

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**ST JOHN'S PRIMARY SCHOOL
MITCHAM**

2017

REGISTERED SCHOOL NUMBER: 1407



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Minimum Standards Attestation

I, Jacqueline Marshall, attest that St John's Primary School is compliant with:

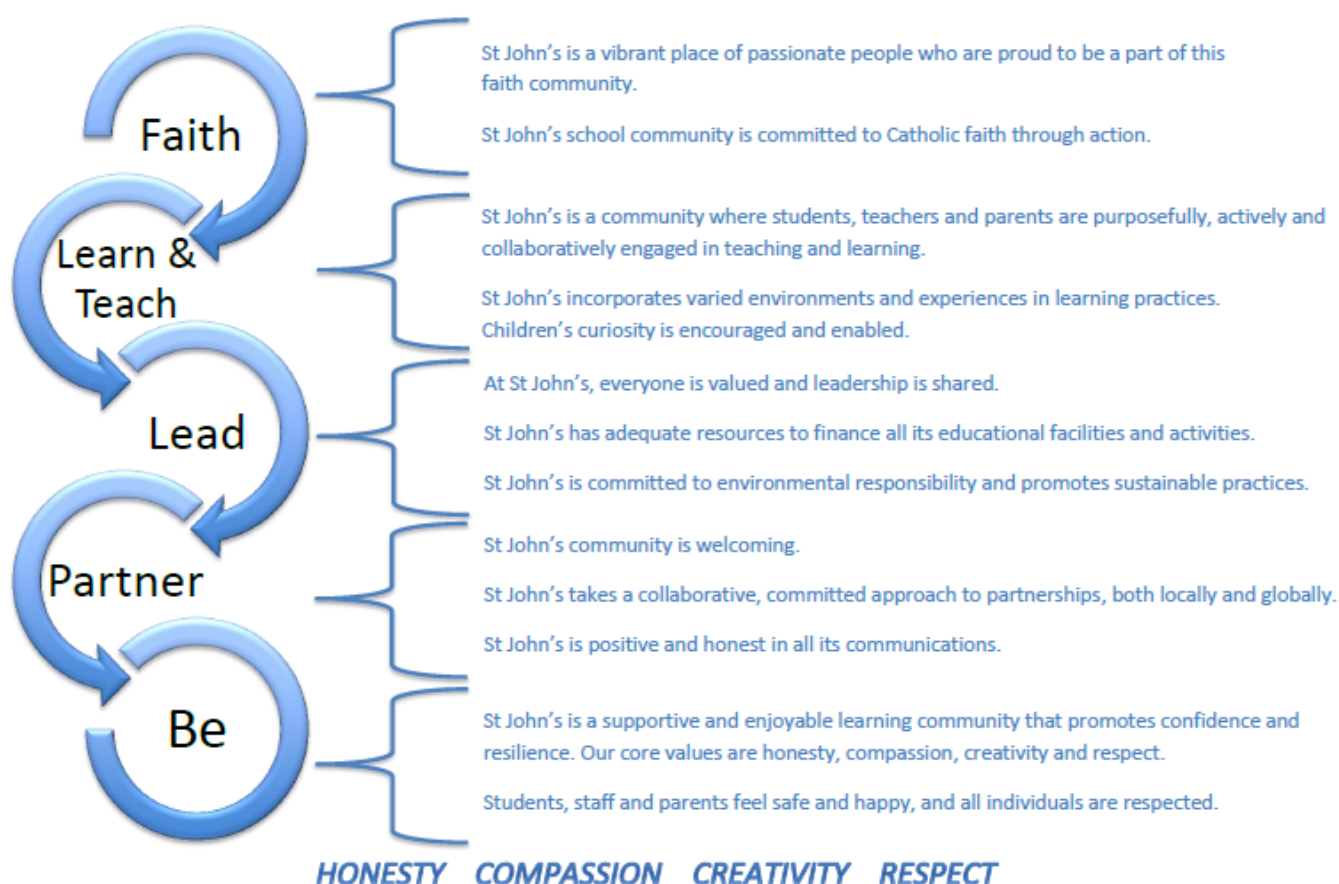
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

10 May 2018

Our School Vision

St John's Parish Primary School

provides an outstanding Catholic education that integrates faith, life and culture



School Overview

St John's Primary School is located on Whitehorse Rd in the heart of Mitcham. In 2017 we welcomed our new parish priest Fr. Dispin John. Our school has a rich history and will celebrate 130 years of Catholic Education in 2018. The Sisters of Mercy were the first primary school educators with the Josephites taking over in the late 1950's. To acknowledge the importance of this in recent years we named our downstairs gathering area - Mary MacKillop Space. Learning looked very different over 100 years ago but our school motto "With Faith and Love" has remained central to all we do.

