LEARN ♦ IMAGINE ♦ GROW

2013
Annual Report
Acknowledgement:

Mr. Brian Schultz  
School Program, Value Adding – Special Needs, Assessment, Extra & Co-Curricular, Service, Assessment

Ms. Cassandra Parry-Abram  
Numeracy Intervention

Ms. Kirsteen Byrne  
Literacy Intervention

Ms. Jeanette Pelchen  
Junior Primary Educational Program

Mr. Steven Tkaczuk  
Senior Primary Educational Program

Ms. Natalie Blackwell  
Kindergarten

Mr. Jonny Hedt  
Pastoral Care
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St John’s Lutheran School is a school of the Lutheran Church of Australia and offers a comprehensive education to children from Kindergarten to Year 6 in a Christian environment. The school strives to set up and maintain a framework of Christian attitudes and relationships which will permeate and integrate its entire life and work, thereby helping it to grow as a caring community. The School is centrally located in Geelong on the corner of Pakington and Aberdeen Streets in Newtown.

St John’s values the individual child and their particular learning style through a multiage structure. This structure enables our students to move across the age barrier providing a happy family atmosphere where children are encouraged to learn together and from each other. This provides a strong basis for the initiative of Lifelong Learning fostered in Lutheran Schools which encourages living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.

St John’s Lutheran School shares its vision with all Australian Lutheran Schools. It is a vision based on the inspired Word of God and endeavours to prepare our students to live an encouraging and fruitful life. Through sensitivity to and an understanding of faith, students at St John’s Lutheran School:

- value themselves so that they are excited by their life journey and inquisitive about their world and its future;
- are alive to the social and inner needs of others and to injustices in our society; and
- are valued as unique and exceptional individuals who make a unique contribution to the world around them.

LEARN ♦ IMAGINE ♦ GROW

Therefore at St John’s a student’s education is dedicated to:

- Develop wisdom through knowledge and LEARNing grounded in Christian values;
- Empower students to IMAGINE a world full of possibilities and act with respect and responsibility to enrich the community;
- Embrace each student’s unique talents and abilities to GROW their confidence and purpose in life.

St John’s has always welcomed and valued the support given by those in the Geelong community who wish to educate their children in a sound Christian environment. We continue to welcome all families who are seeking a caring Christian education for their children. St John’s aims to provide an excellent education as well as share the Christian message with the students and the school community. All our classroom teachers are trained and accredited to ensure the effectiveness of Christian education in our school.

The teachers at St John’s are strongly committed to excellence in all domains and learning areas of the Victorian Essential Learning Standards with particular focus and strength in Early and Middle Years Literacy and Numeracy whilst receiving specialist education in Science, Art, Music, Physical Education and German. We encourage opportunities for children to excel in all aspects of their learning from sporting activities to interschool debating. We are proud of the quality of our staff and the achievements of our students.

St John’s is ‘A Christian community striving for excellence’.
Characteristics of the Student Body

The student body is at 94% of the optimum enrolment preferred for St John’s. The impact of the start-up of GLC is still being felt. During 2012 a number of families moved overseas and interstate. In these cases, despite strong enrolment into Prep, it has been difficult to make-up enrolment numbers throughout the school during the year. At the DEEWR Census in August the school of 249 enrolments comprised:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>% Boys</th>
<th>% Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>44</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>33</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>39</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>26</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Yr 4</td>
<td>35</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>34</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>38</td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

At this time we had 3 indigenous students and 1 student in receipt of Special Needs funding:

- Level 2 Funding 1 Student

Demographics

The number of children enrolled at St John’s in 2013 was 249, a decrease of 3.11% on the previous year. There were also 49 children enrolled in the four year old kindergarten groups making a total of 298 students enrolled at St John’s during the year. At the end of 2013, 37 children exited the school from Year 6 without negative impact on overall numbers for 2014. St John’s remains in a secure position but is carrying lower enrolment than required at most levels throughout the school. The Kindergarten continues to be an effective educational provider with a strong reputation for quality learning.
As indicated on the following graph, the largest percentage (37.8%) of our children continue to come from the City area. 25.2% are from the City Inner N, 14.96% from City E, 10.24% from City Outer N and 5.1% from the Country North, and the remaining 6.7% from County SW and Coastal areas.

A large number of our families continue to use the family car to get to and from school although it is good to see increasing numbers of local families taking the opportunity to walk with their children.

