St John’s Lutheran School
CHRIST IS ALL

LEARN ♦ IMAGINE ♦ GROW

2014 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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School Profile

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.

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 89% of the optimum enrolment preferred for St John’s. The impact of the start-up of GLC is still being felt and has been exacerbated by a lower than normal enrolment into Prep. During 2014 a number of families moved overseas and interstate and although we have managed to bring new students in, it has been difficult to make-up enrolment numbers throughout the school during the year. In these cases. At the DEEWR Census in August the school of 235 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>31</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>43</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>31</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>42</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Yr 4</td>
<td>22</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>32</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>34</td>
<td>41%</td>
<td>59%</td>
</tr>
</tbody>
</table>

At this time we had 2 indigenous students and 2 students in receipt of Special Needs funding:

- Level 2 Funding 1 Student

Demographics

The number of children enrolled at St John’s in 2013 was 235, a decrease of 5.6% on the previous year. There were also 50 children enrolled in the four year old kindergarten groups making a total of 285 students enrolled at St John’s during the year. At the end of 2014, 34 students exited the school from Year 6 without negative net impact on overall numbers for 2015. 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%) of our students continue to come from the City area. 27.3% are from the City Inner N, 13.3% from City E, 9.1% from City Outer N and 7.3% from the Country North & West, and the remaining 6.1% from Country 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 77.6%.

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
<th>Neighbourhoods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country N</td>
<td>6.7%</td>
<td>Anakie, Bannockburn, Maude, Rokewood, Gnarwarre, Lethbridge, Batesford, Teesdale</td>
</tr>
<tr>
<td>City Outer N</td>
<td>9.1%</td>
<td>Norlane, Nth Geelong, Corio, Lovely Banks, Lara</td>
</tr>
<tr>
<td>City Inner N</td>
<td>27.3%</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>0.6%</td>
<td>Ceres, Inverleigh, Stonehaven</td>
</tr>
<tr>
<td>City</td>
<td>37.0%</td>
<td>Newtown, Fyansford, Geelong, Belmont, Highton, Wandana Heights, Waurn Ponds, Grovedale, Marshall</td>
</tr>
<tr>
<td>City E</td>
<td>13.3%</td>
<td>East Geelong, Sth Geelong, Wallington, Leopold, Moolap, Newcomb, St Albans Park, Whittington, Curlewis</td>
</tr>
<tr>
<td>Coast E</td>
<td>0.6%</td>
<td>Clifton Springs, Mannerim, Portarlington, Drysdale</td>
</tr>
<tr>
<td>Country SW</td>
<td>0.6%</td>
<td>Wurdiboluc, Deans Marsh, Freshwater Creek, Modewarre, Moriac, Winchelsea, Buckley</td>
</tr>
<tr>
<td>Coast</td>
<td>3.6%</td>
<td>Connwarre, Armstrong Creek, Mt Duneed, Torquay, Jan Juc, Bellbrae</td>
</tr>
<tr>
<td>Coast SE</td>
<td>1.2%</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

We no longer receive Targeted Programs funds from the Government via Independent Schools Victoria (ISV) as these funds are now included in recurrent grants.

**Literacy Intervention:** Under the guidance of Mrs Kirsteen Byrne in 2014, staff at St John’s Lutheran School initiated a literacy program aimed at lifting the literacy levels of children through all year levels, Prep to Year 6. The Kindergarten was also involved to a limited degree, with differentiated groups being arranged as well as an introduction to moderating where children moving into Prep at St John’s will bring with them a fuller set of documentation showing achievements bearing on school readiness.

Spelling Mastery (Yrs. 1-6) was a new initiative in 2014. Children were pretested and assigned to an appropriate group based on their ability. These spelling classes take approximately 30 minutes and take place four times a week. The children and teachers have seen very pleasing results from this program.

The Literacy Program also involved the delivery of a “Jolly Phonics” element, as well as “Jolly Grammar”. Jolly Phonics was delivered to Preps and to Spelling Mastery Group A for first semester of 2014. Jolly Grammar was delivered to Years 1 to 6. Children had no prior knowledge of phonograms and at the end of 2014, all children except one (Prep) knew at least 42 sounds.