In 2017, our school had a student enrolment of approximately 150 students and comprised of 8 classrooms. Research states that the teacher makes the difference in relation to improving student learning outcomes therefore a commitment to smaller class sizes is of significant importance at St John's. Our school has a village feel where everyone has a place, there is a sense of belonging and relationships are strong.

So what makes St John's School Mitcham so special today?

We are a faith filled community that ensures that God is at the centre of all we do and we take pride in acknowledging the people who have passed on their faith to us.

We continue to celebrate our history, our diversity and our call for social justice in all that we do.

We ensure students are at the centre of the learning process by personalising our teaching practices to engage, inspire and motivate students and allowing rich opportunities for collaboration. We are inclusive in all our practices, embracing differences and reaching out to those in need. The wellbeing of students is at the core of our work to ensure they are connected and valued each and every day.

We look to the future with excitement as we enter a new phase of re-development. We have been given funding by Catholic Education Melbourne to redesign our playground and external spaces to ensure our students have the best facilities for learning both inside and outside of the classroom.



Principal's Report

I am very proud to present this report to the community. It highlights the innovative work being carried out by so many people in a variety of areas at St John's Primary School. Our theme in 2017 linked to our learning was GROW and staff and students brought this theme to life in many ways. This report documents our achievements in 2017.

I wish to acknowledge the wonderful work of the Leadership Team in leading and supporting the community. The staff's determined and endless efforts to continuously improve our school are evidenced throughout this report. I also wish to acknowledge the tremendous support of our families in all we do. The School Board and Parents' Association worked tirelessly in supporting school programs, providing advice and the best possible resources for our community.

Significant achievements and celebrations for 2017 include:

- Archbishop Denis Hart celebrated Grandparents/Special Friends mass followed by students sharing learning, choir performance and morning tea.
- We received notification in 2017 that we were included in the NAPLAN roll of honour for achieving substantially above average gain in a 2-year period (year 3-5) in our reading and numeracy results.
- The development of a SEL curriculum that incorporated the Kidsmatter framework, Bounceback program, Berry St Education Model and the Resilience, Rights and Respectful Relationships program.
- Our whole school musical "A Grimm Night for Hans" where students had the opportunity to act, sing and dance



As Principal, I want each day to be one of excitement and new learning. As friendships develop and grow, minds become more inquisitive, full of questions and wonderings. Nothing is impossible and the life of the school is one where God's love is experienced, shared and celebrated. Our school values of respect, honesty, compassion and creativity shine in all our words and actions.

Mrs Jacqueline Marshall

School Education Board Report

Father Dispin John	Parish Priest
Jacqui Marshall	Principal
Beth Johnson	Deputy Principal
Rebecca Fry	Staff representative
Andrew Puls	Chairperson, parent
Anthony Elliott	Deputy Chairperson, parent
Vickie Stutchbury	Secretary, parent representative
Shane Laffin	Secretary, parent representative
Ben Boyd	Parent representative
Stephen Willis	Parent representative
Peta Marriner	Parent representative
Carl Pellegrino	Parent representative

Matters discussed at the St. John's PEB in the past twelve months include:

- Etch Architects presented their masterplan and how it could be built in stages if need be. They also presented costings that would allow their plans to be submitted to CEM for approval.
- We looked at the Visible Learning project and how it was progressing in our school. We talked about the possibility of having parents go on learning walks around the school in the future.
- We revisited the School Vision statement. We looked at how we can encapsulate our vision in a short, accessible to all, concise statement.
- We looked at Digital Technologies and how students engage with technology at St. John's. An explanation was given to explain the differences between ICT and the Digital Technologies curriculum.

- At the July meeting, we discussed our unsuccessful application for the entire works as detailed in the Masterplan. Further work on the Masterplan and what could be done to make it a possibility was explored, perhaps if we were able to do the work in stages. This may have increased the chances of securing the necessary capital to begin part of the Masterplan.
- Our uniform shop, which had been run internally through the generosity of volunteers, was outsourced to R.H.S.
- The Parish fete – a huge logistical undertaking – had been in a precarious position due to not having a designated leader. Luckily we were able to secure the services of a parishioner to take over the role as chairperson.
- The Board was asked to provide feedback about the recent midyear reports.
- At the August meeting, the Parent School Improvement surveys were discussed and how they helped shape planning for the school.
- Funding for Catholic schools was discussed at length. Ramifications of the legislation planned by Simon Birmingham was discussed and what it may mean for Catholic Schools.
- Visible Learning and its role in St. John's was discussed and the setting of goals - critical to the success of Learning Intentions and Success Criteria was detailed and explained to the Board members
- A discussion was held about LOTE at St. John's, what could be done to bolster our LOTE curriculum.
- We celebrated our successes with our NAPLAN data, our improvements were noted as significant in our sector.
- The remainder of the year's meetings were taken up with our success in securing a grant to begin works on landscaping our school and looking in detail at Child safe policies.

