



ANNUAL REPORT TO THE SCHOOL COMMUNITY

ST JOHN'S MITCHAM PRIMARY SCHOOL
490 Whitehorse Rd. Mitcham 3132

2019

REGISTERED SCHOOL NUMBER: 1407



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Contact Details

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Minimum Standards Attestation

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

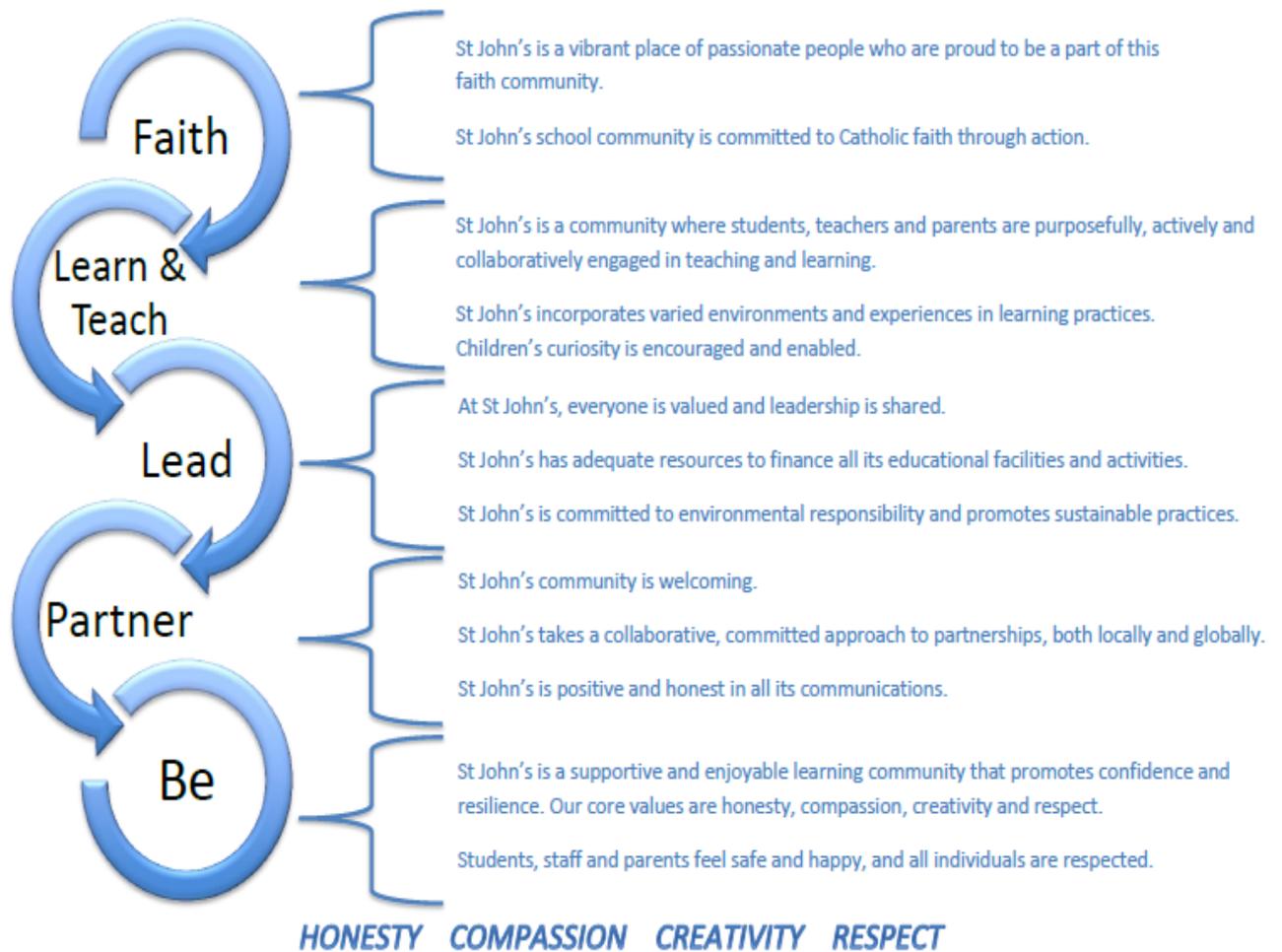
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

