



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St John's School

490 Whitehorse Rd, MITCHAM 3132

Principal: Verona Gridley

Web: www.sjmitcham.catholic.edu.au

Registration: 1407, E Number: E1142

Principal's Attestation

I, Verona Gridley, attest that St John's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 18 Mar 2025

About this report

St John's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Mission

Our mission is inspired by the charism of St John the Evangelist. We support a dynamic learning environment where Catholic faith permeates, active partnerships with staff, students, families and community are developed and a high quality personalised curriculum is provided for each student, enabling them to flourish.

Vision

A Welcoming Community, Leading the Future of Learning, with Faith and Love.

Values

Respect - Respect for self, others and property

Love - Love one another

Faith - Guided by Jesus example

Gratitude - Thankful for all that we have in our lives

Strategic Intent

We aspire to create a dynamic learning environment, where Catholic faith permeates, active partnerships with St John's community are developed and high quality teaching practices are provided, to improve student engagement, growth and positive learning outcomes.

School Overview

St John's Primary School is part of a vibrant and dynamic parish community which has enjoyed a long, rich history in Mitcham, beginning in 1872 with the very first Catholic school in the area called Ayr Hill Catholic School. It became the Parish of St John's in 1952 and our thriving, present day school opened in 1960 as St John's Primary School Mitcham.

The school enjoys a strong, engaging community with an enrolment of approximately 164 students, providing outstanding educational outcomes for all of our students. We promote differentiated teaching and learning, to cater for individual learning needs. At St John's we foster a spirit of welcome for all of our families as part of a supportive community. We offer an inspiring learning environment where Catholic faith permeates, active partnerships across the community are developed and a high quality personalised curriculum is provided for each student.

The learning spaces are engaging and flexible, to enable learning and teaching to be designed, promoting growth and maximising the potential of all our students. Our secure, shaded outside spaces include a huge adventure playground, football field, basketball court, multipurpose court and a 'passive play' area, where children can interact and play in a calmer space.

St John's Primary School is the heart of the Parish, with strong connections to the Parish Community, we work together, ensuring the full flourishing of all school students and their families.

Principal's Report

As the Principal of St. John's, for the past five years, it continues to be a privilege to work alongside our talented and dedicated staff, and a welcoming community, that shares our vision of empowering students to grow and flourish. At St. John's, we believe in nurturing the whole child - emotionally, academically, socially and spiritually. In 2024, we continued to foster an environment of high student engagement and intellectual rigor, where optimism and excitement were palpable among our students, parents and staff.

Our collaborative approach to education, which emphasizes the importance of shared responsibility and accountability, has been instrumental in maintaining diligence across the curriculum. By promoting common learning dispositions such as collaboration, creativity, communication, character, citizenship and critical thinking, we have been able to create a culture of high standards and academic excellence.

At the heart of our philosophy is the understanding that our school is a community that values relationships and connections with families, students and staff alike. We recognise that education is not just about imparting knowledge, but about building a strong sense of belonging and purpose.

Throughout 2024, our families have been instrumental in supporting us by sharing their time and talents, which has further strengthened our sense of community. We also have a deep appreciation for our partnership with the Parish, which has allowed us to maintain a strong connection to our parishioners. One of the highlights of our year was our intergenerational program, which brought our students together with senior members of the parish for a memorable day of interviews and singing. It was a powerful reminder of the importance of intergenerational relationships and the value that older generations have to share with us.

Our annual Fete is another beloved tradition that brings our school and parish community together. It's always a joyous occasion that allows us to come together as one community and celebrate our shared values and traditions while building connections for a strong future.

As we continue to implement our Professional Learning Plan and Feedback Plan, our staff have been able to develop their professional learning goals through a range of opportunities, including network meetings, research and webinars. This has enabled them to design engaging learning opportunities and create a culture of collective efficacy, where staff support each other to achieve positive student outcomes and continual growth.

In addition, our staff have been committed to adhering to the 11 new Child Safety Standards, which have further reinforced our commitment to creating a safe and supportive learning environment for all students.

In 2024, our St John's Art Show was a thrilling way to showcase the talents of our students, with every student presenting at least 4 artworks each. This was a great celebration that brought everyone together to celebrate the creativity of our school. Our performing arts program also saw the development of a larger and stronger choir, which has been a highlight of our school year, singing at fetes, ANZAC Day, school events and the annual Christmas Concert.

Our contemporary learning practices and use of technologies have been instrumental in promoting engagement in student learning, motivating their enquiring minds, and encouraging them to take action on their learning. We are proud of the way our students have grown and flourished, standing up for what they believe in and embracing every opportunity to make a difference in their community.

As we look to the future, our vision of "A Welcoming Community Leading the Future of Learning, with Faith and Love" remains strong and unwavering. We are committed to creating a culture of inclusion and respect, where every individual feels valued, supported and empowered to succeed.

