



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 30 Apr 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 an integral part of a vibrant and dynamic parish community, enriched by a long and distinguished history in Mitcham. Its origins date back to 1872 with the establishment of Ayr Hill Catholic School, the first Catholic school in the area. The parish was formally established as St John's in 1952, and the current school, St John's Primary School Mitcham, opened in 1960. This strong historical foundation continues to shape the identity and values of the school today.

The school is proud to foster an inclusive and highly engaged community, with an enrolment of approximately 155 students. St John's is committed to delivering outstanding educational outcomes through a strong focus on differentiated teaching and learning, ensuring that the individual needs of every student are thoughtfully addressed. Our welcoming and inclusive culture underpins all aspects of school life, where families are valued as partners in a supportive and faith-filled community.

At St John's, students benefit from an inspiring learning environment in which Catholic faith is central and actively integrated into daily practice. The school prioritises the development of strong community partnerships and provides a high-quality, personalised curriculum designed to nurture each student's academic, social, and spiritual growth.

The learning spaces are contemporary, engaging and flexible, enabling innovative teaching practices that support student growth and maximise individual potential. The school grounds feature secure and well-shaded outdoor areas, including a large adventure playground, football field, basketball court, multipurpose court and a dedicated passive play area that offers students opportunities for quieter, more reflective play.

As the heart of the parish, St John's Primary School maintains strong and enduring connections with the wider parish community. Through this collaborative partnership, the school is committed to supporting the holistic flourishing of every student and their family.

Principal's Report

As Principal of St John's, it continues to be a privilege to lead and serve alongside our talented and dedicated staff, and to partner with a welcoming community that shares a vision of empowering every student to grow and flourish. At St John's, I remain deeply committed to nurturing the whole child—emotionally, academically, socially and spiritually—within a culture grounded in faith, respect and excellence.

In 2025, I continued to foster a learning environment characterised by high levels of student engagement and intellectual rigour. A strong sense of optimism and purpose is evident across the school, as students, staff and families work together to support learning that is both meaningful and future-focused. A commitment to differentiated teaching practices ensures that each student is challenged and supported to achieve their personal best.

A collaborative approach to education remains central to the school's success. By embracing shared responsibility and accountability, I supported the maintenance of high expectations across all areas of the curriculum. The explicit promotion of key learning dispositions—collaboration, creativity, communication, character, citizenship and critical thinking—continued to underpin a culture of excellence and continuous improvement.

At the heart of St John's is a strong and connected community. I greatly value the relationships built with families, recognising that education is most powerful when it is grounded in partnership. Families continue to play an active role in school life, generously contributing their time and talents to strengthen a shared sense of belonging.

A close partnership with the Parish remained a defining feature of the school's identity. Opportunities for faith formation and community connection continued to enrich the life of the school. The intergenerational program remains a highlight, fostering meaningful connections between prep students and senior members of the parish, and reinforcing the importance of respect, storytelling and shared experience across generations. Community events such as the annual Fete continued to bring together students, families and parishioners in a spirit of joy and celebration. These occasions strengthen relationships and contribute to a vibrant and inclusive school culture.

A strong commitment to professional growth remained a priority in 2025. Through the ongoing implementation of the Professional Learning and Feedback Plans, staff continued to engage in purposeful professional development, including collaborative networks, research and targeted learning opportunities. This focus supported a culture of collective efficacy, where staff worked together to enhance teaching practice and improve student outcomes.

Student safety and wellbeing remained paramount. An ongoing commitment to the Child Safety Standards ensured that St John's was a safe, supportive and inclusive environment where every child is known, valued and protected.

The creative arts continue to thrive at St John's. The School Production of 'Cinderella and the Rocin' Fellas' was a significant celebration of student creativity, presented at the Round Theatre in Nunawading. Our performing arts program continued to grow, with an expanding choir that actively participated in school and community events, including liturgical celebrations, ANZAC Day, the St John's Fete and Whitehorse One Voice Event.

Contemporary learning practices and the purposeful use of technology continued to enhance student engagement, encouraging curiosity, critical thinking and agency in learning. I am proud of the way students embrace opportunities, demonstrate leadership and contribute positively to their community, through their online safety practices.

As the school looks ahead, the vision—"A Welcoming Community Leading the Future of Learning, with Faith and Love"—remains strong and enduring. I am committed to fostering a culture of inclusion, respect and innovation, where every individual is empowered to succeed and make a meaningful contribution to the world. We will undertake a renovation project in 2026 for the front of the school and the Lyon's Room, to create a school community space and wellbeing hub.