It is interesting to note that the percentage of students within close proximity to the school is high at 77.96%.

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country N</td>
<td>5.5%</td>
<td>Anakie, Bannockburn, Maude, Rokewood, Gnarwarre, Lethbridge, Batesford, Teesdale</td>
</tr>
<tr>
<td>City Outer N</td>
<td>10.2%</td>
<td>Norlane, Nth Geelong, Corio, Lovely Banks, Lara</td>
</tr>
<tr>
<td>City Inner N</td>
<td>25.2%</td>
<td>Geelong West, Hamlyn Heights, Herne Hill, Manifold Heights, Bell Park, Bell Post Hill, Drumcondra, Rippleside, St Helens,</td>
</tr>
<tr>
<td>Country NW</td>
<td>2.0%</td>
<td>Ceres, Inverleigh, Stonehaven</td>
</tr>
<tr>
<td>City</td>
<td>37.8%</td>
<td>Newtown, Fyansford, Geelong, Belmont, Highton, Wandana Heights, Waurn Ponds, Grovedale, Marshall</td>
</tr>
<tr>
<td>City E</td>
<td>15.0%</td>
<td>East Geelong, Sth Geelong, Wallington, Leopold, Moolap, Newcomb, St Albans Park, Whittington, Curlewis</td>
</tr>
<tr>
<td>Coast E</td>
<td>1.2%</td>
<td>Clifton Springs, Mannerim, Portarlington, Drysdale</td>
</tr>
<tr>
<td>Country SW</td>
<td>1.6%</td>
<td>Wurdiboluc, Deans Marsh, Freshwater Creek, Modewarre, Moriac, Winchelsea, Buckley</td>
</tr>
<tr>
<td>Coast</td>
<td>0.8%</td>
<td>Connewarre, Armstrong Creek, Mt Duneed, Torquay, Jan Juc, Bellbrae</td>
</tr>
<tr>
<td>Coast SE</td>
<td>0.8%</td>
<td>Barwon Heads, Ocean Grove, Point Lonsdale</td>
</tr>
<tr>
<td>Coast SW</td>
<td>0.0%</td>
<td>WensleyDale, Anglesea, Gherang</td>
</tr>
</tbody>
</table>
VALUE ADDING

Literacy: A major focus in Literacy during 2013 across Levels 1 to 6 has been on reading. Levels 1 to 4 introduced Reading Hour activities where students read a rich range of quality literature and completed various written activities as a reading response. Teachers worked in small groups to discuss book choices and to implement Guided Reading sessions. The Level 3 to 6 classes also used the Great Books reading program to further enhance enquiry based learning and deepen levels of comprehension. Our school took part in the production of a DVD which Independent Schools Victoria will use to promote the Great Books program across the state. Mrs. Hollett, Mrs Burger and several of our students appear on the DVD. We obtained two sets of books as part of a grant from ISV along with teacher training in the program. Teachers have noted a significant increase in levels of comprehension attributed to the Great Books program, particularly those students who have difficulties with comprehension and/or working memory.

We welcomed Mrs Kirsteen Byrne to our staff as Literacy Intervention teacher in 2013. She introduced the Jolly Phonics program to the Junior classes and eventually the Level 3 and 4 classes. Students have learned chants, rhymes and spelling rules in this fun and interactive program which complements the THRASS program we use in our school.

Katie McArthur, our speech pathologist, once again tested individual students, worked with small groups and conducted PD sessions with staff. Her input and support have been invaluable. Oral language was our focus and a selection of games was purchased using ISV funding to support Oral Language in the Junior, Middle and Senior levels. ‘Speaking and Listening’ sessions are an important part of our Literacy program. In Levels 3 and 4 these sessions include topics of a persuasive nature which prepare students for debating in Levels 5 and 6 and persuasive writing in NAPLAN testing.

Numeracy Intervention: In 2013 the EMU (Extending Mathematical Understanding) program at St John’s continued to support year one students to reach their potential in the vital area of mathematics. Targeted mathematical intervention support was also provided to students in levels 1, 3 and 4. Groupings for these sessions were flexible and was regularly changed based on the topics being taught in classroom maths lessons and the needs of individual students.

EMU and Maths Intervention continued to consistent of 9 hours of teaching time per week conducted across three mornings. Students attend EMU sessions in a small group of three students for 40 minutes three times a week and repeated exposure to fundamental mathematical concepts has reaped excellent gains. 2013 saw ten year one students complete the EMU program.