Overall there was a very positive atmosphere and a great deal achieved throughout 2017 for which Jacqui Marshall and her staff can be very proud.

Andrew Puls (Chairperson)



Education in Faith

Goals & Intended Outcomes

To partner with all in the community to deepen our understanding of the Catholic faith, its liturgical rituals and scripture in order to live out the faith in both word and action.

- That all in the school community will grow in their valuing and understanding of the importance of Catholic faith and traditions in the living out of their daily lives.

Achievements

St John's school staff is partnering with all in the community to deepen our understanding of the Catholic faith, its liturgical rituals, traditions and scripture in order to live out the Catholic faith in both word and action. The Insight SRC opinion survey data demonstrated that at St John's, our Catholic Climate Index which assesses our staff's, student's and parent's perception of culture of Catholicity is above the mean of Australian Catholic Schools. Our school was high at 79.4 in staff, 81.5 parent and 78.6 in student data. Students and staff at St. John's have had many opportunities to develop, reflect and be involved in faith development. Evidence of this is found in the Catholic Culture Survey where Opportunities for Staff to reflect on their faith, pray together and celebrate liturgies and sacraments, scored extremely high once again this year, at 89, placing St John's in the top ten percentile of Australian Catholic Schools.

Staff, parents and students completed Enhancing Catholic Schools Identity surveys. The last time the community had completed the surveys was four years ago. The results highlighted that we had made marked improvements in all three surveys and preferred stances, with our scores being above the norm. Our school was more dialogical, and the learning and teaching data showed higher results in recontextualising and post-critical belief style. These improvements were for both factual scores, how current practice is perceived as well as normative scores, participants "ideal" school.

Four members from St John's staff participated in the Renewed RE Curriculum Framework Collectives which comprised of a small group of schools collaborating and learning together. This assisted with the planning, implementation and assessing of the Renewed RE Curriculum, which was fully implemented in 2017 at St John's. The Learning and Teaching and Religious Education leaders presented at the Eastern RE Leaders Day on two occasions, sharing their practice on the staff planning of Religious Education, linking with other curriculum areas. Specific learning foci for the year were the Renewed Religious Education Framework and assessment, moderation and reporting using the achievement standards.



VALUE ADDED

The integrating of Religious Education and other curriculum areas in planning and implementation has contributed to our common understanding of the importance of linking our Catholic faith, life and action.

Participation in Caritas –Project compassion, Harmony Day, Reconciliation Week, Socktober and Grandparents/Special Friends Day activities were examples of linking faith and action. All of these events had a communal prayer liturgy linked to them. These events were well attended by parents and members of the wider school community. Archbishop Denis Hart celebrated Grandparents/Special Friends Mass and interacted with staff, students and family members. Student leaders attended a “Just Leadership Day”, led by Caritas Australia and formed a social justice group who were committed to fundraising and raising awareness of social justice issues from around the world.

Our Principal, Mrs Jacqueline Marshall, attended a Principal's formation program offered by Catholic Education Melbourne and Australian Catholic University titled, “Educating Head, Heart and Hands – Education as the Mission of the Church.” It took place in Rome over several weeks with participants attending daily lectures and visiting places of historical and religious significance. On her return, Mrs Jacqueline Marshall shared her learnings with the school community.

Our Catholic Culture and Identity were enhanced in some of the following ways:

- Senior students attending St Patrick's Day Mass and Annual Children's Mission Mass,
- Founder's Day Mass and 65 years as a parish celebrated with St James School and wider parish community,
- Feb Feast event celebrating the cuisine from various cultures in our parish,
- Classes participating in the Tuesday parish masses,
- Prayer focus at the beginning of Professional Learning Meetings,
- Parish Year Level Masses,
- Daily morning meditation and prayer,
- Weekly Gospel Challenge,
- Interfaith excursion for Year Five/Six students,
- Parish Family Masses once a month,
- Sr Brigid from the Brigidine Asylum Seeker Project leading a Circle of Silence for asylum seekers,
- Guest speakers from Vinnies speaking on homelessness issues, St Monica's Secondary School Epping students speaking on fair-trade and Rose Longmore about the Asylum Seeker Resource Centre,
- A drama performance on the life of St Mary of the Cross called “Young Mary,”
- Whole school Masses such as Ash Wednesday, Feast of the Sacred Heart, The Assumption, Grandparents/Special Friends Day and Thanksgiving Mass.