It is an honour to lead such a vibrant learning community, and I am grateful for the ongoing support and partnership of staff, students and families.

Verona Gridley
Principal
2025

Catholic Identity and Mission

Goals & Intended Outcomes

- Foster a Catholic community through dialogue and encounter
- Improve student knowledge, understanding, response and reasoning, in Religious dialogue and actions
- Enhance school community understanding of how the Catholic mission underpins the policies and practices of our school

Achievements

As we reflect on the past year at St John's, we give thanks for the many ways in which our school community has continued to grow in faith, learning and service. Our journey has been shaped by the theme of Hope, in alignment with the Jubilee Year 2025—a significant time in the Church calling us to renewal and a deeper trust in God's promise.

Throughout the year, our school has continued to strengthen its identity as a Catholic community grounded in encounter, dialogue and witness. A rich calendar of liturgical and prayer experiences supported the active participation of students, staff and families in the life of the Church. These included Ash Wednesday Mass, Commitment Masses, class Masses, Stations of the Cross, the Feast of the Sacred Heart and Grandparents Day Celebrations, all of which deepened students' sense of belonging and connection to the Catholic tradition. Staff perceptions of Catholic identity and faith leadership remained consistent with the MACS survey data, indicating stable and embedded practice.

Family engagement was further strengthened through the Eucharist Family Evening with Imaginative Prayer, the Parent Confirmation Evening and opportunities for school families to participate in school liturgies and the Year 5/6 pilgrimage. These experiences fostered ongoing dialogue between home, school and parish, strengthening shared understanding of our Catholic mission. According to our MACSSIS survey results, family engagement has increased from 68% to 70%, demonstrating gradual but positive growth in shared understanding of the school's Catholic mission.

Students were supported to engage in rich meaning-making experiences through Godly Play, Imaginative Prayer and scripture-based learning. Contemporary expressions of faith were incorporated through the learning and performance of 'Hope is Alive' by Gen Bryant at our Opening Mass, supporting students to explore the theme of hope in relation to their lived experience. Student data remained stable overall, with significant growth in Year 4 sacramental students (over 15% growth to an increase of 78%, compared to the previous year), reflecting the impact of intentional sacramental and liturgical faith formation.

Learning focused on the Jubilee traditions and the new logo, which further deepened student understanding of Christian symbolism. Students explored the four figures as representing humanity in solidarity and fraternity, the cross as a sail symbolising Christ guiding the Church through the Holy Spirit, the anchor as stability and hope in times of difficulty, and the rough waves as the struggles of life. The motto 'Pilgrims in Hope' highlighted themes of growth, renewal and our ongoing faith journey.

Our commitment to Catholic Social Teaching was evident through Harmony Day linked with Project Compassion and St Vincent de Paul initiatives, supporting students to live out Gospel values through action and service. As a Fire Carrier School, we further strengthened our commitment to reconciliation and justice, by raising funds for the Opening the Doors Foundation, supporting educational opportunities for Aboriginal and Torres Strait Islander children. We continued with our tradition of our St John's Long walk around the Mitcham community to further raise awareness.

Value Added

Student-led Liturgies (Years P–2):

Students in the early years demonstrated growing confidence and ownership of their faith by planning, preparing and leading class liturgies. These celebrations were entirely student-designed, with invitations extended to families, fostering strong home–school–parish connections and providing authentic opportunities for students to express their understanding of prayer and worship.

Recontextualisation Professional Learning:

All staff engaged in targeted professional learning focused on Recontextualisation, deepening their understanding of contemporary approaches to Religious Education. This professional learning served as a catalyst for a whole-school reenactment of Holy Week, where students participated in small group experiences designed to connect scripture to their own lives in meaningful and accessible ways.

Holy Week Symbol Bags:

Each class was provided with a carefully curated “symbol bag” during Holy Week. These resources supported students in exploring key symbols and themes of the liturgical season, enriching their understanding through hands-on, reflective and discussion-based learning experiences.

Intergenerational Connections:

Meaningful intergenerational opportunities were fostered through activities such as Prep students and the school choir performing for senior parishioners at the annual Christmas lunch. These experiences strengthened community bonds and promoted respect, empathy and a sense of belonging across generations.

Sacred Spaces in Classrooms:

All classrooms maintained visible and purposeful sacred spaces, including prayer tables and liturgical cloths that reflected the Church calendar. These spaces provided a focal point for daily prayer and reflection, supporting students in developing a deeper awareness of the liturgical year and their personal faith journey.