8 May 2020

Our School Vision

St John's Parish Primary School

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



School Overview

Located on Whitehorse Rd in the heart of Mitcham, we are a vibrant and energetic school community. Our school motto "With Faith and Love" is central to our Learning and Teaching. We are a faith filled community that ensures the Gospels are at the centre of all we do. We develop within our students an understanding of Catholic Social Teachings. At St. John's, students are at the centre of the learning process, as we differentiate our teaching to engage, inspire and extend our students. The wellbeing of students underpins their sense of connectedness and support. Through the provision of rich opportunities for collaboration, students work together to share the learning.

In 2019, our school had a student enrolment of approximately 150 students and comprised of 8 classes. With a commitment to smaller class sizes and knowing the impact of teachers, in enhancing learning outcomes, we maintain strong growth for our students, across the curriculum. Our school is part of a strong community, supported by an active and energetic Parish. There is a real sense of belonging as we promote diversity, equality and a spirit of inclusivity.

With a vision for the future we have plans to redesign our outdoor spaces to ensure our students have the best facilities for learning and playing, both inside and outside of the classroom.

As part of Cohort 2 in the Learning Collaborative we increased our capacity to identify, describe and act on evidence of student learning, building pedagogical content knowledge in Literacy and Numeracy. This was supported by engaging in a *Case Management* approach to know and take ownership of all students in the school. Using the research and recommendations of Fullan and Sharrat as a lens through which to plan for, enact and reflect on improvement plans, we developed a common language for instruction and improvement. This in turn increased capacity of staff to differentiate instruction and engage in collaborative inquiry into instructional practice.

Driving an Explicit Improvement Agenda was a focus in 2019. Based on evidence from research and practice and aligned with our school vision, we began to develop a shared improvement agenda, supported by Horizons of Hope, ensuring student engagement and intellectual rigour is a feature of learning at St John's. This was supported by implementing a data plan for the annual collection, communication, analysis and use of student performance, wellbeing and attendance data, to monitor student growth and progress. It also ensures that teachers have ready access to such data, that it is maintained centrally and rigorously monitored.

Professional Development was provided to staff further developing their capacity to use data and evidence, to tailor activities for students, to levels of readiness and need. Staff continue to build a shared understanding of the qualities of assessment capable learners, ensuring it is a feature of every teachers' classroom practice.

At St. John's we began to develop and implement a pedagogical framework with a particular focus on the agreed whole school approaches to the teaching of Reading, Writing, Mathematics, RE and Science. We collaboratively refined and implemented the whole school curriculum plan to ensure planning is based on the Victorian Curriculum, across every learning area. This included monitoring curriculum planning and delivery to ensure it is consistent across years of schooling and included higher order thinking and capabilities.

We continue to promote our call to action through many and varied social justice initiatives. In 2019 we became a FIRE carrier school, Friends Igniting Reconciliation through Education. Reconciliation is the restoration of friendly relations between all Australians. It is building relationships, respect and trust between the whole community and Aboriginal peoples, respecting Aboriginal culture and heritage while promoting equity and justice for all. We aim to instil within our students respect, understanding and a strong connection to Aboriginal culture and traditions.



Principal's Report

At St. John's Primary School Mitcham, we have created an environment of optimism and excitement, where students, parents and staff see each day as a journey. Our school is a place where dreams, ideas and passions are encouraged, so that every individual has an opportunity to make a difference in the world. As a caring and connected community, we collaborate effectively to nurture student engagement and inspire their imaginations.

