

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**ST JOHN'S PRIMARY SCHOOL
MITCHAM**



2016

REGISTERED SCHOOL NUMBER: 1407

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Contact Details

ADDRESS	490 Whitehorse Road Mitcham VIC 3132
PRINCIPAL	Mrs Jacqueline Marshall
PARISH PRIEST	Rev. Mark Reynolds
SCHOOL BOARD CHAIR	Mr Andrew Puls
TELEPHONE	(03) 9874 1575
EMAIL	principal@sjmitcham.catholic.edu.au
WEBSITE	www.sjmitcham.catholic.edu.au

Minimum Standards Attestation

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

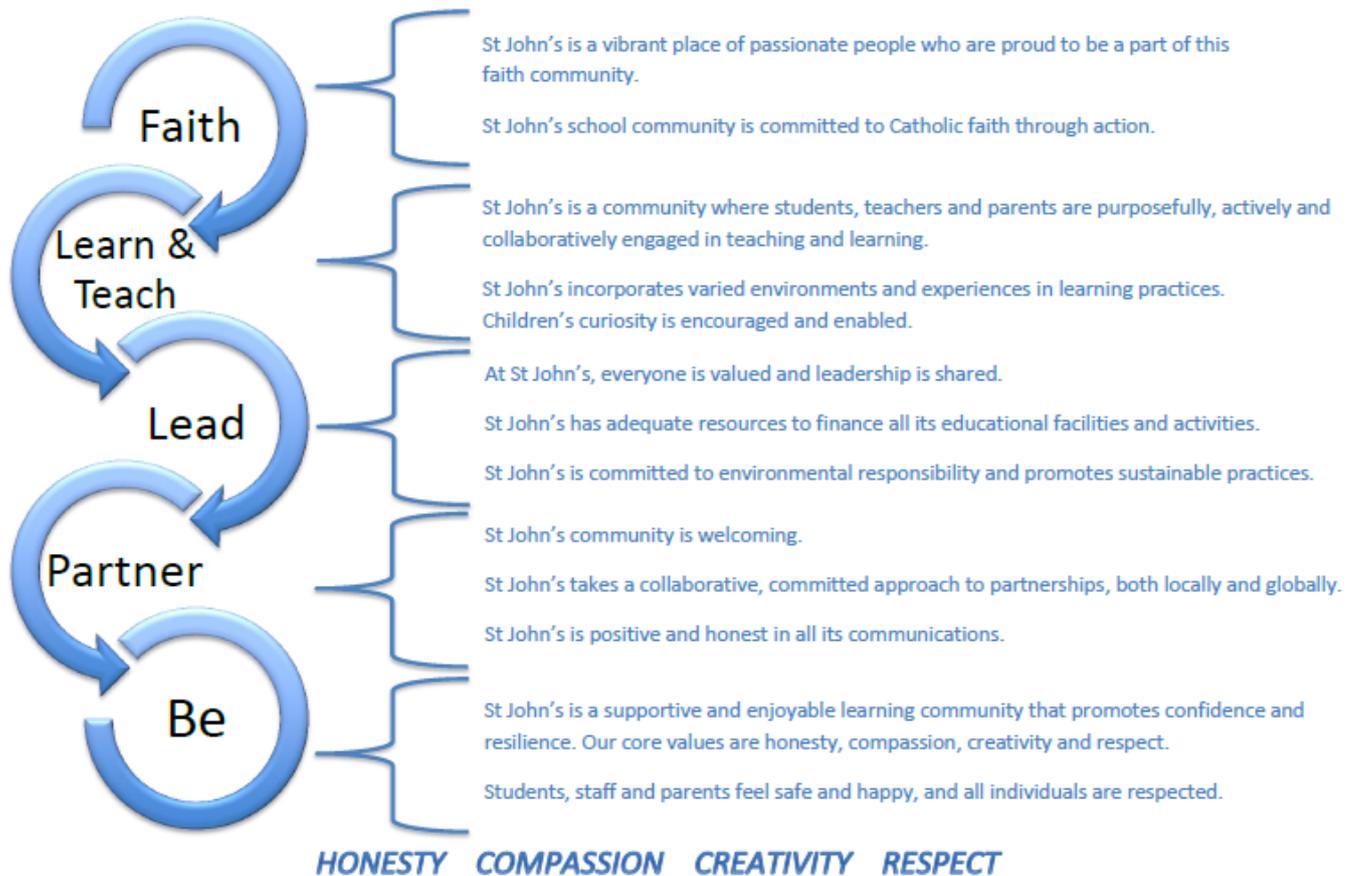
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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 is a Catholic Parish Primary School in Mitcham, located in the outer eastern suburbs of Melbourne. The school is located at 490 Whitehorse Road Mitcham, 3132.