Special Needs: For the year 2013 we received $2,800 from the Independent Schools Victoria (ISV) for Students With Disabilities for one student with special needs. These funds were used for Integration Aide salary support. Three aides were available to support students in need throughout the school.

We also received $7,670 – Literacy, $11,050 – Numeracy, $2000 – Special Education programs, $2,480 – LOTE (German Yr 5/6), $3000 – Rewards for Great Teachers for a total of $30,023.

Under the Victorian Government Programs through ISV, a grant of $1,116 was made available for developing Resiliency. This was used to supplement relevant programs throughout the school.

Extra-Curricular & Co-Curricular: There continues to be a number of opportunities for children to be involved in activities beyond the classroom. Children have participated in:

- Sustainability program including recycling and composting action groups
- Chess club and tournaments
- Interschool competitions including debating, football, netball and softball
• Athletic, Cross Country and Swimming carnivals
• Camping programs
• Choir
• Life Education van
• MS Readathon
• Student leadership responsibilities and programs
• Buddy Program throughout the school
• School concert
• A variety of excursions and incursions
• Community Based Projects
• Earn and Learn program in Year 5/6
• Year 6 Formal Graduation evening
• Cooking
• Chapel participation
• Participation in the Australian Lutheran World Services awareness day at GLC

Service Learning: As part of our Year 6 Leadership program, we had the opportunity to send the students to ‘OneCare Geelong’ located in West Geelong. OneCare is the welfare arm of the Barrabool Hills Baptist church which creates opportunities for people to be involved in working with those in our local community who are considered ‘disadvantaged’. Unfortunately this program wasn’t able to continue for the whole year. We are now looking out for other opportunities to be involved in ‘community’ programs.

Assessment: A variety of assessment tools and programs are used throughout the school including diagnostic and standardised tests, running records, Benchmarking, individual numeracy testing at the beginning of the year, teacher observation, STARS Books and the annual NAPLAN assessment for Years 3 and 5.

<table>
<thead>
<tr>
<th>ST JOHN’S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
</tr>
<tr>
<td>• Information Evenings</td>
</tr>
<tr>
<td>• Parent Teacher Interviews</td>
</tr>
</tbody>
</table>

Ongoing individual meetings with parents as needed or requested

Integrated Pastoral Care Program:

In 2013 our Pastoral Care team focused on the support of students and families in difficult times, proclaiming God’s word, developing a Ministry and Mission Plan for next five years, fostering social skills and encouraging students to engage in social justice issues.

Pastor Mark, Pastor Lester and the school leaders shared God’s word in regular Wednesday chapel services, in which a talented group of student musicians played worship songs. In 2013, a school council subcommittee, the Mission and Ministry team with the principal, Geelong’s three Lutheran pastors and a retired school pastor, and the pastoral care coordinator worked towards a Ministry and Mission plan. This plan updates and replaces the original plan which was written before the school was built and now sets a firm direction for ministry to students, staff, families and our wider community for the next five years. Later in the year, the Heads of School of St John’s and GLC helped develop a five-year implementation plan for the plan.
with yearly goals. Work also went into defining the nature of pastoral care in the schools, which will continue into 2014.

Pastor Mark continued to be a guide for staff through Bible studies and a support to students through Thursday visits to the school.

The bulk of pastoral Care time went into meeting one-on-one with students and talking to parents to help students through personal problems, to restore relationships at school through restorative practices, and implementing anti-bullying strategies.

Significant work went into preparing a user-friendly flowchart showing how to be an approachable teacher, basic triage for common student problems and best practice responses and school processes for helping students through issues including bullying, interpersonal conflict, depression and anxiety and other problems with good learning outcomes and reflective school practices.

Some other highlights were:

- Students attending an Australian Lutheran World Service awareness day at GLC on the theme “Health for Life” of the focus country, Nepal. They constructed water pumps, prioritised development activities, learnt about bonded labourers, and ate traditional Nepalese foods.
- The rollout in term 4 of a playground Peer Mediation program, in which pairs of trained students help others resolve low-level conflict and encourage positive behavior at recess and lunch. This was in response to an Insight SRC Better Schools Survey which indicated a need to improve the perception of student safety at playtimes.
- A group of level 4 girls organizing a wacky hair and hat day to raise money for indigenous literacy programs.
- Students publishing further editions of a student newspaper, The St John’s Independent.
- A focus on combating cyber bullying and cyber issues, with Youth Resource Officer Leading Senior Constable Robbie Noggler talking to students. A parent evening on Cyber Safety at St John’s attracted more than 50 parents from St John’s, GLC, other schools and the local community.
- A parental prayer group which met fortnightly to bring the needs of the school community to God in prayer.
SCHOOL PERFORMANCE