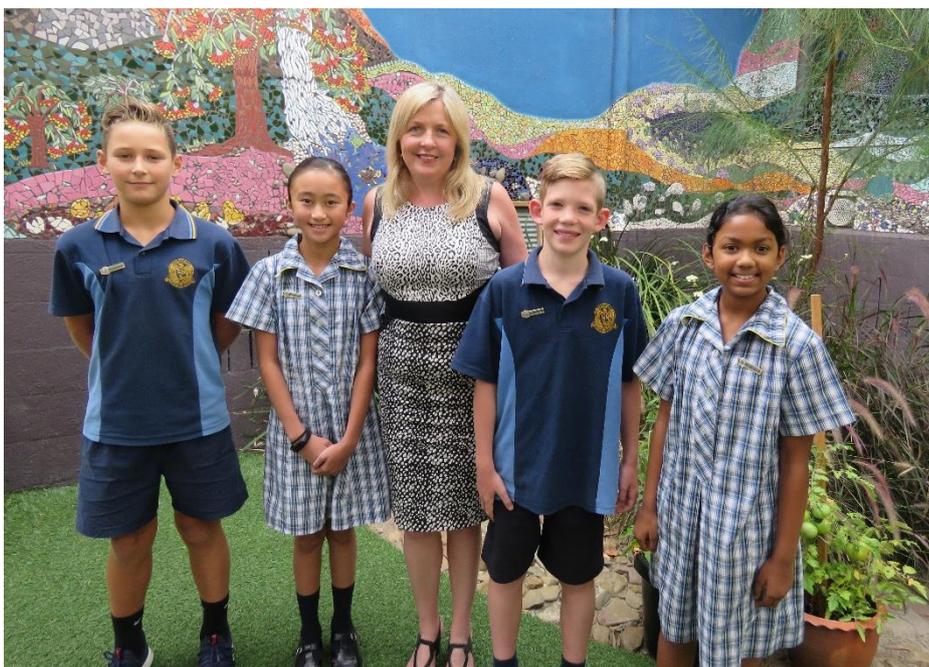
Under the leadership of Jacqueline Marshall in 2019, St John's Mitcham developed a strong learning culture, working together with families and the wider community, to educate the whole child emotionally, academically, socially and spiritually. Fostering a spirit of welcome for all parents, staff and students, creating a vibrant and supportive community and living the Gospel values of peace, hope, faith and love, was her legacy.

With a supportive parent community we build strong relationships, based on trust and respect. Our families offer their time and talents in so many ways, building a strong sense of community and creating many opportunities to unite with one another. With a strong connection to the Parish we work closely with Fr Dispin and the Parish Team. They support us through worship, liturgy, sacraments and outreach.

We are privileged to work with such a professional and dedicated staff. Through ongoing professional learning they continue to design rich and engaging learning opportunities for the students in their care, achieving positive student outcomes and high growth. They have an enormous impact on their students, fulfilling a shared vision and supporting one another to develop collective efficacy.

St John's Mitcham is dedicated to providing a rich and diverse curriculum that encourages a love of learning. Our cutting edge facilities promote engagement in student learning, supported by strong teaching practices and technologies which motivate enquiring minds. We encourage our students to flourish, celebrating their many talents and to make a difference in the world.

We encourage our community to stand up for what they believe in, take the time to listen to those around them and embrace every opportunity.



School Education Board Report

St. John's Mitcham Board Members - 2019

Father Dispin John	Parish Priest of SJM
Jacqui Marshall	Principal, SJM
Monica O'Shannassy	Deputy Principal
Andrew Puls	Chairperson, Parent representative
Vickie Stutchbury	Secretary, Parent representative
Warren Butterworth	Parent representative
Rob Hale	Parent representative
Peter Aile	Parent representative
Raphael Fernandez	Parent representative
Amy Freeman	Parent representative
Rohan Sutton	Parent representative
Sarah Longmore	Parent representative

The St. John's PEB is very grateful for the leadership of Jacqui Marshall, the way she has driven the improvements for the staff, students and parents of St. John's and how she continues to strive to make our school the best it can be. Jacqui has been ably assisted by Monica O'Shannassy and all the staff. We appreciate all that they do to help make our school the best it can be.