Our school has a rich history being the only Catholic school in the area for over 100 years. In 2016 Father Mark Reynolds was the Parish Priest and was always actively involved in the life of the school. We are one of two schools within the Parish of St John's Mitcham with our sister school being St James Vermont. Both school communities work closely together, sharing events such as sacramental and faith formation of students, parents and staff and year 6 camp.

Our vision statement reflects our commitment to providing an outstanding Catholic education that integrates faith, life and culture. The values of honesty, compassion, creativity and respect are lived and fostered in all we do. Students are challenged to inquire, investigate, reflect on and take action on their learning.

In 2016, our school had an enrolment of approximately 150 students from approximately 100 families. The number has remained consistently around this figure for the past four years. The classroom structure in 2016 consisted of; 1 x prep classes, 2 x year 1/2 classes, 2 x 3/4 classes, 2 x year 5/6 classes. The size of our school allows us to have a wonderful sense of community and a personal touch where we all know each other and our gifts and talents are given the opportunity to shine.

Our learning environment includes seven classrooms, art room, performing arts room, library/resource centre and large flexible and contemporary learning space that can fit all the students for large events such as school assemblies and special gatherings. All learning spaces also have breakout areas that allow for small collaborative group learning. We have wireless technology in all classrooms as students and teachers regularly use interactive whiteboards, desktop computers, laptops, chrome books and iPad to support learning and engagement.

Outside children at St John's have access to an adventure playground, large grassed area, basketball court, double tennis court area, asphalted courtyard and shaded passive play area.

Our extra-curricular activities include; a comprehensive sporting program competing at local levels, Italian language program, school choir, opportunities for private keyboard and guitar tuition during school hours and participation in many community events.

The school enjoys a very positive reputation in the local community and there is a high level of parental support and involvement in the life of the school.

Principal's Report

St John's Mitcham has a rich history of high academic achievement, strong focus on student wellbeing, extra-curricular programs and incredible community support for education and activities. We are part of a strong vibrant Parish community where we strive to ensure our faith is nourished.

If you can imagine it, you can achieve it.

If you can dream it, you can become it!

Our theme in 2016 linked to our learning was IMAGINE and staff and students brought this theme to life in many ways. We imagined all the possibilities with our students in all learning experiences. This especially happened through building growth mindsets and focusing on the following dispositions – persistence, curiosity, independence, bravery and resilience.

As an Educational Leader, my focus is always on continuous improvement with a strong emphasis on the following three pillars: learning, engagement and wellbeing.

Our school acknowledges parents as the primary educators of their children, and share strong partnerships with our families. We actively encourage and support parents in understanding their role, and welcome their involvement. This home- school relationship is centred on ongoing communication, shared values, openness and trust.

St John's Mitcham is dedicated to providing a rich and diverse curriculum that encourages a love of learning. Our school facilitates student learning through strong teaching and learning practices with the use of technologies that engage and motivate enquiring minds.

Our highly professional and dedicated staff work collaboratively with a commitment to provide for the individual needs of every child. Our school encourages its students to flourish, to celebrate their many talents and to become young people of faith who will strive to make a difference in the world.



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.

At the end of the 2016 school year we farewelled Fr Mark Reynolds as our Parish Priest as he moved on to another parish. I would like to thank him for his leadership of the school and parish and the support he has offered me over the past 4 years as principal here at St John's Mitcham.