At St. John's, we believe that every individual has the potential to make a positive impact on the world around them. It has been an honor to work with such a talented and dedicated staff, as well as a community that shares our passion for empowering students to grow and flourish.

Verona Gridley

2024

Catholic Identity and Mission

Goals & Intended Outcomes

- Enhance St John's Primary School Catholic Identity
- Build teacher capacity to develop knowledge of contemporary approaches to Religious Education teaching and assessment
- Ensure that pedagogical practices in Religious Education are consistent across the school
- Provide opportunities for purposeful faith formation for all staff, students and parents

Achievements

At St. John's Primary School, we are committed to providing opportunities for our community to engage in meaningful dialogue that connects personal experiences, cultural context, and the Catholic tradition. The theme for 2024 was 'Courage,' chosen by our staff and students through a collaborative voting process. This concept provided various perspectives to reflect on how courage is essential in all areas of our lives and faith. Our Inquiry units across subjects such as Geography, History, Health, Science, and Social Emotional Learning were centered on the idea that courage was crucial in shaping our past and guiding us to where we are today.

Our MACSSIS data indicated notable growth in staff participation and faith formation, with a rise from 87% in 2023 to 93% in 2024. Additionally, 100% of our staff agreed that our school dedicates time for prayer in ways that are both rich and meaningful which was a 15% increase from the previous year. This positive shift can be attributed to our ongoing collaboration with our staff and the Religious Education leader each term, ensuring clarity and shared understanding of scripture among our staff.

Our staff's perception of Catholic Identity at St. John's remains strong, with 96% of teachers demonstrating a solid understanding of our Catholic mission, as well as the policies and practices that underpin our school.

Each term, the Pedagogy of Encounter dialogue tool is utilized to stimulate discussions among staff and students, sparking curiosity and diverse perspectives. By incorporating both personal viewpoints and Catholic ideals, this tool helps our staff design curriculum that responds to the unique needs and context of our students.

Religious Education planning occurred fortnightly, with each grade level team reviewing prior knowledge, addressing misconceptions, and linking lessons to our social justice initiatives. Social justice remains a key focus, with our ongoing partnerships with Caritas and Vinnies each term. In 2024, our senior students worked closely with the international organisation,

Bahay Tuluyan, from the Philippines, learning about the real meaning of poverty and how social justice can be alive in us as we make a difference in the lives of others.

In 2024, we dedicated an entire day to our Catholic faith, celebrating 'Courageous Catholic Day.' Our guest speaker, Gen Bryant, along with her band, led the event through inspiring music and testimonies about the courage required to follow their faith journeys. Students and staff engaged in dancing, singing and exploring scripture, learning how to embody courage as Catholics in the world today.

This year, our school community focused on learning about St. John the Evangelist, our patron saint, and reflecting on the importance of preserving his charism in our school. Our masterplan architects collaborated with our future leaders to create meaningful symbolism and icons that represent St. John's charism, ensuring its presence throughout the school.

Student action became more impactful this year, with families and students raising awareness about global injustices, such as homelessness. Students organised sustainable, environmentally friendly market stalls to raise funds and awareness, supporting causes that align with their learning goals and the success criteria outlined in Religious Education planning.

Adult faith formation and engagement have been key, with staff, parents and students participating in sacramental programs that foster a shared understanding of faith. Carlie Anderson led our Eucharist Information evenings, shifting the focus from administrative matters to deepening the learning and understanding for all involved.

The sacraments continue to be a shared responsibility between parish staff and teachers, with both groups collaborating to enrich the experience for all. The Confirmation retreat day, focused on student engagement, offering strategy-driven workshops such as Imaginative Prayer, to deepen students' understanding of the Holy Spirit's role in their lives today.

Value Added

- Fire carriers program included a larger team of Year 5 students leading and assisting with NAIDOC and Reconciliation week
- Students in Years P-2 organised class liturgies - inviting families and was completely designed and prepared by the students
- Recontextualisation PLM for all staff which was a springboard for a schoolwide reenactment of Holy Week in small groups
- Each class received a symbol bag for Holy week, to enrich their understanding
- Intergenerational activities - Preps & choir singing for the senior parishioners at their Christmas Lunch
- Fanning the Flames professional learning through MACS for several staff - learning about new and exciting ways to unpack scripture such as Bibliodrama

- Sacred spaces visible in all classrooms - Prayer tables, prayer cloths to reflect Liturgical calendar
- Confirmation evening for parents and children - focused on symbolism in religious art and recontextualisation
- Staff visited The National Gallery of Victoria led by David Menzies who shared the history behind Catholic art the importance of encounter
- Sacramental program combining St James Vermont, Our Lady's Ringwood and St John's Mitcham catechists
- Liturgy and Long walk around Mitcham for Reconciliation week
- Long walk and community event in collaboration with other FIRE Carrier schools including Aquinas visit
- Participation of senior students in Council flag raising ceremony to mark Sorry Day
- Kidsview Social Justice Conference for our senior grades to understand extreme poverty and social justice from guest speakers - Bahay Tuluyan (Philippines)
- Linking scriptures to our 2024 BIG concept - COURAGE at PLM
- Loredana (MACS) presentation to staff on moderation and assessment in RE
- Presentation to SAC members about RE and Recontextualisation in Religious Education at school