The Sacramental Program at St John's Parish is family focused and parish based. Parents participated in faith formation workshops and families were invited to participate in:

Reconciliation

- Family Reconciliation Evening

Eucharist

- Enrolment Mass
- Commitment ceremony
- Mass book presentation
- Medal and Our Father prayer card presentation
- Home Masses

Confirmation

- Creed presentation
- Enrolment Mass
- Reflection Day
-



All parish children preparing for the sacraments of Eucharist attended Bread Making Day and Confirmation candidates attended a Reflection Day. These included students from St John's, St James and Catholic students in local government schools.

Religious Education is formally reported to parents twice a year.

At the beginning of 2017 we welcomed Rev. Dispin John as our Parish priest and look forward to journeying with him in faith.



Learning & Teaching

Goals & Intended Outcomes

To further develop a high quality contemporary learning environment in which all students are challenged and supported to experience ongoing success and which leads to higher levels of student engagement and improved student outcomes.

- That student engagement in their learning improves.
- That student achievement in Numeracy will improve.
- That student achievement in Writing, and Spelling in the context of Writing improves.
- That student's oral language improves.

Achievements

In year 3 NAPLAN results, we had more than 95% of students achieving at or above the national minimum standard in all areas. In writing, reading and numeracy, no students achieved below the national minimum standard. In year 5 NAPLAN results, 100% of students achieved at or above the national minimum standard in grammar and punctuation, numeracy, reading and spelling.

The Literacy Assessment Project which aims to improve reading comprehension, is an ongoing initiative across the school. Formal assessment was completed in February and September. Teachers used the information to specifically target skills for students at their point of need. We responded to community feedback and changed the structure of reports.

Teachers used a variety of data to plan for and teach, to student need, including: pre and post assessment, formal testing such as PATM and LAP and teacher judgement and observation to name just a few.

Staff demonstrated a commitment to improving student learning through twice weekly professional learning meetings. Teachers engaged in collaborative learning and teaching to improve student outcomes. Levels collaboratively planned and assessed weekly.

2017 was our final year of a three year commitment in the Collaborative Impact/Visible Learning Project with Catholic Education Melbourne and Corwin. We focused on measuring growth and progress of the students and building assessment capable learners. Teachers participated in Impact Cycles in Terms One and Four, targeting specific elements from one of the Visible Learning strands pertinent to them and their students. This process involved collecting data pre and post cycle to measure impact. In Term Three staff visited two leading Visible Learning Catholic Primary Schools in the northern suburbs who shared their journey and practices. Staff planned and implemented actions from this day. School leaders attended a Visible Learning Assessment walk at another school in the Visible Learning Project. Staff participated in a few learning walks in our school. Learning Walks aim to foster conversation about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning. We opened our doors to two other schools who wanted to view our best Visible Learning practice.

In Term Two and Three staff participated in Learning Sprints. Learning Sprints is an organisational routine that supports robust teacher team learning. It consists of three phases: Prepare, Sprint and Review. During 'Prepare', teams engage in rich dialogue about student learning and consider relevant research to identify a precise focus for improvement work. They then go into the 'Sprint' phase, where they test out their new learning through short, manageable cycles of teaching in the classroom. A Learning Sprint ends with explicit 'Review':

analysis of the evidence of student progress, and consideration of how to transfer new pedagogical knowledge and skills into future practice.

GRIN (Getting Ready in Numeracy) continued in 2017. We saw a significant improvement in mathematical assessments of those students who were part of this program. Literacy interventions included Reading Recovery, ERIK and GRREAD across the school, where identified as necessary.

Our Extension Education program was offered again in 2017 in the areas of Maths, Literacy and Tournament of Minds. The Tournament of Minds team achieved a wonderful result finishing in the top third overall of all in the state.

In Term Three we performed "A Grimm Night for Hans." All students participated in the whole school musical production with senior students having leading character roles. Students participated in an Italian Day and concert where the Italian culture was celebrated and learning showcased for parents.

Inquiry units this year were aligned across the school to support learning and teaching and resourcing with common concepts. Term One: Civics and citizenship and personal and social capability with the through line of identity, Term Two: History with the through line of journey, Term Three: The Humanities (Geography) with the through line Explore and Term Four: Science with the concept of innovate. Appropriate links were made with the Renewed Religious Education curriculum.

The Learning and Teaching team, consisting of the Maths, Literacy, Religious Education, Students Wellbeing and Learning and Teaching Leaders met regularly throughout the year to monitor and plan for leading and supporting staff to improve student outcomes.