Thanks to all members who give up their time to assist in the smooth running of the Board. I would like to especially thank Vickie for her support in her role as Secretary.

Matters discussed at the St. John's Parish School Education Board in the past twelve months include:

- Sharing goals and directions for school improvement and current data
- CEM- School Improvement Framework Rubric – School Community Sphere
- Discussing the findings/recommendations/feedback from school review in relation to reporting to parents in Term 1 - Student Led Learning Conferences
- Building project - architect was given approval to start the tender. Once permits were received, then the process would move to CEM and then the money for the grant would be released. Soil testing needed to be completed
- CEM initiative - Enrolment Maximisation Framework, following a 6 step process:
 1. Benchmark enrolments
 2. Establish working group
 3. Gather information
 4. Interpret data
 5. Implement actions
 6. Monitor enrolments
- Marketing strategies were discussed, a subcommittee was established

- Pedagogy – The **how** of teaching children. The gradual release of responsibility; teacher responsibility, focus lessons moving to guided instruction
- Student responsibility: Working collaboratively or independently
- Pedagogical framework: evidence based, using best practice from luminaries such as Lyn Sharratt and John Hattie
- Learning walks and using coaches – impact coaches are designed to improve teaching. Differentiated learning, designed to cater for the needs of all students. Students engage in learning at their own point of need
- Policies ratified: Safe and Sound Practices, Complaints handling Procedure, Parent-School Relationships, Code of Conduct, Learning Diversity
- Psychologist employed for one day a week for the next semester from Catholic Care
- Change of Governance in Catholic Primary Schools, from Parish Priest to CEM within two years
- Digital portfolios to be created on a Google site and shared via a link with parents
- Building project with Whitehorse Council
- In 2020, there's a move to change the recess and lunch breaks times.
- Father Dispin explained the process for appointing a new principal for 2020
- Father Dispin will be meeting with CEM personnel about the building project. He will inform the community about the process moving forward.
- Data from CEMSIS survey was shared - our percentages compared favourably with CEM averages.
- NAPLAN results were shared, some very impressive gains and results were noted
- Father Dispin outlined the changes to the Building project as we move forward. He explained why the initial project needed to be altered and presented a revised plan and timeline for completion. He gave assurances that all stakeholders would be given an opportunity to be consulted on the project as it proceeded.

Overall there was a very positive atmosphere and a great deal achieved throughout 2019 for which Jacqui Marshall and her staff can be very proud.

Andrew Puls (Chairperson)



Education in Faith

Goals & Intended Outcomes

- To develop a shared vision, supported by Horizons of Hope, which ensures student engagement, intellectual rigour and putting our faith into action
- To further develop the capacity of all teachers to use data and associated evidence as starting points to tailor activities to levels of readiness and need
- To refine and embed the Renewed RE Framework
- To develop and implement a St John's school pedagogical framework with a particular focus on the agreed whole school approaches to the teaching of RE
- To explore approaches to collaborative curriculum design that offer students deep and authentic learning opportunities; bringing their world and contemporary culture into dialogue with the Catholic tradition
- To enhance St John's Catholic Identity as a dialogical and recontextualised school



Achievements

Using Horizons of Hope and the Renewed Religious Education Framework as our guides, staff explored how growth, engagement and intellectual rigour appear in Religious Education. Staff discovered that fundamental to this is a deep knowledge of the way RE is taught using the Pedagogy of Encounter, and the effective use of learner data to plan teaching and learning with others. Staff created a Curriculum Toolkit to use as a resource when collaboratively designing curriculum.