School Education Board Report

In my first year as Chairperson of the St John's Primary School Mitcham Education Board I have been grateful for the work, time and expertise of the following people:

Father Mark Reynolds	Parish Priest
Jacqui Marshall	Principal
Beth Johnson	Deputy Principal
Penelope Lang	Staff representative
Anthony Elliott	Deputy Chairperson
Vickie Stutchbury	Secretary
Shane Laffin	Secretary
Ben Boyd	Parent representative
Peta Marriner	Parent representative
Carl Pellegrino	Parent representative.
Warren Butterworth	Parent representative.

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

- We have devoted a considerable amount of time to working with Etch Architects in consultation with other stakeholders to develop a Master Plan for the grounds and buildings of St. John's school.
- We looked at a new initiative called Future Leaders where the focus is on developing the leadership skills and potential of students. It will enhance the work done by the SRC.
- We revisited Kids Matter an initiative that looks after the emotional health and wellbeing of students. It enables schools to be eclectic in the way they glean the best and most suitable programs to provide effective SEL for students within the school. St. John's is well down the track in developing, implementing and evaluating SEL throughout the school.
- We discussed enrolments, changes to the provider for our before and after school care, the future of the Parish playgroup and our presence at the Whitehorse Spring Festival.
- Kellie Cumming, our numeracy leader, talked about the mathematics programs at St. John's and how individual differences are catered for at St. John's.
- We discussed how we market the school and what marketing initiatives we could employ to enhance the reputation of our school. Some members of the Board attended a "Building a School's Reputation" professional development seminar. They reported on what they learnt and what we could apply to our school.
- Bianca Martino, our ICT leader, talked about ICT at St. John's and the development of our new website.

- A major focus for all schools is the development of "Child Safe" policies and documents that protect the students in our care. This important issue became a recurring theme for the remainder of 2017.

Overall there was a very positive atmosphere and a great deal achieved throughout 2016 and continuing into 2017 for which Jacqui 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 was high, at 80.1 in staff, 83.1 parent and 82.8 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, at 89, placing St John's in the top ten percentile of Australian Catholic Schools. Staff and students scored 4 and above in most areas in the Catholic Education Melbourne, Education in Faith - Learning and Teaching Pedagogical Reflection Tool, which was our target.

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.

Specific learning foci for the year were Catholic Social Teaching Principles and improving pedagogical practices in Religious Education - that is the "how" to teach Religious Education more effectively.

Fr Elio Capra SBD, facilitated two professional learning days entitled "Jesus and Me and the Road Ahead: What does it mean to be a faith leader today?" Joe Doolan facilitated a professional learning day entitled, "Journeying into the Mystery of God: Liturgy, Spirituality and Leadership." All professional learning, including Professional Learning Meetings at school, deepened the staff's understanding of the Catholic faith, its liturgical rituals, traditions and scripture in order to live out the Catholic faith in both word and action.

Displays, units of learning for students and newsletter articles brought the "Year of Mercy" to life at St John's. Staff and families attended a Parish mission called "Time for Stocktake."

Participation in Caritas –Project compassion, Harmony Day, Reconciliation Week, Mini Missions, Reconciliation Week 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. 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 Catholic Culture and Identity were enhanced in some of the following ways:

- Founder's Day Mass celebrated with St James School and wider parish community,
- Classes participated in the Tuesday parish masses,
- Prayer focus at the beginning of Professional Learning Meetings,
- Books donated for Timor Leste community.
- Michael Mangan Easter concert.
- Naming of St Mary of the Cross MacKillop Space,
- 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,
- Donations for Asylum Seeker Resource Centre,
- Whole school Masses such as Ash Wednesday, Feast of the Sacred Heart, The Assumption, St Mary of the Cross MacKillop Feast Day, 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

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

Additional faith formation evenings were offered in 2015 for parents of students in the following years.

Year One – Baptism Revisited

Year Four – Continuing to Live Eucharist

Year Five – Our Church's Story of Service

Religious Education is formally reported to parents twice a year.