Each term, teachers were given extra planning time for the following term. The Learning and Teaching Team supported them in this with unpacking the curriculum, resourcing, assessment and reflection on best practice.

Annual Review Meetings were held in Term Four to guide reflections and discussion about personal professional development and future goals.

Literacy and Numeracy Week was an opportunity to celebrate our learning. This year we celebrated a book character parade, maths family workshop, book swap, maths and literacy workshop for parents.

Our school theme, 'Grow', unified our school and community and was a focus in our learning and teaching.



STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	93.8	96.3	2.5	96.2	-0.1
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	96.3	-3.7	100.0	3.7
YR 03 Spelling	93.8	92.6	-1.2	96.2	3.6
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	91.7	100.0	8.3	100.0	0.0
YR 05 Numeracy	91.7	100.0	8.3	100.0	0.0
YR 05 Reading	91.7	91.7	0.0	100.0	8.3
YR 05 Spelling	91.7	100.0	8.3	100.0	0.0
YR 05 Writing	91.7	100.0	8.3	88.2	-11.8



We have continued to meet minimum standards in Year Three Numeracy and Writing from 2015 to 2017. 100% of our Year Five students met minimum standards in Grammar and Punctuation, Numeracy and Spelling in 2016 and 2017. In Year Three and Five in 2017 all students met minimum standards in Numeracy and Reading. Improvement in results have occurred due to professional learning of staff, intervention and extension opportunities and personalised and differentiated learning and teaching.

MEDIA RELEASE

Wednesday 8 March 2017

Melbourne Catholic schools: NAPLAN results show the strength of the system

Catholic schools across Greater Melbourne have again shown the strength of their standards in the My School academic results released today, Catholic Education Melbourne Executive Director Stephen Elder says.

'We have a strong system and it's getting better every day,' Mr Elder said.

'Today's results show 17 of our schools showed "substantially above average gain" in the NAPLAN test scores of their students.

'The Australian Curriculum Assessment and Reporting Authority, the body that administers NAPLAN, describes this level of success as 'significant and worthy of acknowledgement'.

'They are remarks all of us in Catholic Education heartily endorse.

'We're extremely proud of what these 17 schools have achieved. This tremendous accomplishment is a credit to our hardworking students and their dedicated teachers and the emphasis on striving for academic excellence while meeting student needs we see at work in Catholic schools every day.'

The Melbourne Catholic schools included in this NAPLAN roll of honour include:

- St Joseph's, Boronia (3-5) – reading
- St John's, Mitcham (3-5) – reading and numeracy



Student Wellbeing

Goals & Intended Outcomes

To further develop a supportive and respectful school environment which fosters positive relationships and empowers every student to be a confident, resilient and successful learner.

- That students will demonstrate greater respect for self, others and property and an enhanced sense of responsibility.

Achievements

The Future Leaders program has continued to enable greater voice of each member of the Future Leaders team and to develop and strengthen the leadership qualities of all, especially the senior school leaders. Senior Future Leaders organised and ran the meetings with support of a teacher and the Principal. This program also exposes these students to the structures and processes of leadership teams.

The Kidsmatter team continued to focus on implementing Component 2 - Social and Emotional Learning. A scope and sequence breaking up the elements of self awareness, self management, social awareness and social management, guided staff in developing learning and teaching plans to explicitly teach SEL in their learning areas. A new resource Resilience, Rights and Respectful Relationships was introduced to staff and used as the key SEL curriculum resource. Other resources such as Bounce Back and the Berry Street Education Model were made available as supplementary materials.

The Kidsmatter team also implemented Component 3 – Working with Parents and Carers. Staff engaged in professional learning surrounding this component and completed the component module training. Strengthening parental engagement in all aspects of school life is a school priority.

Behaviour data was recorded and monitored and responded to 'hot spot' locations, times or students of concern to address and prevent ongoing 'issues' as identified. Staff were informed of any students of concern and any patterns in regards to place or time of incidents.

The 3 Rs (Respect Self, Respect Others, Respect Property) were continued to be made a focus surrounding class expectations and incorporated in everyday language across the school.

Positive Behaviours were more actively encouraged through the introduction of Class Dojos. Class Dojos is a secure online system which enabled acknowledgement of students demonstrating the school expectations and learning dispositions.

Student Support Meetings continued to take place throughout the year. The purpose of these meetings is to discuss students who are on a teacher's radar for social, wellbeing, academic, or behavioural concerns. The meetings are designed to support the student, teacher and families with what is raised and look at strategies, interventions or programs which might be helpful in assisting the student.

Student wellbeing issues involving outside play were discussed weekly at the beginning of staff meetings in order to ensure teachers were consistent in instructions when on yard duty.