The CEMSIS (Catholic Education Melbourne School Improvement Survey) percentage scores were high this year for Catholic Identity, and were higher than the Catholic Education Melbourne average school comparison scores in family, student and staff surveys. In the family survey, families' perceptions of and engagement with the overall Catholic Identity of the school was measured at 74% of St John's families surveyed, giving it a positive endorsement. In the student survey, the students' perception of the Catholic Identity of the school was measured with 67% of students giving St John's a positive endorsement. The CEM average for similar schools was 62% for positive endorsement from students. In the staff survey, staff's perceptions of the Principal's faith leadership and of particular dimensions of Catholic Identity in school life received 90%

positive endorsement compared to 78%, which was the CEM average positive endorsement score for all schools.

VALUE ADDED

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

Professional Learning

Staff attended a personal faith development day, "Living Wisdom," facilitated by Sr. Helen Duffy RSM. We spent time reflecting on what Spirituality is, the importance of it and ways to deepen our own Spirituality, including Lectio Divina, Christian Meditation and Centring Prayer.

A Parish Mission facilitated by Rev. Ray Sanchez CP took place during May and Rev. Elio Capra SDB presented to the community on Eucharist.

Sr. Helen Carboon PBVM facilitated an evening with prep students and families on "Children and God."

Staff contributed to Plenary Council 2020, responding to the question "*What do you think God is asking of us in Australia at this time?*"

Taking action for Social Justice continued to be a significant focus. Our major focus included participation in Caritas – Project Compassion, Harmony Day, Reconciliation Week, Socktober and Grandparents/Special Friends Day activities. These were examples of linking faith and action at St John's.

All events had a communal prayer liturgy linked to them. These events were well attended by parents and members of the wider school community.

A student Social Justice Team was formed who were committed to fundraising and raising awareness of social justice issues from around the world.

Some of their initiatives included:

- Pyjama Day to raise awareness of issue of homelessness
- Activities to raise awareness of Parkinson's Disease
- Hosting Shrove Tuesday pancake breakfast
- Friday Fun Days to help raise money for Project Compassion during Lent
- Collection of non-perishable foods and goods for local St Vincent de Paul Conference
 - for Feast of the Sacred Heart

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

- Commencement of FIRE Carrier Program (Friends Igniting Reconciliation in Education)
 - Reconciliation Week activities
- Artist in Schools Program with Aboriginal Artist Heather Kennedy, creating a Mural titled: One Fire – With Faith and Love

- Wall of Crosses gathered from community members from their travels
- Students writing Christmas cards to farmers experiencing drought and elderly in aged care facilities
- Senior students attending St Patrick's Day Mass and Annual Children's Mission Mass
- Founder's Day Mass celebrated with St James School and wider parish community
- Classes participating in the Tuesday Parish Masses
- Prayer focus at the beginning of Professional Learning Meetings
- Parish Year Level Masses
- Daily morning meditation and prayer
- Weekly Gospel Challenge
- Interfaith excursion and a visit from Rabbi Menachem for Year Five/Six students
- Parish Family Masses once a month
- Introduction of Parish Children's Masses once a month
- Whole school Masses such as Ash Wednesday, Feast of the Sacred Heart, The Assumption, Grandparents/Special Friends Day and Thanksgiving Mass.

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

Reconciliation

- Family Reconciliation Evening

Eucharist

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

Confirmation

- Creed presentation
- Enrolment Mass
- Reflection Day

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

Religious Education is formally reported to parents twice a year.



Learning & Teaching

Goals & Intended Outcomes

- To document a data plan for the annual collection, communication, analysis and use of student performance, wellbeing and attendance data to monitor student progress
- To continue to build a shared understanding of the qualities of assessment capable learners and ensure that it is a feature of every teachers' classroom practice.
- To develop and implement a St John's school pedagogical framework with a particular focus on the agreed whole school approaches to the teaching of Reading, Writing, Mathematics, RE and Science.
- To collaboratively refine, implement and embed the whole school curriculum plan to ensure curriculum planning based on the Victorian Curriculum, across every learning area

Achievements

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

In Year Three NAPLAN all students met minimum standards in all NAPLAN assessments: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. In Year Five all students met minimum standards in Reading and 95% of students achieved at or above the national minimum standard in Writing, Spelling, Numeracy, Grammar and Punctuation.