Confirmation Formation Evening:

A dedicated Confirmation evening for parents and students focused on the exploration of symbolism in religious art, supported by a Recontextualised approach to faith formation. This experience enhanced participants' understanding of the sacrament and encouraged deeper engagement with its meaning.

Collaborative Sacramental Program:

The sacramental program was strengthened through collaboration with catechists and parish communities from St James Vermont, Our Lady's Ringwood and St John's Mitcham. This partnership model enriched the preparation and celebration of the sacraments, fostering a broader sense of community and shared faith.

Reconciliation Week Liturgy and Community Walk:

Students participated in a reflective liturgy followed by a "Long Walk" around Mitcham to acknowledge Reconciliation Week. This experience encouraged students to engage with themes of justice, healing and reconciliation within both a faith and social context.

FIRE Carrier Collaboration and Community Engagement:

Students took part in a Long Walk and community event in collaboration with other FIRE Carrier schools, including a visit to Aquinas College. These experiences supported students in deepening their understanding of Aboriginal and Torres Strait Islander cultures, histories and perspectives.

National Sorry Day Participation:

Senior students represented the school at a local council flag-raising ceremony to mark National Sorry Day. This provided an important opportunity for students to engage in civic and cultural recognition, demonstrating respect and solidarity with First Nations communities.

Kidsview Social Justice Conference:

Senior students participated in the Kidsview Social Justice Conference, where they explored themes of global inequality and extreme poverty. Engagement with guest speakers, including representatives from Bahay Tuluyan Philippines, deepened students' understanding of social justice and inspired action grounded in empathy and awareness.

Scripture and Whole-School Theme Integration:

Scripture was intentionally integrated across learning experiences, with a strong connection to the 2025 whole-school theme of Hope. This approach supported students in making meaningful links between Gospel teachings and their everyday lives.

School Advisory Council (SAC) Engagement:

A presentation was delivered to School Advisory Council members outlining the school's approach to Religious Education and Recontextualisation. This strengthened community understanding and engagement, ensuring alignment between school practices and parish expectations.

Learning and Teaching

Goals & Intended Outcomes

- Strengthen students' understanding of themselves as learners, supporting them to reflect on their progress, strengths and next steps
- Foster ongoing, meaningful partnerships with parents through regular communication and engagement in each student's learning journey
- Implement consistent approaches that build student self-efficacy and promote agency in learning
- Encourage active participation from all learners to support continuous improvement and growth
- Embed a consistent and effective feedback cycle to guide and enhance learning for every student

Achievements

Throughout the year, the Teaching and Learning Team—comprising leaders in Mathematics, Literacy, Religious Education, Student Wellbeing and Learning and Teaching—continued to set strategic priorities aligned with the Schools Improvement Network Collaborative (SINC). Participation in SINC supported the school in establishing clear goals and targets to improve student achievement in Mathematics, in line with the Vision for Instruction. It also provided a framework to guide ongoing improvement across all learning areas.

In 2025, our school began implementing the Melbourne Archdiocese Catholic Schools (MACS) Vision for Engagement, establishing a shared understanding of the conditions that support optimal student learning and participation. This vision emphasises high expectations, inclusive practices, and purposeful classroom environments where every student is known, valued and actively engaged in their learning. Throughout 2025, staff continued to build their understanding of this framework and its connection to the Vision for Instruction, embedding strategies that promote student voice, agency and full participation. This ongoing work has strengthened our commitment to fostering a positive, inclusive and engaging learning environment, ensuring that all students are supported to thrive academically, socially and spiritually.

In 2025, staff continued to embed the Vision for Instruction as the foundation of their pedagogical approach, deepening their understanding of the explicit instruction sequence. Greater clarity and consistency were achieved in implementing each stage of instruction—explicit teaching, modelling, guided practice, independent practice, checks for understanding and regular review. A range of strategies to support full student participation were also

implemented across the school, resulting in increased engagement and stronger consistency in teaching practice.

Staff demonstrated a strong commitment to improving student learning through twice-weekly Professional Learning Meetings (PLMs). These structured sessions, facilitated by the leadership team, were carefully planned each term with a clear curriculum focus. Teachers planned in alignment with the Victorian Curriculum 2.0 and regularly assessed student progress to inform teaching and enhance learning outcomes. Additional planning time was provided each term to support the development of rich, engaging programs, with the Learning and Teaching Leadership Team offering guidance through curriculum unpacking, resource provision, assessment planning and reflection on best practice.