Learning and Teaching

Goals & Intended Outcomes

- Build students' understanding of themselves as learners
- Foster continuous dialogue and engagement with parents as partners in each students learning
- Use consistent approaches which encourage student self-efficacy and agency in learning
- Promote active participation for all learners to drive improvement and growth
- Effectively embed a cycle of feedback for all learners

Achievements

Throughout the year the Teaching and Learning team, consisting of the Mathematics, Literacy, Religious Education, Student Wellbeing and Learning and Teaching Leaders, have continued to set priorities in alignment with the 14 Parameters as well as SILC (Schools Improvement Learning Collaborative). SILC provided opportunities for the school to focus on establishing and setting goals and targets, to improve student achievement in Mathematics, in line with the Vision for Instruction document, as well as provide scaffolds for further improvement in all other learning areas.

Staff demonstrated a commitment to improving student learning through Professional Learning Meetings twice weekly. Structured and organised term PLMs were focussed across the curriculum and facilitated by the leadership team. All year level teachers planned in line with the Victorian Curriculum and assessed students regularly, to improve learning outcomes and provide engaging and enriching lessons for all students. Each term, teachers were given additional planning time to enable them to design a rich and engaging program for the following term. The Learning and Teaching leadership team supported them in this by collaboratively unpacking the curriculum, providing resources, discussing assessment opportunities and reflecting on best practice.

In the National Assessment Plan - Literacy and Numeracy (NAPLAN) St John's results for 2024, demonstrated that 100% of the year three students achieved above the national minimum standard in Reading, Writing and Spelling. In Numeracy and Grammar and Punctuation, 95% of Year 3 students achieved above the national minimum standard. In our year 5 NAPLAN results, 100% of students achieved at or above the national minimum standard in Writing and Spelling, while 90% of students achieved above the national standard in Reading and Grammar and Punctuation and 80% were above the national minimum standard for Numeracy.

Alongside NAPLAN, teachers continued to use a variety of methods to collect data, across the curriculum to triangulate data and identify students' learning needs. This included using formal testing such as Maths Interview Online (MOI), English Online interview (EOI) PAT Maths, PAT Reading, Essential Assessment as well as using teacher judgement and observations. This data provided the evidence to accurately develop students' next learning needs and learning goals and to inform our teaching. Throughout the year we co-constructed whole school data walls in the areas of Literacy and Mathematics at Professional Learning Meetings. The data walls were a practical and powerful way to focus on the growth and achievement of every student over a period of time.

In 2024, Melbourne Archdiocese Catholic Schools (MACS) launched the Vision for Instruction: Flourishing Learners Position Statement, grounded in rich cognitive science. It included guidance on instructional best practice, ensuring a consistent approach to teaching and learning excellence across the system. During a whole school closure day, the staff unpacked the cognitive model and the robust evidence based on the Science of Learning to help us better understand how students learn. We reflected on our current practices and what the Vision for Instruction could look like at St John's. We explored the elements of the explicit instruction sequence; explicit instruction, modelling, guided practice, independent practice, formative assessment and regular review.

The Foundation-Year 2 team attended a series of professional learning days where they further explored the Cognitive Learning Model and high impact teaching strategies to ensure that all students are engaged and active participants in the learning at all times. They practiced full participation tactics in their classrooms and filmed themselves incorporating these in their Maths lessons. They self reflected and created achievable goals together to continuously improve their teaching practice. The Year 3-6 team also attended the same professional learning series later in the year to ensure consistency in routines and approaches to teaching in mathematics at St John's.

During our collaborative planning sessions, each level planned Maths lessons using evidence-based, knowledge-rich and sequenced teaching and learning programs. This allowed teachers to model new concepts and skills step by step, emphasising practice for our students and gradually removing support as our students grew in confidence and independence with their mathematical thinking and processing. We began incorporating daily reviews and opportunities for spaced practice to reinforce learning and ensure retention. We continued to use various assessment platforms and frequent checks for understanding throughout Maths lessons to identify where students are at in their learning and to inform instruction and provide tailored support through enabling and extending prompts that challenge our students' thinking.

Our commitment to ensuring that every student was both challenged and supported continued throughout 2024 through our intervention and extension groups in both Literacy and Maths. Literacy interventions including Reading Recovery, ERIK (Enhancing Reading

Intervention Knowledge) and GRREAD (Group Reading & Rereading Easy Appropriate Texts Everyday) continued across the school as required to enable all students to thrive.