Throughout the year we co-constructed whole school data walls in the area of Reading and Mathematics. We used a collection of data from a range of testing resources including PAT M, PAT R, Running Records, and ARCOTS Literacy Assessment Project (LAP). Teachers worked collaboratively at Professional Learning Meetings to create the data walls and found them to be a practical and powerful way to focus on the growth and achievement of every student over a period of time.

We were invited by Catholic Education Eastern Region to join Cohort 2 of The Learning Collaborative Project, as many of our School Improvement Plan goals, strategies and actions aligned with the research of Dr Lyn Sharratt. On 4 September, we opened the doors of our school to Eastern Region Learning and Teaching Leaders and CEM staff, for a day of professional learning with Dr Lyn Sharratt and St John's staff and students. Participants engaged in Learning Walks and examined our Data Walls, as we shared our ongoing journey in The Learning Collaborative.

Following our School Review in 2018, we created a new School Improvement Framework and Annual Action Plan, with four main foci including: Explicit Improvement Agenda, Curriculum, Pedagogy and Data.

GRIN (Getting Ready in Numeracy) continued in 2019. We saw a significant improvement in mathematical assessments of those students who were part of this program. Literacy

interventions, used across the school, including Reading Recovery, ERIK (Enhancing Reading Intervention Knowledge) and GRREAD (Group Reading & Rereading Easy Appropriate Texts Everyday), were identified as necessary.

Our Extension Education program was offered again in 2019 in the areas of Math Competitions, Reading and Tournament of Minds. We entered two teams in The Tournament of Minds, both participating in the long term and spontaneous challenges. The results for both teams ranked them in the top thirds of all schools competing in the tournament, with one team receiving Honours.

Year 5/6 students with a keen interest in Art, joined Heather Kennedy to create and paint a mural, "One Fire - With Faith and Love."

All students from Year Three to Five participated in Bebras. Bebras is an International Challenge on Informatics and Computational Thinking. Students used Chrome Books to complete the challenge.

Traditionally Student/Parent/Teacher Learning Conferences have taken place at the end of Term Two with the mid-year written report. This process changed in 2019 with Student Led Conferences being held at the end of first and third term. Students shared their learning and progress with their parents and developed goals to ensure continual growth in their learning.

We celebrated 50 years since man landed on the moon and Science Week, with a whole week of activities, including an incursion, dress up as a scientist for a day and a special assembly on Friday to share all our learning.

In 2019 we introduced Digital Folios in Year 5/6. Digital Folios were created using Google Sites – a website building platform from Google. This allowed folios to be readily accessible by parents. Students from years P-4 had hardcopy folios.

Students participated in an Italian Day including an incursion and various activities where the Italian culture was celebrated and learning showcased for parents.

The My Chinese Teacher Program was successfully introduced to our Senior Students. It is online program using technology to connect to a China-based teaching team. Every lesson is live and interactive, inspiring our students to become global citizens.



In Term Two we had our whole school performance; 'A Night in the Library.' The script was written by our talented Performing Arts teacher Ms Lou Devoy, with all students involved in singing and dancing routines and every Year 5/6 student with a speaking part.



Inquiry units were aligned across the school to support resourcing, learning and teaching, with common concepts.

- Term One: Civics and citizenship and personal and social capability with the throughline of Celebrating Our Participation
- Term Two: The Humanities (History) with the throughline - Celebrating Our Past
- Term Three: Celebrating and Nurturing Curiosity
- Term Four: The Humanities (Geography) with the throughline of Celebrating Peace.