Student relationships were further strengthened through the continuation of the Buddy Program.

Wellbeing became a consistent agenda item for school assemblies with the Student Wellbeing leader addressing any current wellbeing concerns or reiterating elements of the SEL curriculum. The school newsletter also contained regular Wellbeing items for parents.

Student non-attendance is managed at St John's School as follows;

- Teacher reports concerns to administration
- Contact family to gather information as to non-attendance.
- Parent Support Group meeting may occur to discuss issues
- A member of the Wellbeing Team (Student Wellbeing Leader, Principal and Deputy) offer strategies and support for the family to assist in child's attendance

If non-attendance continues, CEM are contacted to establish plan of intervention via Visiting Teacher Service.



VALUE ADDED

- Developing a SEL curriculum was a continual focus in 2017. This supported teachers in ensuring it was explicitly taught and linked to other areas of learning. Staff professional development was undertaken to ensure teacher confidence in delivering this curriculum, particularly with the introduction of the new Respectful Relationships framework. Resilience, Rights and Respectful Relationships learning material was the key resource used in delivering the SEL curriculum. Weekly 'Circle Time' is also a part of giving all students voice in regards to issues they may be having in and outside the classroom and/or sharing their opinions on a SEL topic.
- Extra-curricular activities included: sports programs, Scottish dancing, marathon/fitness club and choir. Code club and Lego club were also offered weekly at lunchtimes for students who wished to join. Lego club was specifically started as an alternative play option for students who have trouble socialising on the yard.

Community activities: Parish Family Masses, Sacramental program and Masses, Prep Welcome Dinner, attending flag raising ceremony at the council offices in Reconciliation Week, Bush Dance, Harmony Day, Twilight Sports, Grandparents' Day, School Production, Father's Day Breakfast, Remembrance Day, Scottish Dancing, Marathon Club, Whitehorse Spring Festival performance, Fete, Christmas School Concert and Advent Liturgies.

STUDENT SATISFACTION

The Student Wellbeing Index is 78.3. This is within the average national range. Teachers are committed to encouraging the voice of each and every student. Engaging and rich learning opportunities for students is a school priority.



Child Safe Standards

Goals and Intended Outcomes

To ensure through our policies and procedures that St John's School community is committed to the Child Safe Standards.

- That all members of the community uphold the safety and wellbeing of children and young people.
- Empowering families, children, young people and staff to have a voice and raise concerns.
- Implement rigorous risk management and employment practices.

Achievements

The ongoing implementation of the Child Safe Standards was a major focus for the St John staff and community in 2017. Members from the leadership team attended professional learning days and briefings facilitated by Catholic Education Melbourne. Achievements have been noted under the appropriate standard.

Standard 1 *Embedding an organisational culture of child safety*

Communication to all in the community about the importance of Child Safety, expectations of community members and processes has been a priority. Communication has been through school newsletters, board meetings, Parents' Association meetings and Parent Information Nights.

Standard 2 *Child safety policy and/or statement of commitment to child safety*

Our Child Safety Policy was developed and Wellbeing Policy, Learning and Teaching Policy, Safe and Sound Practices Policy, Handling a Complaint Policy and Anti-Bullying Policy were modified to reflect the principle of inclusion and Child Safety.

Standard 3 *Child safety code of conduct*

We completed our staff, contractor and volunteer Codes of Conduct.

Standard 4 *Staff selection, supervision and management practices for a child safe environment*

Staff contracts were updated to include Child Safety information, policy and code of conduct. The processes for employing new staff includes Child safety as a key focus and are aligned with CECV's guidelines. Documents outlining processes for engagement of contractors and volunteers were created. These include role descriptions, application, interviews, reference checks, working with children status or similar checks and induction.

Standard 5 *Responding to and reporting allegations of suspected abuse*

A document was created which outlines our school's processes and procedures in line with Victorian state guidelines. Staff completed online learning modules and this was recorded in a register. All staff were provided with a copy of the Four Critical Actions for schools documents and PROTECT.

Standard 6 *Strategies to identify and reduce/remove risks of child abuse*

Our sign in and out system in the administration area was updated to reflect Child Safety guidelines. Parishioners using parish buildings on school grounds were minimised with new understandings and agreements resulting. Our behaviour management program is based on Respect – respect for self, others and property. All staff established school expectations with their class in Term One and continually revisited it throughout the year. Recording incidences of behaviour and communicating areas of concern to staff regularly occurred. The Berry Street model and Respectful Relationship programs were implemented with a scope and sequence for the teaching of Social and Emotional Learning devised by staff.

