



Melbourne Archdiocese
Catholic Schools

2023

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 07 May 2024

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, to promote growth and maximise the potential of all our students. Our secure, shaded outside spaces include an adventure playground, football field, basketball court, multipurpose court and a 'passive play' area, where children can interact and play in a calmer space.

Principal's Report

As Principal at St John's for four years, I have had the privilege of working with a dedicated staff and a welcoming community. With a vision of leading the future of learning, I believe in working together with families, to educate the whole child emotionally, academically, socially and spiritually. In 2023, St John's student engagement and intellectual rigour were features of learning across the school as we continued to nurture the optimism and excitement, of our students, parents and staff.

With shared responsibility and accountability, we ensured that diligence was maintained across the curriculum as common learning dispositions were promoted. Teaching to high standards, we embedded the educational practices of - collaboration, creativity, communication, character, citizenship and critical thinking. Maintaining a spirit of connectedness for all parents, staff and students, meant that we needed to be creative and vibrant, to support the community. We maintained strong relationships, based on regular communication, trust and respect.

Our strong learning culture, working together with families and the wider community, our focus was to educate the whole child emotionally, academically, socially and spiritually, was paramount in 2023. Our families continued to offer their time and talents in so many ways, building a strong sense of community and creating many opportunities to unite with one another. We united together and kept a strong connection to the Parish, working closely with the Parish Team, as they supported us through worship, liturgy, sacraments and outreach. An inter-generational program with the Parish was a highlight of the year, as the year 3/4 students participated in craft activities, interviews and a shared lunch with the senior members of the parish.

Community Events have always been a major feature of our school and parish community. The Fete is what we all love and it was wonderful that we were able to hold it again this year. Any past student or alumni who I speak with will always have the Fete as one of their favourite memories, and it is a great tradition at St John's. It is a special time when our 2 schools come together, St John's and St James with the Parish to support this massive and famous day.

We continued to embed our Professional Learning Plan and Feedback Plan, as the staff further developed their professional learning goals at network meetings, via research and at webinars, enabling staff to design rich and engaging learning opportunities for the students, achieve positive student outcomes and continual growth. Our staff had an enormous impact on their students, supporting one another to develop collective efficacy. We are privileged to work with such a professional and dedicated staff at St John's Mitcham, setting high standards and providing a rich and diverse curriculum, that encouraged a love of learning.

Adhering to the new 11 Child Safety Standards further developed a common understanding and direction amongst all staff and the broader community. Supported by the rich traditions of St John's community, our vision, "A Welcoming Community Leading the Future of Learning, with Faith and Love" was reinforced and a spirit of inclusion continued to permeate at St John's.

In 2023, St John's school production was a major highlight, as every class featured in the 'The Amazing Adventures of Super Stan.' Our performing arts program also saw the development of a larger and stronger choir, involving students from across the school.

Our contemporary learning practices and use of technologies, promoted engagement in student learning, which motivated our students' enquiring minds. We encouraged our students to flourish, celebrating their many talents and to take action on their learning. They continued to stand up for what they believe in and embraced every opportunity so that every individual had an opportunity to make a difference in the community now and into the future.

Verona Gridley

Principal 2023

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

In the Religious Dimension of St John's Primary School, we strive to provide all members of our community with opportunities of encounter and to participate in dialogue with their own personal experiences, the cultural context and the Catholic tradition. The 2023 school focus was 'Gratitude' which encouraged our community to build in a sense of daily gratitude. Opportunities for expressing gratitude were provided during morning Christian meditation and through our Inquiry units in Geography, History, Health, Science and Social Emotional Learning.

Our MACSSIS data revealed that our student perceptions about the Catholic Identity of St John's School has increased in 2023 from 57% to 60%. This positive growth may be attributed to the increase in our Year 5 and 6 students having increased confidence with explaining their thinking and sharing their responses during Religious Education learning. This was a significant area of growth between 10% to 15% since the previous year. Our Staff's perception of Catholic Identity at St. John's has maintained a strong result with 90% of our teachers understanding the Catholic mission and its importance in our school. This result is well above the MACS average and our staff responses through the NCEC data also confirms this. Our teachers' responses (89%) indicate that they believe that school leaders place high priority in leading Religious Education in our school.