Collaborative planning sessions continued to prioritise evidence-based, knowledge-rich, and sequential programs in Mathematics and English. Teachers explicitly modelled new concepts and skills, gradually releasing responsibility to students as their confidence and independence increased. Daily reviews and spaced practice became embedded practices, strengthening knowledge retention. Ongoing assessment, including frequent checks for understanding, enabled teachers to monitor student progress and tailor instruction through targeted support and extension.

In the 2025 National Assessment Program – Literacy and Numeracy (NAPLAN), St John's achieved strong results. All Year 3 students performed above the national minimum standard in Reading, Writing, Spelling, and Grammar and Punctuation, with 95% also achieving above the standard in Numeracy and Grammar and Punctuation. In Year 5, all students achieved at or above the national minimum standard in Writing and Spelling, while 90% exceeded the standard in Reading and Grammar and Punctuation, and 80% in Numeracy.

In addition to NAPLAN, a range of assessment tools was used to triangulate data and identify student learning needs. These included the Maths Online Interview (MOI), PAT Maths, Essential Assessment, DIBELS, and PAT Reading, alongside teacher judgement and observation. This data informed targeted teaching and the development of individual learning goals. Whole-school data walls in Literacy and Mathematics were co-constructed during PLMs, providing a clear and ongoing focus on student growth and achievement.

A strong commitment to supporting all learners remained evident through intervention and extension programs in both Literacy and Mathematics. The Getting Ready in Numeracy (GRIN) program continued for students in Years 2–6, providing pre-teaching of key vocabulary, concepts, and skills to build confidence ahead of classroom learning. Feedback from students, parents and staff indicated increased confidence and improved academic outcomes.

Extension opportunities were also provided, particularly in Mathematics. Selected students in Years 3–6 participated in weekly extension groups, including involvement in the Mathematics and Statistics Research Challenge run by the University of Melbourne. Students also

engaged in enrichment opportunities such as Tournament of Minds, the Australian Mathematics Competition and the BEBRAS challenge. Additionally, all students from Prep to Year 6 participated in the Victorian Premiers' Reading Challenge.

The school maintained its commitment to the FIRE Carriers Program, coordinated by the Opening the Doors Foundation. Student leaders developed a Reconciliation Covenant and actively promoted reconciliation within the school community. Participation in initiatives such as The Long Walk, in partnership with Aquinas College Ringwood, and a whole-school walk through Mitcham helped raise awareness and celebrate Indigenous culture, culminating in the creation of a "sea of hands" display, in Reconciliation Week.

Seesaw continued to be used as a whole-school digital portfolio platform, supporting consistency in documenting and sharing student learning while strengthening communication with families.

Languages education remained a valued part of the curriculum, with all students participating in weekly Chinese Mandarin lessons.

In Term 3, Book Week was celebrated under the theme "Book an Adventure." Activities included a Book Character Parade, shared reading of Deborah Frenkel's *The Truck Cat*, a book swap, buddy reading, and creative storytelling experiences. Students also created multimodal texts using digital technologies.

The Sporting Schools Program provided opportunities for students to participate in golf, soccer, volleyball and athletics, supported by external coaches. The annual "Twilight Sports" event continued to strengthen community engagement. Students also benefited from a coaching session with the Doncaster Hockey Club.

In Term 2, the school production *Cinderella and the Rockin' Fellas* was performed at The Round, showcasing the talents of all students. Year 5/6 students took on lead roles, demonstrating confidence, creativity and collaboration, following extensive rehearsal during Performing Arts classes and additional sessions.

Inquiry learning continued to underpin the teaching of Humanities, Economics and Civics and Citizenship, with rich, research-based units aligned across the school to promote shared concepts and deep understanding. Rich knowledge teaching underpins the pedagogy of these curriculum areas.

A strong culture of professional growth was sustained through ongoing feedback and collaboration. Staff actively engaged in professional dialogue to refine their practice and improve student outcomes. Annual Review Meetings, held in Terms 1 and 3, supported reflection on professional goals and development, ensuring alignment between teacher growth and student learning needs.

Student Learning Outcomes

In 2025, NAPLAN results at St John's Primary School Mitcham reflected strong student achievement and consistent growth across both Literacy and Numeracy. All Year 3 students performed above the national minimum standard in Reading, Writing, Spelling, and Grammar and Punctuation, with 95% also exceeding the standard in Numeracy, indicating a strong foundation in early years learning. In Year 5, 100% of students achieved at or above the minimum standard in Writing and Spelling, while 90% exceeded the standard in Reading and Grammar and Punctuation, and 80% in Numeracy. These results suggest sustained growth as cohorts progress through the school, with particularly strong outcomes in Literacy.