At the end of the 2016 school year we farewelled Rev. Mark Reynolds, who has been our parish priest and faith leader here at St John's for the past sixteen years. We thanked him for his inspiring and supportive leadership.

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 90% of students achieving at or above the national minimum standard in all areas. In writing and numeracy, no students achieved below the national minimum standard.

In year 5 NAPLAN results, we had more than 90% of students achieving at or above the national minimum standard in all areas. In writing, spelling, grammar and punctuation and numeracy, we had no students below the national minimum standard.

We were recognised by the Director of Catholic Education Melbourne in the Director's News bulletin for significant growth in reading and numeracy for 2016 NAPLAN results.

A Learning and Teaching Policy was developed and ratified by staff and the Learning and Teaching Team. This was developed by staff at PLM's and encompassed current curriculum, Horizons of Hope (CEM document), the Child Safe standards and other relevant contemporary documents.

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.

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.

2016 was our second year of a three year commitment in the Collaborative Impact Project with Catholic Education Melbourne and Corwin. We focussed on building Visible Learners with an emphasis on developing the language and dispositions of learning with students and engaging with them in the assessment process. Teachers participated in Impact Cycles in terms 3 and 4, 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 4, professional learning workshops on feedback and the visible learner, metacognition and student voice, and SOLO taxonomy were offered by CEM. Staff were all invited to attend which they felt

they needed most to support their professional growth, with some teachers taking up this opportunity and presenting their learning with all staff back at school on our closure day. Teachers explicitly identify learning intentions, success criteria and feedback in planning and articulating these with students as part of the learning and teaching process. Students are now able to give, receive and respond to effective feedback to enhance their learning outcomes.

Our principal, maths leader and three Learning Support Officers completed training with Monash University to become accredited GRIN (Getting Ready in Numeracy) teachers and tutors. 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 2016 in the areas of Maths, Literacy and we introduced an option in Science this year.

In term 2 we held a Science Expo to showcase our learning. We approached the learning in Science differently in 2016, with a whole school inquiry approach. All students elected an area of science which interested them - Biological, Chemical, Earth and Space or Physical sciences - and once a week met in that group with students from Prep - Yr 6. These sessions culminated in a 'project' of learning in that field which was presented, along with classroom learning, at our Science Expo - *Watch the World with Glittering Eyes*.

Inquiry units this year were aligned across the school to support learning and teaching and resourcing with common concepts. Term 1: Civics and citizenship and personal and social capability with the throughline of Identity, term 2: Science with the throughline of curiosity, term 3: The Humanities (Geography) with the throughline Links and term 4: The Humanities (History) with the concept of Discovering Stories. Appropriate links were made with the RE curriculum.

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 a few.

The Learning and Teaching team consisting of the Maths Leader, Literacy Leader, REC and Learning and Teaching Leader 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 next term. The Learning and Teaching Team supported them in this with unpacking the curriculum, resourcing, assessment and reflection on best practice.

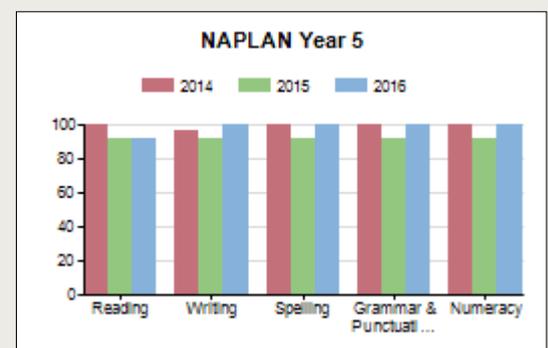
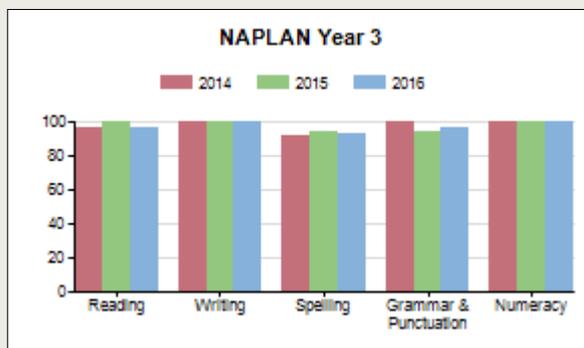
Annual Review Meetings using the AITSL Professional Standards to guide reflections and discussion about personal professional development and future goals.