In 2023, our planning included creating pre and post assessments in Religious Education to help us with our moderation processes. Our MACS consultant Loredana Guinane met with our staff twice, encouraging staff to create and follow moderating processes to check for student growth and understanding in conjunction with the RE Framework's scope and sequence.

Every term the Pedagogy of Encounter dialogue tool is used to create discussion amongst staff and the students, using a provocation which sparks curiosity and wonderings from different perspectives. This includes sharing individual viewpoints as well as Catholic ideals

and teachings in our current context. This tool supports our staff in designing the curriculum based on our students' needs and unique context.

Facilitated planning in Religious Education occurred fortnightly throughout the term with each level team reviewing prior knowledge and understandings or any misconceptions students have for each topic. This also helped teachers to link in with our social justice initiatives and take further action in inquiry units. Social justice initiatives have remained a high priority each term with links to Caritas and Vinnies each term.

Harmony Day was a great celebration at St John's which allowed for student engagement in learning about diversity as many students and families shared their rich cultural backgrounds. The activities such as the coin trail and marathon helped raise money for Caritas also.

Our student action at the end of each inquiry unit became more meaningful with students and families raising awareness about various injustices in our world including 'Homelessness'. Students raised awareness and funds through market stalls, to purchase backpacks with essential items and clothing for those in need.

Learning intentions and success criteria are included in all RE planning and displayed in classrooms consistently, making the learning visible to our students.

Rubrics for assessment helped teachers moderate expectations and achievements for reporting purposes.

Adult faith formation and engagement has been attended by staff, parents and students for our sacramental programs so that faith, knowledge and understanding can be shared from all and in partnership. Carlie Anderson led our Eucharist Information evenings taking the focus away from purely administrative perspective to building learning and meaning for all.

The importance and relevance of our sacraments is a shared responsibility with parish staff and teachers from St. John's sharing and embracing the experience.

The Confirmation retreat day focused on student engagement and was led by Gen Bryant and her team. They supported our teachers and students with strategy focused workshops such as Imaginative Prayer, to build understanding around the power of the Holy Spirit in their lives today.

Value Added

- Fire Carriers program included a larger team of Year 5 students assisting with enacting our covenant actions throughout the year and supporting the events of NAIDOC and Reconciliation week
- Recontextualisation PLM (Eg. Stations of the Cross, Including Indigenous Visual & Artefacts) Visible in all classrooms- Prayer tables/ sacred spaces to reflect Liturgical calendar

- Godly Play professional development for our staff and increased our resources in this area
- Student provocations used widely across the school supporting greater dialogue in RE
- Confirmation evening for parents and children focused on symbolism in religious art and recontextualisation
- Fr. Elio PD day with staff of St John's and St James used Art works to build their understanding of Jesus in today's context
- Sacramental program planning was in collaboration with staff and leaders from St James, Our Lady's and St John's
- Liturgies and Long walks around Mitcham and Aquinas for Reconciliation week
- Participation of senior students in Council flag raising ceremony to mark Sorry Day
- Lisa Moloney presentation to whole staff from Opening the Doors - Fire Carrier program
- Greater opportunity for Fire Carriers to visit schools such as Aquinas
- FIRE carriers presentation to staff and students from St Bernadettes in the Basin
- Student reflection day with parish schools for Eucharist and Confirmation
- Linking scriptures to our 2023 BIG concept of Gratitude at PLMs each term
- Loredana (MACS) presentation to staff on moderation and assessment in RE
- Presentation to School Advisory Council members about the Religious Dimension 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

Our dynamic Teaching and Learning team consists of the Mathematics, Literacy, Religious Education, Student Wellbeing and Learning and Teaching Leaders, who have continued to set priorities in alignment with the 14 Parameters as well as SILC (Schools Improvement Learning Collaborative) throughout 2023. SILC provided opportunities for the school to focus on establishing and setting goals and targets to improve student achievement in Mathematics as well as provide scaffolds for further improvement in all other learning areas in the future.

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.