Standard 7 *Strategies to promote child empowerment and participation*

Student voice and empowerment were promoted through a student representative council known as our Future Leaders Program. The social and emotional learning curriculum continued to encourage empowerment and participation of students



Leadership & Management

Goals & Intended Outcomes

To further develop and sustain a positive staff culture characterised by a shared vision, collaborative learning, active staff engagement and a focus on continuous improvement.

- That improved communication and enhanced staff empowerment will create an environment that supports staff professional growth and improved student learning outcomes.

Achievements

Our staff charter is revisited regularly, displayed and referred to often, enhancing clarity and shared expectations.

To continue to enhance staff communication a weekly Principal's Post is sent to all staff summarising the upcoming week's events.

We undertook a review and evaluation of several policies as per our cyclical approach to policy review.

All staff participated in professional learning activities. Weekly Professional Learning meetings provide opportunities for learning and are linked to our Annual Action Plan.

All teachers are seen as leaders with the following formal leadership roles at the school; Learning and Teaching Leaders, Religious Education Leader, Student Wellbeing Leader, Literacy Leader and Numeracy Leaders.

As part of our Visible Learning journey staff from St Joseph's Springvale visited our school to see learning in action. They provided us with valuable feedback on what we are doing well and where to improve.

Improvement Sprints into Action were implemented as a team based method for improving student outcomes in our school. Sprints are short, deliberate and focused changes in our teaching practice which directly impact student learning. They are based on evidence the teacher has collected about student learning and a teaching plan is developed.

Classroom teachers participated in an online training course addressing all aspects of Autism Spectrum Disorder and Learning Support Officers also participate in a full day of learning later in the year.

We launched our new school website to promote our school's learning and teaching vision and showcase all the great community events that take place at St John's Mitcham.

Staff profile of the month was launched in both our school newsletter and website to highlight the exceptional passion and skills of our staff.

We congratulate Monica O'Shannassy for completing her Masters in Student Wellbeing through Australian Catholic University and Kellie Cumming for being a successful applicant of Re-Solve – Maths by Inquiry (managed by the Australian Academy of Science in collaboration with the Australian Association of Mathematics Teachers and funded by the Australian Government Department of Education and Training).

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

Teachers at St John's are committed to improving their teaching practice and actively seek professional learning both within and outside the school environment.

They included:

Professional Learning Team meetings

Professional Learning meetings that support learning in all areas of the curriculum focusing literacy, numeracy and other key learning areas

Visible Learning in schools

Kids Matter, Berry Street Education Model and Student Wellbeing meetings

Literacy Assessment Project

Maths Leadership

School Wide Positive Behaviours

Emergency Management Training

Principal and Deputy Principal Networks

Religious Education Networks and Renewed RE Curriculum Framework Collective

Teaching and Learning Networks

ELearning network meetings

Play is the Way

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	21
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 1 100

TEACHER SATISFACTION

In our 2017 School Improvement Data the Teaching Climate Aggregate score increased from 81.8 in 2016 to 83.7. Curriculum Processes increased from 75 to 80 and Teamwork increased from 68 to 72.



School Community

Goals & Intended Outcomes

To build a dynamic learning community with strong parent and community partnerships.

- That parents' engagement with their children's learning will be strengthened to optimise student outcomes.
- That relationships of trust and respect are built between all members of the community.

Achievements

Communication

Communication continued to be a major focus in 2017 which saw an increase in the variety of ways we communicated with the school community.

The Skool Bag app was utilised to send notifications to the parent community.

Teachers informed parents of areas of the curriculum and topics that were to be taught in Termly Overviews which were included in the weekly newsletters at the beginning of each term. All news goes out in the weekly Newsletter to ensure families are aware of what is happening at St John's. Junior classes also sent a weekly email home to parents.

Inclusion of learning and teaching, particularly literacy and numeracy in the newsletter has added clarity to what we are learning.

A calendar of events was included in first newsletter of each term.

Parish Education Board and Parent's Association meeting minutes were published in the school newsletter as well as calling for agenda items.

Prep information night was held early Term Two and again in Term Four for enrolled preps.

Parent/teacher/student nights were held in Term One, Term Two and by appointment in Terms three and four. Prep handbook has been made to support communication and induction of both students and parents.

A buddy program continues to assist Prep students in the transition from Kindergarten to Prep.

ICT

Google Drive and use of Google Apps for Education continued to improve the students and staffs ability to collaborate with one another.

The purchase of more Chrome Books enhanced student learning and improved the ratio of number of devices to student.

Parent and Community Participation

The Parents' Association created a charter and focused their participation in the community on outreach and enrichment.