Teacher Standards & Qualifications

All teachers except one hold a tertiary qualification at degree level or higher. Of the 20 teachers (Head Count) employed at the school, there are 2 Masters Degrees, 21 Bachelor Degrees and 7 hold qualifications in Lutheran Theology. All teachers at St John’s Lutheran School are appropriately qualified and hold registration with the Victorian Institute of Teaching.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor</td>
<td>21</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Grad Dip of Theol</td>
<td>6</td>
</tr>
<tr>
<td>Grad Dip</td>
<td>3</td>
</tr>
<tr>
<td>Cert IV</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Teachers</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>Total Qualifications</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Expenditure & Teacher Participation in Professional Learning

All staff members were trained in LEA’s Valuing Safe Communities at the beginning of 2010 to ensure compliance with the Lutheran Church of Australia (LCA) requirements for workers within the Church. New staff members to the school are trained as part of staff Induction. The staff also have been trained or updated in First Aid, Anaphylaxis management and Asthma.

During the initial staff meeting at the beginning of the year, staff members are briefed on OH&S requirements and this is revisited regularly throughout the year during staff meetings as a standing item on

**Workforce Composition**

The workforce composition at St John’s Lutheran School consists of:

- 0.2  Principal
- 1.0  Head of School
- 14.625  Primary School Teachers (inc. Kindergarten)
- 5.567  Administrative & Clerical
- 0.733  Buildings/Operations/Maintenance
- 0.500  Pastoral Care

**Total** 22.625

There are no indigenous employees at St John’s Lutheran School.

**Student Attendance at School**

The State Means for attendance are no longer available but in 2010 it was 92.94%. St John’s students attended school 93.74% of the time which is slightly better than the State Mean. All levels were above the State Mean with lowest attendance in Level 1.

St John’s takes attendance seriously and as such expects that parents notify the school of a child’s absence and present a written notification of the reason for absence on return to school. Parents/care givers are contacted by phone if the school is not informed of a child’s absence. Unexplained absences are followed by communication with parents/care-givers to explore ways in which the issues can be resolved. Parents are informed of high levels of overall attendance through school reports.

These figures may vary from that on the My School website as that figure is determined by a 3 week audit.

**Senior Secondary Outcomes**

There are no Senior Secondary Students at St John’s Lutheran School.
Student Outcomes

Percentage of Students Achieving At or Above the National Benchmarks

Each year, all students in Years 3, & 5 are required to sit the NAPLAN (National Assessment Program in Literacy and Numeracy) in Reading, language conventions – Writing, Spelling, Grammar & Punctuation and Numeracy to establish the proportion of students achieving the national benchmarks.

Year 3 children performed exceptionally well in 2013 with 100% of children achieving the national Minimum Standard in Reading, Writing, Spelling, Grammar and Numeracy.

Results for Year 5 were also strong with the students achieving 100% at or above the National Minimum Standard in Reading, Spelling, Grammar and Numeracy, while 97% achieved at or above the NMS in Writing (1 student).

There are no Year 7 or Year 9 students at St John’s Lutheran School.

Grammar and punctuation has only been reported through NAPLAN since 2008.

Parent, Student and Teacher Satisfaction

This information summarises the views held by staff and a selection of students and parents at our school during May 2013 when the survey was conducted.

The three summary indices are on a scale of 0-100: staff school climate index, student teaching and learning index; and, a parent satisfaction index.

These are the schools actual scores that have been standardised to a 0-100 scale, in other words they do not represent where the school sits in relation to other Lutheran Education Australia schools, or a percentage of respondents.

Staff Climate

The Staff Climate aggregate indicator assesses the core components of school climate that are known to underpin the quality of teaching and learning, student engagement in learning, and student wellbeing in schools. This aggregate indicator is calculated using the following seven modules of the Better Schools Staff Survey: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition, and Professional Growth.