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), PAT Maths, PAT Reading, and PAT Science 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, Science and Mathematics at Professional Learning Meetings. The data walls are a practical and powerful way to focus on the growth and achievement of every student over a period of time.

This year we continued to build on the program Transforming Mathematics Engagement and Learning (TMEL) program. As members of the program the junior teaching team and the Mathematics Leader continued to promote contemporary Mathematics programs at St John's and to support the Launch, Explore, Summarise pedagogy that we use at our school. Being part of the TMEL program helped to continue to embed this pedagogy throughout the school and ensure students were developing their reasoning behind their mathematical strategies and understandings.

Literacy interventions included 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.

Extension education was offered again in 2023 in the area of Mathematics and Reading. Selected students in year 5/6 competed in the Computational and Algorithmic Thinking competition 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. FIRE Carrier leaders (Friends Igniting Reconciliation through Education) 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 was introduced 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 2023. The whole school transitioned to learning Chinese with our new Chinese Teacher presenting a one hour lesson to every class. Every lesson was very engaging and interactive, inspiring our students to become global citizens.

This year we celebrated Literacy and Numeracy Week in the final week of Term 3. Students were invited to participate in The Great St John's Spelling Bee, a Book Character Parade, a shared reading of Claire Saxby's "Iceberg", a Book Swap, a fabulous Maths Family Night, 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. The Jump Rope for Heart Skipping program was reintroduced across the whole school with great enthusiasm and success.

In Term 3, our whole school production was performed. This involved a song and dance act from each class while each senior students took on a main role or a backstage role.

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.

Term One: Health

P-2 - How do I keep myself and others healthy and safe?

3-4 - How can we identify and practice strategies to promote health, safety and wellbeing?

5-6 - How do I nurture the gift of me? (understanding me and community resources)

Term Two: History

How does our understanding of the past promote interconnectedness?

P-2 - How is our indigenous ancestry present today?

3-4 - Why is understanding different perspectives important for our Australian Identity?

5-6 - How do the stories of our past shape our future?

Term Three: Geography

What is the impact when we respect, embrace and connect with our Environment and World?

P-2 - Where in the world is Australia and what makes it so special?

3-4 - We come from the land down under...what's life like up the top?

5-6 - Why is water in our environment the gift of life for all?

Term Four: Sustainability/Civics and Citizenship

P-2 - How do the resources we have access to contribute to how we live?

3-4 - What is the significance of sharing our resources and adopting a globally sustainable lifestyle?

5-6 - What is the significance of sharing our resources and adopting a globally sustainable lifestyle?

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.

Other Achievements at St John's included:

- Embedding the Launch, Explore, Summarise Model into our daily teaching practices, fostering students' critical thinking, problem-solving and conceptual understanding in mathematics
- Teachers and Learning Support staff participated in a whole school closure developing their understanding of the theory and data supporting our commitment to this approach
- Challenging our students' thinking and promoted independence through providing the necessary skills and strategies for students to complete challenging tasks
- Professional Development sessions led by Glen Pearsall, on feedback mechanisms and instructional strategies
- Data driven and contemporary approaches were used to provide feedback to staff and students alike
- Introduction of Essential Assessment as an assessment tool to help continue to use student data to inform our teaching practices
- Essential Assessment was used directly in correlation with open-ended assessment tasks to support teachers with the triangulation of data to continue to differentiate their teaching practices and to ensure that all students' needs are being met
- Utilising 'Number Talks' which promoted students sharing their responses and reasoning to articulate their strategies effectively and hearing other students' ways of thinking.

Student Learning Outcomes

St John's NAPLAN results continued to excel in 2023. In the National Assessment Plan - Literacy and Numeracy (NAPLAN) St John's results 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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	437	67%
	Year 5	524	79%
Numeracy	Year 3	429	88%
	Year 5	519	93%
Reading	Year 3	451	88%
	Year 5	556	93%
Spelling	Year 3	439	79%
	Year 5	506	86%
Writing	Year 3	444	84%
	Year 5	538	97%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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
- Use 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

Behaviour Management

Positive Behaviour for Learning - PBL

St John's behaviour management policies and processes continued to be reviewed and staff have worked together with MACS staff to reinvigorate and revise our behaviour matrix and consequence flow chart. We have been collecting data from the playground and classrooms so that we can better support our students and identify locations and times when behaviour was heightened or causing a concern.