This positive trend can be attributed to the school's consistent emphasis on explicit teaching, structured practice, and regular checks for understanding. Targeted support programs such as Getting Ready in Numeracy (GRIN) have contributed to improved confidence and readiness in Mathematics, while extension opportunities and data-informed teaching—supported by tools such as MOI, PAT assessments, and whole-school data walls—have enabled teachers to effectively differentiate learning. Together, these approaches have supported both high achievement and measurable growth for all students.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	467	70%	450	63%
	Year 5	505	75%	509	74%
Numeracy	Year 3	428	80%	425	74%
	Year 5	494	68%	493	72%
Reading	Year 3	454	90%	438	87%
	Year 5	521	88%	523	84%
Spelling	Year 3	462	90%	446	79%
	Year 5	515	75%	513	77%
Writing	Year 3	444	85%	439	84%
	Year 5	507	80%	510	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

- Foster continuous dialogue and engagement with parents as partners in each students learning and wellbeing
- Promote student voice through across the community, curriculum planning and decision making
- Consistently use a range of high impact strategies attending to student growth and achievement in social emotional learning
- Embed consistent practice of Positive Behaviour for Learning (PBL) across the school

Achievements

R U Ok? Day National Award Winner

St John's was honoured to be recognised nationally with the R U OK? Day Award for Excellence in Education, acknowledging our strong commitment to student wellbeing and connection. This recognition reflects the intentional work happening across our school to create a culture where every student feels seen, heard and supported. We continue to build on this by encouraging our students to ask "R U OK?" every day, normalising meaningful conversations and empowering them to look out for one another. Through this focus, we are fostering a community grounded in care, empathy and genuine connection.

The Resilience Project

In 2025, St John's introduced The Resilience Project across the school from Prep to Year 6, embedding a consistent and proactive approach to wellbeing. This whole-school initiative has been supported by targeted professional learning for staff, ensuring a shared understanding and consistent delivery across all classrooms. We are already seeing a positive impact, with students confidently applying the GEM (Gratitude, Empathy and Mindfulness) strategies in their daily learning and interactions. To further strengthen our partnership with families, we also hosted an online parent information evening, which was very well attended and reinforced our collective commitment to supporting student wellbeing.

Behaviour Management - Positive Behaviour for Learning - PBL

St John's has continued to strengthen its commitment to Positive Behaviour for Learning (PBL), fostering a consistent and supportive environment for all students. Throughout the year, we have refined our documentation to clearly articulate expectations for both staff and students, alongside the implementation of explicit, teacher-designed lessons that build

essential social and behavioural skills. This work has been supported through ongoing professional learning and guidance from our MACS representative.

Our policies and practices have been further reviewed and strengthened, with data playing an important role in informing next steps and targeted improvements. In 2025, we transitioned to using SIMON as our platform for recording and monitoring student incidents. As we move forward, our focus will be on further supporting staff to use this data effectively to inform targeted interventions and enhance student outcomes.

The continued embedding of PBL is evident in the growing consistency of language and increased staff ownership across the school. We are also pleased to share that St John's has been accepted into the PBL Tier 2 Professional Learning program through MACS for 2026. This will support us to further build staff capacity in responding to student needs and strengthening targeted supports.

Our PBL journey continues to be shaped in partnership with our community, with communication and feedback from key stakeholders, including parents, informing our work. Visible PBL expectations displayed across the school further reinforce our shared commitment to a safe, respectful, and responsible learning environment.

Beyond Blue - Be You

St John's remains an active participant in the Be You initiative, reflecting our ongoing commitment to nurturing a positive and mentally healthy school environment. Staff continue to engage in professional learning, exploring new modules each year to strengthen their knowledge and confidence in supporting student wellbeing.

This sustained focus enables us to proactively promote resilience, respond to individual needs, and provide early support where required. Our continued involvement in Be You highlights our dedication to building a safe, inclusive community where every student feels supported and able to flourish.

Whole School Wellbeing Activities

Harmony Day

In Term 1, St John's came together as a whole school to celebrate Harmony Day under the theme Everyone Belongs. The day was a vibrant and meaningful celebration of diversity and inclusion, with students and families engaging in a range of cultural experiences. This year, students enjoyed energetic Bollywood dancing, participated in a hands-on Italian cooking workshop, and shared in story time activities that highlighted different cultures and perspectives. Alongside these experiences, we continued to strengthen our commitment to social justice by raising funds for Caritas, supporting those in need. Harmony Day provided a

powerful opportunity to celebrate what makes each of us unique while reinforcing the values of respect, belonging and unity across our school community.