Literacy and Numeracy Week was an opportunity to celebrate our learning. This year we celebrated Roald Dahl's 100th Birthday. We had a concert to bring his books to life, a Roald Dahl Kahoot quiz, donating books and stationery for Timor Leste and a Maths Trail in our local community.

Our school theme, 'Imagine', 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	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %	
YR 03 Reading	96.3	100.0	3.7	96.3	-3.7	
YR 03 Writing	100.0	100.0	0.0	100.0	0.0	
YR 03 Spelling	91.7	93.8	2.1	92.6	-1.2	
YR 03 Grammar & Punctuation	100.0	93.8	-6.2	96.3	2.5	
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0	
YR 05 Reading	100.0	91.7	-8.3	91.7	0.0	
YR 05 Writing	96.2	91.7	-4.5	100.0	8.3	
YR 05 Spelling	100.0	91.7	-8.3	100.0	8.3	
YR 05 Grammar & Punctuation	100.0	91.7	-8.3	100.0	8.3	
YR 05 Numeracy	100.0	91.7	-8.3	100.0	8.3	



One hundred percent of students in both Year Three and Five, met the minimum standards in Writing and Numeracy. A significant improvement was noted in Year Five Writing, Spelling, Grammar and Punctuation and Numeracy. A higher percentage of students in Year Three met the minimum standards in Grammar and Punctuation compared to the previous year.



St John's Primary School were recognised by the Director of Catholic Education Melbourne in a recent Director's News bulletin for significant growth in reading and numeracy for 2016 NAPLAN result.

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

In term 1, staff redeveloped our SRC (Student Representative Council) model and purpose, and relaunched this as Future Leaders. This was to enable greater voice of each member of the Future Leaders teams 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 focused 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. The resources; Bounce Back and Building Resilience (Victorian Government) supported this.

Initiatives developed in 2015 by the Kidsmatter team such as re-shaping the Buddy Program and the Prep Welcome Dinner, came to life. The first Prep Welcome Dinner in February 2016 was a successful strategy in welcoming new families and developing positive school community. Three staff participated in the CEM professional learning 'Berry Street Education Model' to support effective wellbeing learning and teaching strategies.

Unpacking our expectations of Respect for Self, Respect for Others and Respect for Property in every year level and developing a matrix of what this looks like, sounds like and feels like for our school, and displaying this, supported a shared language about what behaviour is expected at St John's.

Ensuring consistent approaches and management of behaviour enabled staff and students understand our response to unacceptable behaviour.

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. Students were continually encouraged to nourish their spirituality through their participation in meditation, prayer and many aspects of our Catholic traditions – both at school and in weekend programs.

Student relationships were further strengthened through the continuation of the Buddy Program. Continuation of 'Circle Time' and 'Meditation' programs across all year levels.

Strengthening parental engagement in all aspects of school life. Parents were personally contacted about their child receiving awards at assembly to give them the opportunity to be there when we celebrated these.

Ongoing monitoring of students social and emotional learning needs through the Student Wellbeing – Welfare Committee and the Chaplaincy Program.

Fostering of community links to support families, particularly Whitehorse Council and liaising with their Schools, Youth and Families Co-ordinator.

External agencies such as Psychologists from On Psych were engaged to meet identified students' needs where necessary.

