get all students involved by giving them each a task to contribute. We had some great speakers again and we introduced an online ticketing service, which worked well. We had about half and half for online and at the door ticket sales.
7. Canteen Days – Of the back of the success of the Hamburger Fundraisers we decided to trial a canteen day a term being mindful not to take away profits from the school canteen. The croissant day and pizza have been very well received.
8. Father's Day – This year we tried Mourish Nuts for something different and made \$1 200 profit.
9. Cadbury Chocolates – well what can I say, who doesn't love chocolates.

We are very blessed at St John's School to have such an amazing community that are always very supportive and willing to help out when asked. None of this would be possible without them so thank you to all of you.

As we do have such a great community here and we like to nourish that, not all of our events are focused on fundraising. Some are for building that sense of community and giving back to say thank you. These have included a sausage sizzle at our cross-country event, teacher appreciation morning tea and feast of fun day water slide. And not forgetting the purchase of the Year 6 leaver's shirts.

I would like to finish off by thanking the office staff, Tracey and Kym who are so fabulous and helpful to us with no complaints. Well, none that we hear anyway.

To Mrs Marquis it is always a pleasure to work alongside of you, thank you for your continued support and guidance. And of course, all the teaching staff who also support all our ideas.

Lastly our P&F Committee, they are Vice President and CSPWA Rep Stacey Ertzen, Secretary Carmen Hopper, Treasurer Amy Causer, Board Rep Nicole Jupp and Committee Members Nicole Beaver, Leah Hirst, Katie Chaushs, Jo Blayney, Censina Barndon and Stuart Todd. Thank you for everything that you do, you are all so giving of your time and skills!

Thank you
Jodi Reed