The Maths Leader and three Learning Support Officers participated in Getting Ready in Numeracy (GRIN) professional learning at Monash University. This small group intervention program aims to develop student's confidence by front loading them with relevant vocabulary, concepts and skills before participating in the main Maths lesson. Surveys and observations from parents, students, GRIN Tutors and classroom teachers all displayed positive feedback and an increased confidence and academic results from the participants.

Extension education was offered again in 2024 in the area of Mathematics and long term challenges. Selected students in year 5/6 participated in a weekly Maths extension group which included taking part in a Mathematics and Statistics Research Challenge run by The University of Melbourne. Selected students competed in Tournament of Minds (TOM), and a range of students in years 3-6 competed in the Australian Mathematics Competition and BEBRAS. Both of these competitions were organised through the Australian Mathematics Trust. Students from Years Prep - 6 also took part in The Victorian Premiers' Reading Challenge.

We continued our commitment to the FIRE Carriers Program, co-ordinated by The Aboriginal Catholic Ministry (ACM). FIRE (Friends Igniting Reconciliation through Education) Carrier leaders were required to develop a Reconciliation Covenant (a Reconciliation Action Plan) and commit to promoting Reconciliation within our school and across the community. We participated in The Long Walk with Aquinas College Ringwood and our whole school took part in a Long Walk around Mitcham to promote Indigenous Reconciliation. This culminated in planting a sea of hands in the colours of the indigenous flag.

Seesaw continued to be used this year as a digital platform for students' portfolios across the whole school. This provided consistency across the school as well as providing opportunities for families to give ongoing feedback on student growth in a number of curriculum areas.

Languages Other Than English continued to be taught at St John's in 2024. Each student experienced an hour of Chinese education each week.

This year we celebrated Book Week in Term 3. Students were invited to participate in a Book Character Parade, a shared reading of Claire Saxby's "Iceberg", a Book Swap, Buddy reading sessions, and Digital Literacy Activities involving coding. Teachers enjoyed reading their favourite stories to different classes throughout the week and students enjoyed creating their own multimodal texts using digital mediums.

Through the Sporting Schools Program, we participated in basketball, football, volleyball and athletics programs. These provided an opportunity to have external coaches lead programs and to buy sports equipment for the school. We held a whole school athletics night, "Twilight

Sports” at the beginning of the year, which is now an annual sports community event. The students also participated in a coaching session through the Doncaster Hockey Club.

In Term 3, a very successful Art show was organised. This involved a display of at least 4 pieces of work from each student across the school. Student creations involved the use of fine line drawing, pastels, water colours, charcoal and a variety of other textiles and mediums. Two dimensional and three dimensional creations were on display for families and members of the community to enjoy over several days.

To teach the Humanities, Economics and Civics and Citizenship units, Inquiry learning was planned to engage the students in rich units of research, which were aligned across the school promoting common concepts.

By utilising feedback from a range of sources, we promote engagement with colleagues to improve practice. Enacting this professional standard of teaching at St John's, supports teachers and staff to initiate and engage in professional discussions with colleagues. Feedback occurs in a range of forums, to evaluate practice directed at improving professional knowledge and the educational outcomes of students. At St John's, our staff are active in establishing an environment that maximises professional learning and practice opportunities. They monitor their own professional learning needs and goals, aligning them to the learning needs of students. They continue to seek ways to improve their own practice and to share their experience with colleagues, skillfully mentoring each other, using activities that develop knowledge, practice and professional engagement in others. Annual Review Meetings for staff were held in Term one and three, to guide reflections and discussion about personal professional development, future goals and aspirations.

Student Learning Outcomes

St John's NAPLAN results continued to excel in 2024. In the National Assessment Plan for Literacy and Numeracy, St John's results for the year 3 and year 5 students were above the national minimum standard in Reading, Writing, Grammar, Spelling and Mathematics.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	433	56%
	Year 5	512	72%
Numeracy	Year 3	422	68%
	Year 5	491	75%
Reading	Year 3	421	83%
	Year 5	525	79%
Spelling	Year 3	429	67%
	Year 5	510	78%
Writing	Year 3	433	83%
	Year 5	512	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- Embed the consistent practice of Positive Behaviour Learning (PBL) across the school
- Consistently use a range of high impact strategies attending to student growth and achievement in social emotional learning
- Utilise consistent approaches which encourage student self-efficacy and agency in learning
- Foster continuous dialogue and engagement with parents as partners in each students learning and wellbeing

Achievements

Positive Behaviour for Learning - PBL

In 2024, St John's continued to make great strides in Positive Behaviour for Learning (PBL), reinforcing a consistent and supportive environment for our students. We developed new procedures, providing clear expectations and guidelines for both staff and students. Explicit lessons, created by teachers, were implemented in classrooms to build essential skills, supported by ongoing professional learning and guidance from our MACS representative.

Our policies and practices have undergone further revision, with data tracking playing a key role in shaping future improvements. Looking ahead, we will transition to using SIMON as a platform to store incident information, ensuring better support for our students. The embedding of PBL practices continues, with staff taking increased ownership and maintaining consistent language school-wide. These changes have been communicated with our community, incorporating input from key stakeholders, including parents. The visual representation of PBL expectations around the school further reinforces our commitment to fostering a safe, respectful, and responsible learning environment.