The St John’s staff survey has recorded significant improvement in overall satisfaction in many of the areas surveyed. The staff is working together effectively and teachers feel that student safety in the playground is positive.
Staff Teaching Climate

The Teaching Climate aggregate indicator assesses the school’s team-based practices and teaching and learning environment, including how the staff works together on student management and curriculum processes in the school and also the way staff create an effective teaching and learning environment for students. It is calculated using the following eight modules of the Better Schools Staff Survey: Student Management, Curriculum Processes, Student Motivation, and Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice, and Quality Teaching.

St John’s has shown significant improvement in the Staff Teaching Climate over the last 2 years with the aggregate score improving from 70.7 in 2011 to 78.6 in 2013.

Student Engagement

The Student Engagement aggregate indicator assesses student wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following three components of the Better Schools Student Survey: Emotional Wellbeing (Student Morale, Student Distress and Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to Peers).

Students at St John’s love the school and they feel very connected to it. They feel that the Quality of Teaching is excellent and feel strongly that learning at St John’s is stimulating.

Community Engagement

The Community Engagement aggregate indicator focuses on parent involvement in the school and their child’s education. It is calculated using the following four modules of the Better Schools Parent Survey: Approachability, Parent Input, Reporting and School Improvement.

Parents at St John’s are confident that the teachers at the school are approachable and the learning they organize and deliver is stimulating. Parents also feel that classroom behavior at St John’s is a strength.

Staff Absence

Generally staff absence is well below state averages and although current state data is no longer available this trend continues. 2013 however, saw an increase in absence due to a significant viral outbreak in Term 2 that affected the staff with extended absences.
Post School Destinations
St John’s Lutheran School is a Primary School and kindergarten and although this category is only required for Year 12 students, it has been the practice over many years to track where our students enrol for secondary education.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Schools</td>
<td>Decrease 5.4%</td>
</tr>
<tr>
<td>Geelong Lutheran College</td>
<td>Increase 5.4%</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>Decrease 5.4%</td>
</tr>
<tr>
<td>State Secondary Colleges</td>
<td>Increase 8.1%</td>
</tr>
<tr>
<td>Relocation – Interstate etc.</td>
<td>Decrease 2.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>-</td>
</tr>
</tbody>
</table>

St John’s school continues to support the growth of Geelong Lutheran College by encouraging the year 6 children to consider Geelong Lutheran College for Secondary School from Year 7.

Although there was a slight increase in movement from St John’s to GLC in 2012, our actual target is 65% of the St John’s graduates each year, which is the equivalent of 1 full class of Year 7 students at GLC. In 2013 32.4% of St John’s graduates enrolled at GLC.
**School Income**

**STATEMENT OF FINANCIAL PERFORMANCE**
**FOR THE YEAR ENDED 31 DECEMBER, 2013**

<table>
<thead>
<tr>
<th>INCOME SOURCES</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Tuition Fees</td>
<td>$865,460</td>
</tr>
<tr>
<td>Operating Grants</td>
<td>$1,617,795</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>Donations - Capital and Other</td>
<td>$49,261</td>
</tr>
<tr>
<td>Interest and Other Income</td>
<td>$131,566</td>
</tr>
<tr>
<td>Canteen Trading</td>
<td>-$3,530</td>
</tr>
<tr>
<td>Clothing Shop Trading</td>
<td>$83</td>
</tr>
<tr>
<td>Kindergarten Trading Account</td>
<td>-$1,637</td>
</tr>
<tr>
<td>Net Investment Property</td>
<td>$41,303</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,788,879</strong></td>
</tr>
</tbody>
</table>

**Income Sources 2013**

- Net Tuition Fees: $865,460 (32.05%)
- Operating Grants: $1,617,795 (59.91%)
- Capital Grants: $0 (0.00%)
- Donations - Capital and Other: $49,261 (1.82%)
- Interest and Other Income: $131,566 (4.87%)
- Canteen Trading: -$3,530 (-0.13%)
- Clothing Shop Trading: $83 (0.003%)
- Kindergarten Trading Account: -$1,637 (-0.06%)
- Net Investment Property: $41,303 (1.53%)
### SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>33 Aberdeen Street, Newtown. 3220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Gary Jewson</td>
</tr>
<tr>
<td>Head of School:</td>
<td>Brian Schultz</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Andrew Eichler</td>
</tr>
<tr>
<td>Business Manager</td>
<td>John Aras</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(03) 5221 5221</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:admin@stjohns.vic.edu.au">admin@stjohns.vic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.stjohns.vic.edu.au">www.stjohns.vic.edu.au</a></td>
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</tbody>
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