Running Record assessment data for Preps from 2010-2014 showed a move from 28% at or above Level 15 to 61%.

**COMBINED PREP DATA**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of children reading at or above level 15</th>
<th>Number of children in the class</th>
<th>Percentage of the class reading at or above level 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>19</td>
<td>31</td>
<td>61%</td>
</tr>
<tr>
<td>2013</td>
<td>20</td>
<td>45</td>
<td>44.44%</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
<td>42</td>
<td>19%</td>
</tr>
<tr>
<td>2011</td>
<td>9</td>
<td>40</td>
<td>22.5%</td>
</tr>
<tr>
<td>2010</td>
<td>10</td>
<td>36</td>
<td>27.7%</td>
</tr>
</tbody>
</table>

Introducing a change program of this scope involves many staff who are already very busy, but the program met with enthusiasm and co-operation in implementing the changes to procedures and maintaining records so that a meaningful evaluation could be conducted.

**Numeracy Intervention:** In 2014 the EMU (Extending Mathematical Understanding) program at St John’s continued to support Year 1 students to reach their potential in the vital area of mathematics. Targeted mathematical intervention support was also provided to students in other year levels. Groupings for these sessions were flexible and was regularly changed based on the topics being taught in classroom math’s 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. 201 saw twelve year one students complete the EMU program.

**Special Needs:** For the year 2014 we received $3,168.63 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. Under Special Ed support services we also received $800 for Speech Therapy level B

Under the Victorian Government Programs through ISV, a grant of $1,100 was made available for developing Resiliency. This was used to supplement relevant programs throughout the school.

This is the last year of Special Needs funding in this format. From 2015, Special Needs funding is to be included in recurrent grants according to data collected from schools under the new **Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD)**, we received $2,400 from the ISV to set the program up and to offset current costs for Students with Disabilities until the new funding model fully takes effect. During the year we trialled the collection of information process for Students with Disability. In 2015 all Australian schools will be required to submit this information. The national data collection on students with disability reinforces the existing obligations that schools have towards students under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005. It counts the number of students who are supported under these obligations based on the professional judgement of teachers and their understanding and knowledge of their students.

**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

**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 & 5.

<table>
<thead>
<tr>
<th>ST JOHN’S</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Evenings</td>
<td>Full Report</td>
<td>Interviews by request</td>
<td>Full Report</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Interviews</td>
<td>STARS Books</td>
<td></td>
<td>STARS Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NAPLAN Yrs 3 &amp; 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ongoing individual meetings with parents as needed or requested
Integrated Wellbeing Program:

In 2014, 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, all classes and school leaders shared God’s word in regular Wednesday chapel services, in which a talented group of student musicians played worship songs. In 2014, the school council sub-committee, the Mission and Ministry team continued to work through the Ministry and Mission plan developed in 2013. This plan updates and replaces the original plan which was written before Geelong Lutheran College was built and sets a firm direction for ministry to students, staff, families and our wider community for the next four years. Work continued in defining the nature of pastoral care in the schools, which will continue into 2015.

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. Towards the end of third term the current Pastoral Care role at St John’s ceased in order take on a full time position at GLC. A new person was appointed in our new role as ‘Wellbeing Coordinator’.

Highlights:

- For the first time, all St John’s classes took a turn leading our Wednesday morning chapel services. The way the students engaged with the Bible and presented their messages was a real highlight. Music students also continued to share their talents during chapel services by playing their instruments.
- St John’s students were among 130 students from three schools who attended an Australian Lutheran World Service Awareness Day at GLC. The theme was Village Life in Cambodia and students learned about villagers’ development priorities (was it better to have chickens, a toilet, a pump for clean water, or pigs first?), their challenges and ALWS’s sustainable development work.
- The Wellbeing Coordinator attended Restorative Practices in Schools Training on November 17 and 18, ran a resilience program for some prep girls, led an anger management sessions grade 6 boys, spent time in the classrooms and kinder and also in the playground to get to know the kids and also become a familiar face to them;
- The Wellbeing Coordinator was approached by a couple of parents to help support their children with social and emotional learning;
- Good parental involvement in Valuing Safe Communities training to volunteer in the school.
- A group was established for Yr. 2 girls to develop confidence, friendship and social skills; and
- The Advent Christmas Carols and BBQ evening was again a successful community event.