Beyond Blue - Be You

St John's continues to be a proud registered Be You school, demonstrating our commitment to fostering a mentally healthy learning environment. Our staff are actively engaged in ongoing professional learning, exploring new Be You modules each year to deepen their understanding of mental health and student support. This continued journey ensures we are well-equipped to promote wellbeing, build resilience, and provide early intervention where needed. Our ongoing involvement with Be You reflects our dedication to creating a supportive and inclusive school community, where every student can thrive.

Whole School Wellbeing Activities

Harmony Day

In Term 1, St John's came together as a whole school to celebrate Harmony Day, embracing the theme Everyone Belongs. This special day was filled with meaningful activities that highlighted the beauty of diversity and the importance of inclusivity. Families joined us as we participated in an energetic African drumming session, a vibrant lapathon, and a range of activities that celebrated what makes each of us unique. As part of our commitment to social justice, we also raised funds for Caritas, supporting those in need. Through this celebration, we reinforced our shared values of respect, belonging, and unity within our school community.

B kinder Day

This year, St John's proudly took part in b kinder Day for the first time, embracing the power of kindness and compassion. As part of our celebrations, students created and shared beautiful cards and wrote heartfelt stories of kindness, spreading positivity throughout our school community. Our involvement also supported the b kinder Foundation, reinforcing the importance of empathy, connection, and making a difference in the lives of others. This special day encouraged our students to reflect on the impact of small acts of kindness and how they can contribute to a more caring world.

Staff Wellbeing Week

At St John's, we continue to prioritise staff wellbeing through our ongoing support of Staff Wellbeing Week. Our leadership team worked together to create a week filled with gratitude opportunities, ensuring our staff felt valued and appreciated. Through small gestures, shared moments, and acts of kindness, we reinforced the importance of looking after one another and fostering a positive, supportive workplace. This initiative reflects our commitment to staff wellbeing, recognising the dedication and care our educators bring to our school community every day.

Value Added

At St John's, students had the opportunity to participate in a variety of extra-curricular activities, including Running Club, Games Club, Choir, Code Club, Art Club, Chicken Club, Library Club, Worm Club and Lego Club. These activities were offered weekly during lunchtimes and recesses, providing engaging and inclusive options for all students. Additionally, Knitting Club was continued in 2024 as an alternative play option, supporting students who found socialising in the yard challenging. These programs continue to foster creativity, connection and a sense of belonging within our school community.

Classroom teachers continued to embed a Social Emotional Learning curriculum into their weekly schedules, with explicit teaching using the Resilience, Rights, and Respectful Relationships (RRRR) program as a primary resource. In addition, we have begun our journey to implement The Resilience Project in 2025, further strengthening our commitment to fostering emotional wellbeing, gratitude, empathy, and mindfulness in our students.

Other Wellbeing Initiatives & actions throughout the year included:

- Harmony Day was a day of learning about diversity and being inclusive of all cultures
- B Kinder Day initiated this year
- 'Bullying No way' activities delivered across the school
- Lunchtime Clubs everyday focussed on students interests and included knitting, board games, Lego, coding and art club
- Future Leaders Program to support student representative council
- Wellbeing Week for students and staff
- Buddy Programs for Year 6 students & staff
- Prep & Year 5 Buddies working in collaboration
- GEM (Gratitude, Empathy & Mindfulness) strategies, developed across the school and staff
- PBL embedded across the school
- RRRR (Respectful Relationships) supporting other Social Emotional Learning programs
- Seasons Program students experiencing grief, loss or separation
- Peaceful Kids programs for small groups of students delivered as required
- Year 6 Leaders developing skills in an area of interest to lead the school
- Small group social skills & connection
- Professional Learning for The Resilience Project
- Wellbeing Leader worked in collaboration with the school Leadership Team

Student Satisfaction

Student Satisfaction is high at St John's Mitcham. Our 2024 MACSSIS data showed that our students respond positively in relation to each of the following survey domains:

- Rigorous Expectations - 76%
- Teacher-Student Relationships - 71%
- Learning Disposition - 72%

Student Safety increased by and Student Voice have shown great improvement from the previous year.

Student results demonstrated an increase in teacher and student relationships, rigorous expectations and engagement in class.

Student Attendance

St John's Primary School Attendance Policy Statement

Aim:

- To ensure school attendance is maximised and records are accurately kept, to comply with legal obligations (Victorian Government Legislation)

Implementation:

The attendance roll is to be marked by the classroom teacher on the class list and sent to the office in the office bag and also electronically. This is done twice a day at 8.45am and 2.20pm. The reason for the absence must be recorded by the teacher according to the given codes.