Parent and local community participation was encouraged through personal written and spoken invitations and newsletters (school and parish). Some examples of participation include:

- Prep Welcome Dinner hosted by Year One students' parents
- Harmony Day
- Bush Dance with Billy Tea Bush Band
- Grandparent/Special Friend Day
- A Grimm Night for Hans Performance
- Italian Day and concert
- Twilight Sports
- Masquerade Social Evening for parents
- Literacy and Numeracy Week activities
- Literacy and Numeracy Workshops for parents on assisting children at home.
- Family Maths Evening
- Father's Day Breakfast
- Think Pink Afternoon Tea
- Volunteers assisting in classroom
- Working Bees
- Students from local secondary schools completing community service at St John's
- Past student Sophie Chan presented to senior students about leadership and her achievements in the community

Collaboration with Local and Global Communities

Students and staff participated in several activities with local and global communities to provide authentic learning possibilities for students and staff. These included:

- Presentation of leadership badges by Michael Sukkar MP
- Students participation in Mitcham Anzac Day Dawn Service
- Whitefriars and Emmaus College performances
- St Patrick's Day Mass
- Annual Children's Mission Mass
- Emergency Services presentation to students about safety
- Social Justice initiatives
- Presentations from authors at Whitehorse Library
- Harmony Day – Everyone Belongs
- Newsletter
- Performing Arts
- Choir performances at Anzac Day Dawn Service, Parish Family Masses, Whitehorse Festival and Oxfam Music Festival
- Monash University Science Program – Bioeyes

Parish and School Community Groups

Relationships between Parish and school community were strengthened through events such as Parish Fete, Feb Feast, Sacramental Program and Adult Faith Formation nights.

Education Board minutes in school newsletter keeps the community informed of discussion and decisions.

We are fortunate to have an active Parents Association that organises social and fundraising activities. They also established a Community Outreach Resource Enrichment to support parents within the school community.

Social Justice

Social Justice and service projects are a high priority at St John's. Events such as Harmony Day, Pink Day, Parish Fete, Caritas and Socktober - Mini Missions were held throughout the year. Parental support for all events has been wonderful. Students continued to support Pink Day with a 'Pink' free dress day for a gold coin donation and raised money for Caritas through the Harmony Day Lap-a-thon. Parents supported these days with an afternoon tea, raffles or counting laps at the lap-a-thon.

Extra-Curricular Activities

St John's has a high level of extra-curricular activities which add value to the life of the students attending St John's. Some of these are:

- Sacramental Program
- Scottish Dancing
- Junior and Senior Choir
- Guitar and/or piano classes
- Twilight Sports
- Summer/winter interschool sports
- Class masses
- Parish masses where the whole school attend
- Marathon Club
- Lego Club
- Code Club
- Social Justice Team
- Shrove Tuesday – burning of the palms and Pancake making
- Ash Wednesday Mass
- Harmony Day
- Ride2School Day
- Walk to School Month
- Year 6 Camp to Lake Nillahcootie
- Year 5 Camp to Sovereign Hill
- Excursions/Incursions

PARENT SATISFACTION

In our school improvement data for 2017, Community Engagement Index score was 80.0 which is an increase on 2016 score. Parent Engagement scores improved in all areas – leadership, relationships, learning and reflection and evaluation. The greatest gains were made in reporting and home learning.



Future Directions

Education in Faith

A focus on effective pedagogical practices and exploring planning, implementation, moderation and reporting in Religious Education.

Learning and Teaching

To ensure our Catholic Learning Community is vibrant and engaging and inspires all to grow and achieve beyond expectations.

Continue to build the capacity of teachers to enhance quality learning and teaching at St Johns to improve student outcomes.

Student Wellbeing

To further develop and embed SEL (Social and Emotional Learning) curriculum.

Continued implementation of the Kids Matter framework and align with our Student Wellbeing policies and procedures.

School Community

To continue to build a dynamic learning community with strong parent and community partnerships

To continue to engage with parents in the learning process with opportunities in classrooms and through online spaces.

Leadership and Management

To embed a culture of coaching, mentoring and feedback to provide opportunities for staff to continue to learn from and with each other.

To continue to develop and begin implementing the external master plan to enhance play spaces and contribute to increased enrolments in the school.



School Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	93.30
Y2	95.02
Y3	95.66
Y4	94.38
Y5	95.64
Y6	95.82
Overall average attendance	94.97

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.77%

STAFF RETENTION RATE	
Staff Retention Rate	93.33%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	7.69%

Graduate	7.69%
Certificate Graduate	7.69%
Degree Bachelor	76.92%
Diploma Advanced	23.08%
No Qualifications Listed	15.38%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	13
FTE Teaching Staff	10.630
Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	7.072
Indigenous Teaching Staff	0

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au