B kinder Day

This year marked the second time St John's has taken part in b kinder Day, continuing our commitment to fostering kindness and compassion throughout our school. Students engaged in a meaningful activity where they designed and created handmade cards for their buddies and other special people in their lives, sharing uplifting messages of appreciation and care. These simple but powerful gestures helped to spread positivity across the school community. Our involvement also supported the b kinder Foundation, further strengthening our focus on empathy, connection and the importance of looking out for one another. The day provided an important opportunity for students to reflect on how everyday acts of kindness can have a lasting impact on others.

Staff Wellbeing Week & R U Ok? Day

At St John's, Staff Wellbeing Week continues to be an important focus, celebrating and supporting the people who contribute so much to our school each day. This year, our leadership team coordinated a range of simple but meaningful initiatives designed to show appreciation and strengthen connection across staff. A highlight of the week was a special R U OK? Day morning tea, where staff gathered to pause, connect and check in with one another in a relaxed and supportive setting. These shared moments helped to reinforce a culture of care, gratitude and belonging, reflecting our ongoing commitment to staff wellbeing and a positive workplace culture.

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 introduced in 2025 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 - focussing on social justice and diversity of cultures

- B Kinder Day
- R U Ok? Day
- Bullying. No way activities
- Lunchtime Clubs every day
- Future Leaders Program - Student Representative Council
- Voicenator Student Program through Whitehorse Council
- Year 6 School Leaders across all curriculum areas of the school
- Wellbeing Week initiatives
- Buddy Programs for Year 6 students & staff
- Prep & Year 5 Buddies
- GEM (Gratitude, Empathy & Mindfulness) strategies
- PBL expectations and consequence flowchart embedded
- RRRR (Respectful Relationships)
- The Resilience Project Program & Professional Learning
- The Resilience Project Online parent evening
- Seasons Program for students experiencing loss, grief or separation
- Peaceful Kids Programs for building resilience and overcoming anxiety
- Year 6 Leaders running school tours and assemblies
- Small group social skills & connection
- Weekly wellbeing newsletter for staff
- Wellbeing Leader meets fortnightly with the Leadership Team

Student Satisfaction

Student Satisfaction is high at St John's Mitcham. Our 2025 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 significantly 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 8.50am 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 8:50 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	90.22
Y02	92.44
Y03	92.46
Y04	89.35
Y05	89.74
Y06	90.76
Overall average attendance	90.83

Leadership

Goals & Intended Outcomes

- Consistently use a range of high impact strategies attending to growth and achievement
- Embed consistent practices in Positive Behaviour for 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
- Strengthen student engagement and rigour in student learning

Achievements

In 2025, the School Leadership Team at St John's continued to strengthen a culture of collaboration, working in close partnership with families, students and staff. In collaboration with classroom teachers, the team facilitated strategic planning processes, contributed to Professional Learning meetings and provided targeted in-class support to enhance teaching practice and build staff capacity.

Operating as both co-leaders and co-learners, the team fostered a culture of professional respect and collective responsibility. Through a focus on key priority areas, they supported the continuous improvement of classroom practice while remaining approachable, reflective and committed to excellence in teaching and learning. Weekly leadership meetings provided a structured forum to focus on Learning and Teaching, Wellbeing and Diversity, enabling robust discussion, reflective practice and informed decision-making grounded in student outcomes and evidence-based pedagogy.

Strengthening partnerships with families remained a priority in 2025. The leadership team facilitated workshops, information sessions and family learning events, while maintaining regular communication through the school newsletter. This ensured the community remained informed about contemporary research, curriculum developments and the rich learning experiences taking place across the school.

The continued refinement and implementation of the Curriculum Pedagogical Framework across English, Mathematics, Inquiry Learning, Social and Emotional Learning, and Religious Education ensured clarity, coherence and consistency in teaching practice across all year levels. The framework reflects a strong commitment to evidence-based practice and high expectations for all learners. Leaders supported staff through coaching, mentoring and feedback processes to ensure consistent understanding and effective implementation of agreed pedagogical approaches.

Data literacy and analysis remained a key focus. Enhancements to data walls improved accessibility and usability, supporting more effective collaboration during planning. Targeted professional learning opportunities were aligned to whole-school priorities, reinforcing shared beliefs, collective accountability, and the strategic use of data to inform high-impact teaching.

St John's continued its engagement with the School Improvement Network Collaborative in the Eastern Region, with a sustained focus on improving Mathematics outcomes. This work was supported through the application of contemporary improvement tools and thinking routines, alongside the integration of system resources aligned with the MACS Vision for Instruction. These initiatives contributed to measurable improvements in teaching practice and professional learning.