Parents have been informed in the Parent Handbook and school newsletter that they are to notify the school of a child's absence before 8:45 am. Parents or guardians may either email or call the office, send an app notification via PAM or write a note.

Absence notes are to be retained by the teacher and these are archived at the conclusion of each school year.

Unexplained absences are addressed by the office staff via email or phone call to parents after 10:00am.

Regular student non-attendance is managed at St John's School as follows:

- Teacher reports concerns to leadership and 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, MACS are contacted to establish a plan of intervention via Visiting Teacher Service.

Attendance Rate

The attendance rate at St John's for the year was 90.8%. This indicates a high-level of overall attendance at the school, throughout the year.

Average Student Attendance Rate by Year Level	
Y01	90.2
Y02	92.4
Y03	92.5
Y04	89.4
Y05	89.7
Y06	90.8
Overall average attendance	90.8

Leadership

Goals & Intended Outcomes

- Strengthen collaborative leadership practices through the use of data and case management
- Consistently use a range of high impact strategies attending to growth and achievement
- Embed consistent practices in Positive Behaviour Learning (PBL) across the school
- Foster and enrich our Catholic Identity building community through dialogue and encounter
- Amplify evidence based pedagogical practices that challenge and extend all students

Achievements

In 2024, the School Leadership Team at St. John's actively engaged with our community, fostering collaboration among families, students, and staff. Working hand-in-hand with classroom teachers, the leadership team organized planning sessions, delivered presentations at Professional Learning Meetings, and offered in-class support to enhance teachers' capabilities.

As co-leaders and co-learners, they engaged in respectful collaboration with all staff, focusing on specialized areas to bolster classroom practices. Their dedication to honing their skills transformed them into approachable leaders, committed to refining the art of teaching across the entire school. Every Wednesday morning, the leadership team gathered to concentrate on Learning and Teaching, Well-being, and Diversity. They reflected on best practices, encouraging open and honest discussions about student learning outcomes, pedagogy, and community involvement.

To strengthen ties with families, the leadership team hosted a range of workshops, information evenings and family learning nights. They also regularly contributed to the school newsletter, ensuring families stayed informed about the exciting learning experiences at St. John's and the latest research across all curriculum areas. The 2024 Curriculum Pedagogical Framework was revised in key subject areas including English, Mathematics, Inquiry Learning, Social Emotional Learning and Religious Education, establishing clarity and consistency across all year levels.

Our framework guarantees best practices informed by research and promotes consistency throughout the school. With an unwavering commitment to high expectations for all students, the leadership team mentored colleagues, providing timely feedback and ensuring staff members grasped our pedagogical practices to design effective curricular experiences.

Data analysis remained a primary focus in 2024, prompting the leadership to revamp our data walls for improved accessibility and utility for teachers during collaborative planning sessions. We identified and organised targeted Professional Learning opportunities for all staff, emphasising shared beliefs, accountability, and the role of data in tracking growth and informing high impact teaching strategies.

St. John's continued its involvement with the School Improvement Learning Collaborative in the Eastern Region, navigating a transformative journey to enhance our Mathematics focus through the application of Simon Breakspear's canvases and thinking routines. The effects of these systemic changes were evident in the teaching and learning processes at St. John's and in all facets of our professional development. Utilising the new Maths resources and strategies from MACS Vision for Instruction and Ochre, were a major part of this transformation.

The leadership team crafted annual action plans to drive improvements and monitor progress towards specific goals. In Term One, all staff participated in a Professional Learning planning meeting with the principal to share their individual SMART goals and strategies for their professional growth. Annual Review Meetings in Term Three facilitated self-reflection and discussions about professional development and future aspirations.

The School Advisory Council actively explored and evaluated various marketing opportunities, grants, and the evolving MACS policies and pedagogical frameworks. To bolster community ties, the Leadership Team collaborated closely with all stakeholders, forging strong partnerships throughout the community. A range of new and ongoing initiatives ensured we stayed committed to our improvement agenda.

Some of these projects and events included:

- Consulting with MACS staff to review Learning and Teaching practices in line with the 2030 Vision for Instruction
- Enacting and reviewing our whole school Curriculum Pedagogical Framework to ensure clarity and consistency
- Designing effective learning and assessment in RE using Pedagogy of Encounter
- Implementing the revised Positive Behaviour for Learning Policy, behaviour expectations and the consequences flowchart, with input from all stakeholders
- Establishing partnerships for Junior school teachers to engage in facilitated planning with Maths coaches
- Collation of class rewards - Class Dojos, at the end of each term to support wellbeing for all students

- Engaging in strong visible learning practices using Data walls in Maths, Reading and Science and Bump it Up Walls in Writing, consistently across the school
- Revising wellbeing programs and scope and sequence with all staff
- All leaders conducting learning walks and talks across the school throughout each term and sharing feedback with leadership and teachers
- Supporting and facilitating curriculum planning documentation across all year levels and providing feedback to staff