Programs

- Our Year 6s paired off at playtimes in the Peer Mediation program, in which they resolved low-level conflict between students to make our playground safer and happier.
- One parent took an active role in getting the Meals Program up and running to support families in crisis and high need. Thanks to all the parents who have been involved in cooking meals or providing donations of money and the freezer and demonstrating God’s love in such a practical way.
SCHOOL PERFORMANCE

Teacher Standards & Qualifications
All teachers except one hold a tertiary qualification at degree level or higher. Of the 23 teachers (Head Count) employed at the school, there is 1 Masters Degrees, 25 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>1</td>
</tr>
<tr>
<td>Bachelor</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Grad Dip of Theol</td>
<td>7</td>
</tr>
<tr>
<td>Grad Dip</td>
<td>3</td>
</tr>
<tr>
<td>Cert IV</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Teachers</strong></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td><strong>Total Qualifications</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Expenditure & Teacher Participation in Professional Learning

All staff members are trained in LEA’s Valuing Safe Communities 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 the agenda.


**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**

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 92.67% of the time which is slightly lower than the State Mean. Level 4 student attendance was higher than the state mean.

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 limited time period.
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.

The NAPLAN tests are part of a suite of diagnostic tools that are used to inform teacher observations and assessments.

Year 3 children performed well in 2014 with 100% of children ‘At or Above’ the National Minimum Standard in Writing, Spelling, and Numeracy, with 1 student not achieving the NMS in Reading & Grammar

Results for Year 5 were also strong with the students achieving 100% ‘At or Above’ the National Minimum Standard in Reading, and Numeracy, with 1 student not achieving the NMS in Writing, Spelling and Grammar.

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**

Staff absence for 2014 was slightly above the state averages (although current state data is no longer available) with the average days absent at 8.58 days per teacher. School Officer absence was below the State mean.
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 10.1%</td>
</tr>
<tr>
<td>Geelong Lutheran College</td>
<td>Increase 5.9%</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>Increase 11.7%</td>
</tr>
<tr>
<td>State Secondary Colleges</td>
<td>Increase 4.4%</td>
</tr>
<tr>
<td>Relocation – Interstate etc.</td>
<td></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 decrease in movement from St John’s to GLC in 2014, our actual target is 65% of St John’s graduates each year, which is the equivalent of 1 full class of Year 7 students at GLC. In 2014 26.5% of St John’s graduates enrolled at GLC.
School Income

STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER, 2014

INCOME SOURCES

<table>
<thead>
<tr>
<th>Income Source</th>
<th>2014</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Tuition Fees</td>
<td>$865,460</td>
<td>32.05%</td>
</tr>
<tr>
<td>Operating Grants</td>
<td>$1,617,795</td>
<td>59.91%</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Donations - Capital and Other</td>
<td>$49,261</td>
<td>1.82%</td>
</tr>
<tr>
<td>Interest and Other Income</td>
<td>$131,566</td>
<td>4.87%</td>
</tr>
<tr>
<td>Canteen Trading</td>
<td>-$3,530</td>
<td>-0.13%</td>
</tr>
<tr>
<td>Clothing Shop Trading</td>
<td>$83</td>
<td>0.003%</td>
</tr>
<tr>
<td>Kindergarten Trading Account</td>
<td>-$1,637</td>
<td>-0.06%</td>
</tr>
<tr>
<td>Net Investment Property</td>
<td>$41,303</td>
<td>1.53%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$2,700,301</td>
<td></td>
</tr>
</tbody>
</table>

Income Sources 2014
SCHOOL CONTACT INFORMATION

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