The leadership team developed and monitored annual action plans aligned to school improvement goals. Professional Learning planning meetings at the beginning of the year supported staff to articulate individual SMART goals, while Annual Review Meetings provided an opportunity for reflection, feedback and future planning.

The School Advisory Council continued to provide strategic input, reviewing opportunities related to community engagement, funding and system priorities. Strong partnerships across the school community remained central to achieving sustained improvement, supported by a range of new and ongoing initiatives aligned to the school's strategic direction.

Key initiatives and actions in 2025 included:

- Collaborating with MACS personnel to review and strengthen Learning and Teaching practices in alignment with the Vision for Instruction 2030
- Continuing to refine and embed the whole-school Curriculum Pedagogical Framework Strengthening Religious Education planning and assessment through the Pedagogy of Encounter
- Embedding the revised Positive Behaviour for Learning policy, including clear expectations and processes developed in consultation with stakeholders
- Establishing partnerships to support junior school teachers through facilitated Mathematics planning with instructional coaches
- Consolidating whole-school wellbeing practices, including consistent approaches to recognising and celebrating student achievement
- Strengthening visible learning practices through the consistent use of data walls and bump-it-up walls across key learning areas
- Reviewing and refining whole-school wellbeing programs and scope and sequence
- Conducting regular learning walks and professional dialogue to provide feedback and support continuous improvement
- Supporting high-quality curriculum planning and documentation across all year levels, with ongoing feedback to staff

Overall, the School Leadership Team remained committed to fostering a cohesive, evidence-informed and future-focused learning environment, ensuring improved outcomes for all students and a strong sense of community across St John's.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Ongoing professional learning was a priority for all Staff at St John's Primary School in 2025. 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.

Professional learning opportunities at St John's in 2025 included:

- Positive Behaviour learning with Roland Wans and Team Teach
- Critical Conversations
- 2025 RE Pilgrimage to Ireland: Exploring the Year of Jubilee and Irish Saints - Deputy Principal
- 2025 RE Pilgrimage to Italy: Exploring the Year of Jubilee Walking in the footsteps of the Italian Saints - Principal's Pilgrimage
- 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
- Eastern Region Learning Diversity Leaders' Network Meeting
- Eastern Region Primary Deputy Principals Network
- Lent as renewal of Covenant
- MACS Eastern Region Mathematics Network
- MACS Primary Literacy Leader Network 2025
- 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 - Catholic Education Week - In the Light of Christ
- Teaching for Impact in Mathematics Series 3-6 Teacher Workshops
- Teaching gifted primary students -An action research course
- TIM Series Primary & Secondary Teacher and Leader Workshop

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • 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 • 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) • ECO Warden Training with Absolute 	
Number of teachers who participated in PL in 2025	18
Average expenditure per teacher for PL	\$3000.00

Teacher Satisfaction

According to survey results from the 2025 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 100%, which is well above the MACS average.

Staff also responded very positively towards:

- Our Positive Work Environment is extremely high at 95%
- Collegiality of Relationships between staff members at St John's is 100%
- Friendliness of School leaders is at 100%
- Respectfulness of School Leadership 95%

- Increase in motivation working with School Leaders to 82%
- School Leadership clearly communicates their Vision for Learning and Teaching increased to 86%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	0
Bachelor Degree	11
Advanced Diploma	1
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	14
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	11.22
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- Engage with the wider community, building and strengthening relationships
- Further develop an inspiring and engaging community of learners
- Nurture continuous dialogue and engagement with parents as partners in each students learning and wellbeing
- Amplify our culture of welcome and hospitality through engagement in a variety of school events and activities
- Offer multiple opportunities for parents to be partners in school and parish life

Achievements

In 2025, St John's continued to foster a highly inclusive, welcoming and connected school community. Families reported a strong sense of belonging, with the school celebrating its vibrant identity and embracing the rich diversity of its students and families from a wide range of cultural backgrounds. A strong emphasis on communication, engagement and participation ensured that relationships between home and school remained collaborative and purposeful.

Communication

A strategic and consistent approach to communication supported strong partnerships with families. At the beginning of the year, Parent Curriculum Information Evenings were conducted across all year levels, providing clarity around learning programs and expectations.

Ongoing communication was maintained through a fortnightly digital newsletter, alongside regular updates shared via the school's social media platforms, professionally managed to ensure timely and engaging content.