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Ongoing professional learning was a priority for all Staff at St John's Primary School in 2024. Staff showed commitment to improving their practices while actively seeking professional learning both within and outside the school environment. Through the use of a Professional Learning Plan we ensured that our staff were active in establishing an environment that maximised professional learning opportunities, in line with our Annual Action Plan. They monitored their own professional learning goals and aligned them to the learning needs of their students. The staff continued to seek ways to improve and to share their experience with colleagues, skill-fully mentoring, developing knowledge, practice and professional engagement in others.</p> <p>Professional learning opportunities at St John's in 2024 included:</p> <ul style="list-style-type: none"> • ECO Warden Training with Absolute • Positive Behaviour learning with Roland Wans • Feedback and Difficult Conversations with Chris Daicos • Imaginative Prayer and Scripture focus with Carlie Anderson • Advent - Ways of Exploring Advent with Children in Primary Classrooms • Christian Meditation: classroom practice and possibilities • Considering and Implementing Key Features of Schoolwide PBL: A Training for • Schoolwide Teams (Invitation Only for MACS Supported PBL Schools) • Eastern Region -Vision for Instruction Strategic Implementation Planning • Eastern Region eLearning Network • Fanning the Flames 2024 • Eastern Region Learning Diversity Leaders' Network Meeting • Eastern Region Primary Deputy Principals Network • International Women's Day Leadership Breakfast • Lent as renewal of Covenant • MACS Eastern Region Mathematics Network • MACS Primary Literacy Leader Network 2024 • High Probability Practices for Maximizing Student Success with Behaviour in Schools • TIMS Leader Support Meeting - Term 3 Eastern Region • Sharing Practice Primary - Tier 2 Literacy Assessments, Interventions and Adjustments • RE Workshop 1: Catholic Education Week - In the Light of Christ • 2024 RE Workshop 7: Exploring the Year of Jubilee • Teacher Accreditation Platform (TAP) Online Workshop • Teaching for Impact in Mathematics Series 3-6 Teacher and Leader Workshop • Teaching gifted primary students -An action research course

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • TIM Series Primary & Secondary Teacher and Leader Workshop • Yearly Overview in Religious Education and using the Pedagogy of Encounter • NCCD Moderation and reflection • Writing Moderation using Brightpath • Writing - Instructional strategies for high impact • Explicit Teaching in Writing Early Years • Literacy and Numeracy Network Meetings • School Improvement Learning Collaborative with Simon Breakspear • Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks • Religious Education Leader Network, Eastern Region • Phonics in Context Online • NCCD Reflection/Learning Diversity • Implementing and using Brightpath to record and analyse student Writing data • Diabetes Training Level 3 with the Royal Children's Hospital • Improving Writing 3 - 6 • Principal Forum Meetings • Time in Lieu for Primary Schools • Understanding Pathological Demand Avoidance • WR Speech Pathology: Oral Language in the Classroom • 30/8 Model for Primary and Secondary Schools • ACER PAT-M Eastern Region Workshop • Combined Learning and Teaching and RE Leaders Network - Eastern Region (Primary) 	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	\$3000.00

Teacher Satisfaction

According to survey results from the 2024 MACSSIS, St John's Staff have a high rate of satisfaction with all areas at or above the MACS average. They acknowledge that staff and leadership relationships are very strong, scoring 92%, which is above the MACS average.

Staff also responded very positively towards:

- School Climate 87%
- School Leadership 72%
- Professional Learning 85
- Collaboration in Teams 86%

- Support for Teams 82%
- Collective Efficacy 94%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	0
Bachelor Degree	9
Advanced Diploma	1
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	18.33
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	11.16
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

- Build an inspiring and engaging community of learners
- Foster continuous dialogue and engagement with parents as partners in each students learning and wellbeing
- Create a culture of welcome and hospitality through a variety of school events
- Provide multiple opportunities for parents to be partners in school and parish life
- Actively engage with the wider community, building and strengthening relationships

Achievements

St John's School Families feel very welcomed and connected as a community. We celebrate that we are a vibrant and welcoming community and embrace a diverse range of families and students from varying cultural backgrounds.

Communication

- Parent Curriculum information night held at the beginning of the year for all year levels
- Newsletter format online, sent out fortnightly
- School news and communication sent out via social media on instagram, twitter and facebook
- Term 1 Meet and Greet / Student led conferences
- Termly overviews provided to parents across all year levels
- Prep information evening for new families and kindergarten families, supported by all school leaders - workshops promoting whole school curriculum
- Lunchtime clubs held each day - lego, games, art, knitting club, digi-tech club
- Future Leaders meetings held fortnightly
- School Leaders met regularly with Principal and Future Leaders Hosting fortnightly assemblies on Monday afternoons with families and students
- Literacy & Numeracy week was an opportunity to embrace and share learning in a friendly environment
- Preps 100 days celebrated their learning at school
- Social Media platforms run by Reach Social Media - Facebook, Instagram and Twitter
- Seesaw used as Digital Online Learning Portfolio to showcase student learning
- Continued use of SIMON as an online platform to consolidate communication