Our staff have undergone additional training on Positive Behaviour for Learning (PBL) and are working through a whole school revision of our policies and practices in this area. We have identified our three positive behaviours for learning as **“Be Safe, Be Respectful and Be Responsible”**. These will continue to be a focus as we further develop our knowledge in this area.

Beyond Blue - Be You

St John's is a registered 'Be You' school. 'Be You' is an end-to-end (0-18 years) mental health

initiative. The aims of Be You include to: normalise actively looking after your own mental health, promote help-seeking skills and behaviours, guide staff on how to promote and influence good mental health, build capacity of staff/families/students to intervene early, involve family/carers in their child's education and well-being and increase inclusion of mental health in pre-service education. Throughout the year staff continued working on the Be You online professional learning modules.

R U OK? Day

During Term 3 all classes recognised and made reference to R U OK? Day. This included an exploration of the website's resources and open discussions with students and families about the importance of discussing our feelings and reaching out for help when needed.

Whole School Wellbeing Days

During both Term 2 and Term 3, the whole school engaged in two "Wellbeing Days". These days promoted mindfulness and exercise and all students were encouraged to engage in a technology free day. In Term 3 our staff enjoyed a Wellbeing day, during a week of well-being activities. The day included a trip to a local gym and art activities.

Wellbeing Week

In promotion of mental health and student wellbeing, the school engaged in a Wellbeing Week. This week consisted of daily opportunities for mindful meditation, a student wellbeing activity booklet and wellbeing activities at break times and in clas time.

Value Added

Classroom teachers continued to embed a Social Emotional Learning curriculum across their weekly timetables. This included explicit teaching using the Resilience, Rights and Respectful Relationships (RRRR) learning material as a primary resource, as well as links to other areas of learning, such as the Berry Street Educational Model.

Students across the school participate in daily or weekly GEM (Gratitude, Empathy and Mindfulness) practices to support their emotional wellbeing.

School Leadership continues to support and show their appreciation to all staff by preparing and implementing a whole week of staff wellbeing activities that promote physical, emotional and spiritual wellbeing.

Weekly 'Circle Time' is also a part of giving all students voice in regard to issues they may be having in and outside the classroom and/or sharing their opinions on a SEL topic.

Extra-curricular activities at St John's included: Running club, Games club, Choir, Code club, Art club and Lego club. These activities were offered weekly at lunchtimes for students who wished to join. Knitting club was specifically started in 2023 as an alternative play option for students who were having trouble socialising on the yard.

Other Wellbeing initiatives and actions throughout the year included:

- Harmony Day
- Student Wellbeing Week
- Staff Wellbeing Week
- Lunchtime Clubs
- Future Leaders Program

- Buddy Programs for Year 6 students with staff
- Prep and Year 5 Buddies
- GEM (Gratitude Empathy & Mindfulness Time)
- SEL Curriculum
- RRRR (Respectful Relationships)
- R U OK? Day
- Class Dojo Points and Rewards for positive behaviour
- Social Skills Support Groups
- Peaceful Kids Program
- One on one student connection support
- Wellbeing Leader on the school leadership team
- Wellbeing guided Professional Learning
- Student Voice opportunities promoted across the school
- Year 6 Leaders in roles that develop their passions and strengths
- Grandparent's and Special Visitors Day

Student Satisfaction

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

- Rigorous Expectations
- School Engagement
- School Climate
- Teacher-Student Relationships
- School Belonging
- Learning Disposition
- Student Safety
- Student Voice

Year 5 and 6s teachers' expectations of the students has improved. Year 5s and 6s have increased positively with teachers asking them to explain their answers. Engagement for Year 4s and 5s is consistently good across the domains. Student's results demonstrated an increase in 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 staff, send an app notification, leave a message at the office or write a note.
- Absence notes are to be retained by the teacher and these are archived at the conclusion of each school year.
- Office administration staff accept phone calls from parents and print out app notifications. These are passed on immediately to teachers via email or phone call.
- 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 89.7%. This indicates a high-level of overall attendance at the school, throughout the year.