Term 1 Meet and Greet sessions and student-led conferences strengthened connections between teachers, students and families, while termly curriculum overviews ensured transparency in teaching and learning.

A dedicated Prep Information Evening for new and prospective families, supported by school leaders, showcased whole-school approaches and built confidence in the transition process.

Digital platforms continued to play a central role, with Seesaw utilised as an online learning portfolio to document and celebrate student progress, and SIMON supporting streamlined, consistent communication across the school community.

Student voice and leadership were highly visible, with Future Leaders meeting regularly and working alongside school leadership to contribute to decision-making processes. Fortnightly assemblies, led by student leaders, provided opportunities to celebrate learning and strengthen community engagement.

A range of inclusive opportunities enriched student life, including daily lunchtime clubs such as art, Lego, games, knitting and digital technologies, supporting student interests and social connection.

Key events such as Literacy and Numeracy Week, Science Week, Book Week and the Prep 100 Days celebration highlighted student learning in engaging and community-focused ways.

Parent and Community Participation

Parent and community engagement remained a cornerstone of school life in 2025. A wide range of events fostered connection and participation, including the Whole School Art Show, Twilight Sports, and the Christmas Carols Concert. Milestone events such as the Year 6 Graduation, supported by Year 5 families, and the Prep Nativity Play brought the community together in celebration.

Community-building initiatives included Ride2School Day, Harmony Day celebrations, and participation in the Active and Safe Schools program. Strong partnerships with local kindergartens supported transition processes and strengthened early connections with families.

Significant whole-school events such as the St John's Community Fete, Grandparents and Special Visitors' Day, and the End of Year Assembly further reinforced a strong sense of belonging. The development of a new Masterplan supported future-focused improvements to school facilities and enhanced the school's visibility within the wider community.

Faith and social justice initiatives remained integral, including participation in the Fire Carrier program, sacramental celebrations in partnership with the parish, and events such as Founders Day Mass and ANZAC Day commemorations. Parent engagement opportunities, including workshops and community gatherings facilitated by the Parents' Association, further strengthened relationships across the school.

Extra-Curricular Opportunities

A diverse range of extra-curricular activities supported student engagement, wellbeing and talent development. Lunchtime clubs continued to provide inclusive opportunities aligned with student interests, including art, STEM, mathematics and coding.

Students participated in a variety of sporting opportunities, including Twilight Sports, interschool competitions and district gala days. Additional programs such as Marathon Club, choir, music tuition and mathematics extension groups supported both physical wellbeing and academic enrichment.

Student leadership and social responsibility were further developed through initiatives such as the Social Justice Group, which led activities throughout the year to promote awareness and action within the community.

Parish and School Community Partnerships

Strong connections between the school and parish community were further strengthened in 2025 through shared liturgical celebrations and sacramental programs. Regular class Masses, Welcome and Commitment Masses, and sacramental preparation events fostered a deep sense of faith and belonging.

Intergenerational connections were nurtured through partnerships with parish groups, while events such as Thanksgiving Masses, reconciliation celebrations and reflection days supported students' spiritual development.

The School Advisory Council and Parents' Association continued to play an active role in school life, meeting regularly and contributing to decision-making, community engagement and fundraising initiatives. Social justice initiatives, including the St Vincent de Paul Christmas Appeal and Operation Christmas Child, reflected the school's commitment to service and outreach.

Collaboration with Local and Global Communities

Authentic learning opportunities were enhanced through meaningful engagement with local and wider communities. Students participated in social justice and advocacy initiatives, including writing to local council representatives and promoting community safety through Walk Safely to School initiatives.

Partnerships with Aboriginal Catholic Ministry supported the ongoing work of the FIRE Carrier Team, strengthening cultural understanding and reconciliation. Community events such as the ANZAC Day Dawn Service, in collaboration with the local RSL, provided students with opportunities to actively contribute to civic life.

Through these diverse and sustained efforts, St John's continued to build a strong, connected and engaged community in 2025—one that values inclusion, participation and shared responsibility for student learning and wellbeing.

Parent Satisfaction

The Parent Community at St John's Mitcham are very supportive and proactive at our school. The survey results from our 2025 MACSSIS data found that our families responded positively towards:

- Overall Positive endorsement for our school increased by 17% to 76%
- School Fit for their child increased to 85%
- School Climate increased to 89%
- Perceptions of students physical and psychological safety increased to 89%

- Sense of belonging has increased
- Timeliness and frequency of Communication increased to 82%
- Our transition program and preparation for the following school year
- Students demonstrating respect for one another has increased

Communication has had a dramatic increase 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