Parent and Community Participation

- Whole School Art Show
- Twilight Sports held in March with whole school community
- Christmas Carols Concert in School Hall for whole school community
- Year 6 Graduation in Coghlan Centre with Year 6 families and hosted by Year 5 parents
- Ride2School day including fruit snacks for students and parents on arrival
- Harmony Day celebrated with whole school, celebrating diversity and different cultures
- Active and Safe Whitehorse schools community program
- Connecting with local kindergartens to promote the school and build relationships
- New Masterplan created to enhance school visibility in the community and update facilities, to promote engagement
- Fire Carriers support Indigenous Reconciliation throughout school
- Sacramental Program working with St James and Parish community
- Founders Day Mass and Level Masses with Parish community
- Grandparents and Special Visitors' Day, celebrating our family connections, history and traditions
- Parent engagement in learning workshop with Justin Coulson in collaboration with Gloryland Kindergarten
- Parent welcome back morning tea, run by Community Association
- Prep and New Families Welcome Dinner
- ANZAC day dawn service, student choir and school leaders
- Working bees held at twilight each term for maintenance on gardens, playgrounds and for the fete
- First Eucharist celebration held over one weekend in May
- Fortnightly assemblies with parents and families
- Environmental leaders selling vegetables from our garden
- Wellbeing day in Term 3 encouraged students to play and work outside
- End of year Assembly with whole community held in Coghlan Centre
- Halliday park transition day BBQ and family event
- Prep nativity play presented to whole school and families
- St John's Community Fete held in November at the school

Extra Curricular Activities

- Lunchtime clubs, promoting extracurricular activities include Art club, Lego club, Maths club, and Code club, to support diversity of learners
- Twilight Sports held in March at Bill Sewart Reserve, Athletics Track, with all families
- Sacramental Program for Reconciliation and Confirmation
- Social Justice group leading activities throughout the year
- School Choir held every Friday morning School leaders conducting various groups during Lunchtime

- Music Tuition, including drums, keyboard, guitar and vocal lessons
- Tuesday and Thursday morning Marathon club with breakfast provided
- Interschool sports and Gala Sports Days for students in years 3-6 District Sport events, competing with local schools
- Maths Extension Group

Parish and School Community Groups

Relationships continued to be strengthened across the Parish and School Community through events including:

- Intergenerational gatherings with Seniors Parish Group and students
- Welcome Mass and Level Masses held on weekends
- Tuesday morning masses attended each week by a different class
- Reconciliation Celebration in Term 4 for Year 3 students
- First Eucharist retreat and reflection day
- Sacramental Information Evenings held for all families and parish community
- Commitment Masses celebrated for First Eucharist and Confirmation
- School Advisory Council members met regularly and shared minutes in school newsletter with wider community
- Parent's Association met throughout the year both onsite and online
- Dolly's Disco Bingo, various fundraiser and social events run by Parent's Association
- Whole School Wellbeing Day - Technology free and promoting mindfulness and exercise
- St Vinnies Christmas Appeal, families donate Gift Cards
- Operation Christmas Child - students put together gift packs
- Sacramental program; Eucharist, Confirmation & Reconciliation Socktober mini missions outdoor event
- Confirmation information evening recorded and shared with families.
- Thanksgiving Mass on the evening of Graduation with whole school community Prep students sharing lunch and singing
- Christmas Carols for senior parishioners

Collaboration with Local and Global Groups

Authentic learning opportunities were created in 2024 as students and staff participated in a variety of activities and events with the community.

- Feast of the sacred heart, liturgy and collection of non-perishable items for Vinnies
- Promotion of 'Are you okay?' day
- Students writing letters to local council about how to improve our suburbs
- Sharing Walk Safely to School routes on a school map to share with all families
- Lisa Moloney and Sherry Balcombe, Aboriginal Catholic Ministry, supporting our FIRE Carrier Team

- School Choir singing at ANZAC Day Dawn Service in Mitcham, in collaboration with local RSL

Parent Satisfaction

The Parent Community at St John's Mitcham are very supportive and proactive at our school. The survey results from our 2024 MACSSIS data found that our families responded positively towards:

- Childcare and transport needs being met.
- Sense of belonging has increased
- Communication with people of their own culture
- Our transition program and preparation for the following school year
- Students demonstrating respect for one another has increased
- Understanding the school's approach to care, behaviour and safety of our students

Catholic identity has shown a big increase for our parents and School climate results were very positive, with parents indicating that 86% of our students enjoy coming to school. Prep families are very engaged and positive with all areas of the school showing that overall Positive endorsement was up by 18% and Family engagement increased by 22%.

Communication has had a dramatic increase of 20% and our parents feel that the Staff are very approachable. Feedback to parents regarding student wellbeing and social relationships was strong, while accessing online parent portals has been streamlined.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjmitcham.catholic.edu.au