Average Student Attendance Rate by Year Level	
Y01	87.8%
Y02	93.1%
Y03	89.4%
Y04	87.4%
Y05	90.3%
Y06	90.1%
Overall average attendance	89.7%

Leadership

Goals & Intended Outcomes

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

Achievements

At St John's our School Leadership Team excelled in their support and upskilling of all staff and students. The Team continued to engage with the school community, working alongside all families and staff members. In partnership with class teachers, the leadership team provided facilitated planning, presented at Professional learning Meetings and assisted within the classroom, to build teacher capacity. As co-leaders and co-learners they respectfully collaborated with all staff to support classroom practices in their specialised field. They developed their skills and expertise as a knowledgeable, approachable and supportive leaders with the deliberate practice of improving the craft of teaching throughout the school.

The leadership team met every Wednesday morning throughout the year, focussing on Learning and Teaching, Well-being and Diversity. We reflected on best practice and gave feedback through open, honest dialogue about student learning, outcomes, pedagogy and community engagement.

School leaders facilitated a variety of parent workshops, information evenings and family learning nights. They made regular contributions to the school newsletter to keep families up to date and well informed about the great learning and and teaching at St John's as well as latest research in all curriculum areas.

The 2023 Curriculum Pedagogical Framework was revised in English, Mathematics, Inquiry Learning, Social Emotional Learning and Religious Education, providing clarity and consistency across all year levels. The St John's Pedagogical Framework ensures best practice, informed by research and consistency across the school.

With a focus of having high expectations for all our students as successful learners, the leadership team would mentor and give timely feedback to their colleagues, ensuring staff

demonstrated a thorough understanding of our pedagogical practices and achieved effective curriculum design.

Student Data continued to be a major priority in 2023, as leaders created a new format for our data walls, to ensure that data was readily available and accessible, to inform teachers during their planning and collaboration with their teams.

Targeted Professional Learning opportunities were sourced and organised, for all staff with a strong focus on shared beliefs and understanding, shared responsibility and accountability and the use of data to measure growth and drive contemporary learning and teaching.

The St John's leadership team, continued our participation in The School Improvement Learning Collaborative with the Eastern Region Schools. We were guided through a process of change and implementing school Mathematics focus, through the use of Simon Breakspear's canvases and thinking routines. The impact of this system-wide change is evident in the learning and teaching at St John's and in every aspect of our professional learning. The leadership team devised annual action plans to drive improvement and closely monitor progress towards set targets.

All staff participated in a Professional Learning planning meeting with the principal in Term one to share their SMART goals and plan for professional learning. Annual Review Meetings for staff were held in Term Three to guide self reflection, discussion about professional learning and future goals.

The School Advisory Council explored and reviewed a number of marketing opportunities, grants, the new MACS policies and curriculum pedagogical frameworks, Supporting the wider community the Leadership Team worked closely with all stakeholders to build strong partnerships across the community. A variety of new and ongoing projects ensured our improvement agenda continued to be fulfilled.

Some of these projects and events included:

- Supporting and monitoring curriculum planning documentation across all year levels and providing feedback to staff
- Consulting with MACS staff to review Learning and Teaching practices
- Enacting our whole school Curriculum Pedagogical framework to ensure clarity and consistency
- Designing effective learning and assessment in RE using Pedagogy of Encounter
- Revising the Positive Behaviour for Learning Policy, updating the behaviour expectations and the consequences, 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 and updating positive behaviours, behaviour management processes and wellbeing programs with all staff

- All leaders conducting learning walks and talks across the school throughout each term and sharing findings with leadership and teachers

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

All Staff at St John's Primary School are committed to improving their teaching and learning practice and actively seek 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 maximises professional learning and practice 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 their own practice 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 2023 included:

- Improving Writing with Professor Misty Adoniou
- ECO Warden Training with Hendry
- Positive Behavioural learning with Roland Wans
- Imaginative Prayer and Scripture focus with Carlie Anderson
- Yearly Overview in Religious Education and using the Pedagogy of Encounter
- Learning Diversity - Personal Learning Plans
- Religious Dimension - Designing for Learning
- Learning & Teaching: Pedagogical Framework and Data
- 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
- Transforming Mathematics Engagement and Learning (TMEL) – Early Years
- Progression of Reading Development: teachers as decision makers
- 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 with the Royal Childrens Hospital
- School Improvement Framework supported by MACS staff
- Improving Writing 3 - 6
- Learning and Teaching and Middle Leaders Network - Eastern Region Primary

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Lenten Gospels • Principal Forum Sessions • Religious Education Curriculum Report • Time in Lieu for Primary Schools • Understanding Pathological Demand Avoidance • WR Speech Pathology: Oral Language in the Classroom • Fratelli Tutti - A lens for the Catholic School • 30/8 Model for Primary and Secondary Schools • ACER PAT-M Eastern Region Workshop • Advent - the Role of John the Baptist • Combined Learning and Teaching and RE Leaders Network - Eastern Region (Primary) • Dan Petro -Introduction to Student Safety/Escalation Cycle Management Plans • Developing Vocabulary • Eastern Region eLearning Network 	
Number of teachers who participated in PL in 2023	28
Average expenditure per teacher for PL	\$2200.00

Teacher Satisfaction

According to survey results from the 2023 MACSSIS, 92% of St John's Staff perceived the overall collaboration around the school's improvement strategy was strong, scoring well above the MACS average.

Staff also responded very positively towards:

- Support from School Leadership is at 92%
- Respect from School Leadership is at 96%
- Quality of Professional Learning and opportunities for PL is 88%
- Staff, leadership relationships - 82%
- Collective efficacy is at 93%
- Collaboration in Teams is at 86%

Teacher Qualifications	
Doctorate	0.0%
Masters	15.8%
Graduate	5.3%
Graduate Certificate	5.3%
Bachelor Degree	47.4%
Advanced Diploma	5.3%
No Qualifications Listed	21.1%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	18.5
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	10.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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 and Digital Technologies

- Parent 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
- Presentation of our school's Feedback Plan to Outer Eastern Principal Network
- 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

Parent and Community Participation

- Whole School Production held at Karralyka Theatre, "The Amazing Adventures of Super Stan"
- Twilight Sports held in March with whole school community

- Gratitude Tree displayed in office foyer displaying all of that our students are grateful for
- Parent and student participation in Wellbeing Week, writing letters of gratitude to all staff members
- Family movie night - outside screening of School production in covid safe conditions on new multi-purpose court
- Christmas Carols on the Green, concert held outdoors 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
- Building and Landscape project underway to enhance school visibility in the community and update facilities, to promote engagement
- Fire Carriers support Indigenous Reconciliation throughout school
- Sacramental Program commenced 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 Rachel Saliba
- 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 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
- Auditions for whole school production for Year 5/6 students
- Student 'technology free' 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
- Community Association met throughout the year both onsite and online
- Trivia Night and 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 2023 as students and staff participated in a variety of activities and events with the community.

- Monash University science program Bioeyes, working with scientists in school
- Science week activities promoted across the school
- Feast of the sacred heart, liturgy and collection of non-perishable items for Vinnies
- Promotion of 'Are you okay?' day

- Ben Stennet - local council member visiting students
- Students writing letters to local council about how to improve our suburbs
- Creating Walk Safely to School routes on a school map to share with all families
- Lisa and Moloney and Sherry Balcombe, Aboriginal Catholic Ministry, supporting our FIRE Carrier Team
- Monash University lecturers support the ongoing Maths Project EMC 3
- Mark Clark, from Catholic Mission spoke to students about the importance of Fair trade products
- 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 2023 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
- Feedback to parents regarding student wellbeing and social relationships was strong
- Accessing online parent portals which has been streamlined
- Maintained understanding of the Catholic mission underpinning school practices

Our School climate results were very positive, with parents indicating that 86% of our students enjoy coming to school. 71% of our Parents believe that St John's staff capably evaluate student growth and progress.

There was a result of 100% for staff respecting students at our school and the approachability of St John's staff and as a welcoming community we have 86% of our parents indicating that they feel very welcome.

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