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
- Wellbeing Leader and/or School Chaplain School 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 large focus of the wellbeing sphere in 2016. This supported teachers in ensuring it was explicitly taught and linked to others areas of learning and developing teacher confidence in delivering this curriculum.
- Professional learning meetings on Student Wellbeing/behaviour management topics.
- Supporting staff with resources for School Wide Positive behaviours and Social Emotional Learning.
- Involvement of students in conducting assemblies, Future Leaders, Social Justice and Class Meetings.
- Extra-curricular activities e.g. sporting programs, athletic sports, Scottish dancing, marathon/fitness club and choir.
- All students are encouraged to display their work both formally and informally throughout the school environment.
- Weekly, whole school, and termly year level communication newsletters to families.
- Parent Support Group Meetings.
- Welfare/Wellbeing meetings to discuss and plan for the next steps in supporting a student.

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



STUDENT SATISFACTION

The Student Wellbeing Index is 80.8 and is an improvement on last year's score. St John's Student Wellbeing Index is above the national mean.



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

Leadership continued to support the goals of our Annual Action Plan by providing time release for collaborative planning and learning for all teacher teams.

Continued participation in the Change 2 process with the following goal – To use effective communication and the sharing of data to inform learning and teaching and build relationships.

Staff continued to be involved in improving use of contemporary learning spaces. Currently class arrangements are flexible to meet individual student social, emotional and learning needs, and support student and teacher learning.

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

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

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.

We congratulated our Performing Arts teacher Penelope Lang who was selected as one of the 60 state finalists out of over 1350 nominations for an ASG National Excellence in Teaching Awards.

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

We officially opened and named our shared gathering space – Mary MacKillop Space with Sister Betty O'Donnell RSJ.

We began to explore our school Website with a view to engage a new service provider and host for introduction early 2017. The parish and sister school to also use the same provider.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

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

Literacy Assessment Project

Maths Leadership

School wide Positive Behaviours

Emergency Management Training

Principal Networks

Religious Education Networks

Deputy Principal Networks

Teaching and Learning Networks

ELearning network meetings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

22

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1 000

TEACHER SATISFACTION

In our 2016 School Improvement Data the area Supportive Leadership which relates to the extent school leaders are approachable, can be relied upon and communicate well with staff grew from 69 in 2015 to 76 in 2016.



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 2016 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
- Amazing Race
- Grandparents day
- Science Expo
- Roald Dahl Concert
- Literacy and Numeracy Week activities
- Opening of Mary MacKillop Space
- Father's day Breakfast
- Samuel Johnson visit and Think Pink Afternoon Tea
- Volunteers assisting in classroom
- Students from local secondary schools completing community service at St Johns.
- Past students Kathleen Macleod and Adrienne Ringin presentations to students about their 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:

- Dawn service
- Whitefriars and Emmaus College performances
- St Patrick's Day Mass
- Emergency Services presentation to students about safety
- Chanel Ten weather segment with Mike Larkin
- Social Justice initiatives
- Harmony Day
- Newsletter
- Performing Arts
- Choir performances at NEVR Concert – Hamer Hall, Whitehorse Festival and Oxfam Music Festival
- Monash University Science Program – Bioeyes
- Participation and awards received for promoting Ride to School Month and Anzac Day learning activities.

Parish and school community groups

Relationships between Parish and school community were strengthened through events such as Dinner For Eight, Parish Mission, Sacramental Program and Adult Faith Formation nights.

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

An active Parents Association that organises social and fundraising activities.

A Community Outreach Resource Enrichment was established.

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 Mini Missions were held throughout the year. Parental support for all events has been great. 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
- Excursions/Incursions



PARENT SATISFACTION

In our school improvement data for 2016, Community Engagement Index score was 76.1 which is a slight increase on 2015 score.



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 to be in classrooms and other 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 develop and enact an external master plan to enhance play spaces and contribute to increased enrolments in the school.

VRQA Compliance Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.06
Y02	95.40
Y03	96.41
Y04	95.66
Y05	96.28
Y06	95.66
Overall average attendance	95.58

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.21%

STAFF RETENTION RATE	
Staff Retention Rate	77.78%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	14.29%
Graduate	14.29%
Certificate Graduate	7.14%
Degree Bachelor	85.71%
Diploma Advanced	28.57%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	13
FTE Teaching Staff	10.530
Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	4.684
Indigenous Teaching Staff	0