Appropriate links were made with the Renewed Religious Education curriculum.

The Learning and Teaching team, consisting of the Maths Coach, Reading Coach, Writing Coach, Visible Learning Impact Coach and Religious Education, Student Wellbeing and Learning and Teaching Leaders, met regularly throughout the year to monitor and plan for leading and supporting staff to improve student outcomes.

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

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

Literacy and Numeracy Week was an opportunity to celebrate our learning. This year we participated in a celebration of Dr Seuss with a dress-up day, book swap, Spelling Bee, local library visit and parent Maths workshop.

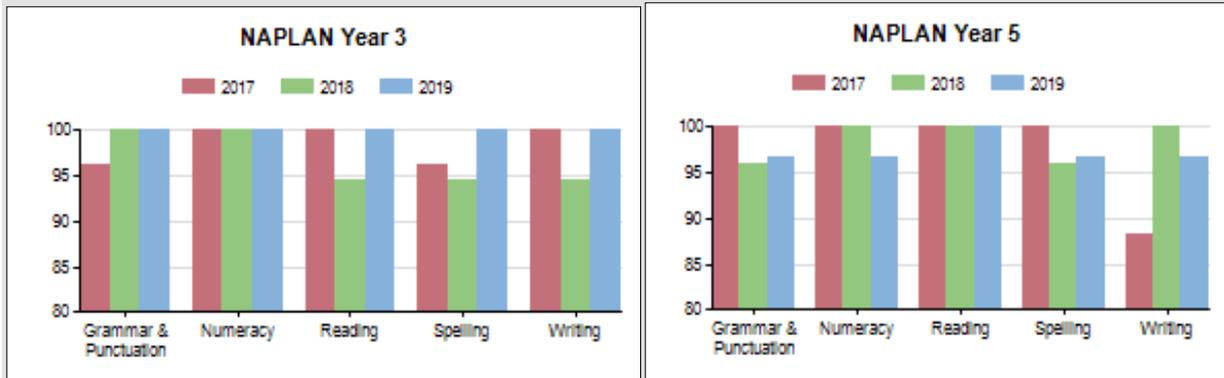
Through the Sporting Schools Program, we were fortunate to have specialist coaches come and teach students skills in athletics, basketball and soccer. Cricket and hockey coaches from local clubs also ran clinics in these sports. Students participated in a variety of sports against other local schools such as cross country running, swimming, basketball, athletics and a variety of summer and winter sports.

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



STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	96.2	100.0	3.8	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	94.4	-5.6	100.0	5.6
YR 03 Spelling	96.2	94.4	-1.8	100.0	5.6
YR 03 Writing	100.0	94.4	-5.6	100.0	5.6
YR 05 Grammar & Punctuation	100.0	96.0	-4.0	96.7	0.7
YR 05 Numeracy	100.0	100.0	0.0	96.7	-3.3
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	96.0	-4.0	96.7	0.7
YR 05 Writing	88.2	100.0	11.8	96.7	-3.3



We have continued to meet minimum standards in Year Three Numeracy and Year Five Reading from 2017 – 2019. In Year Three all students met minimum standards in all NAPLAN assessments: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Improvement in results has occurred due to professional learning of staff, intervention and extension opportunities and personalised and differentiated learning and teaching.



Student Wellbeing

Goals & Intended Outcomes

- To develop a shared vision, supported by Horizons of Hope, which ensures student engagement and intellectual rigour is a feature of learning across the school
- To document a data plan for the annual collection, communication, analysis and use of wellbeing and attendance data to monitor student progress
- To evaluate, track and measure student intervention programs to ensure the wellbeing growth of all students
- To ensure School Wide Positive Behaviour Support framework is embedded as a preventative approach to behaviour management
- To use the SWPBS strategies and maintain sufficient support for consistent implementation at a deep level over time
- To collaboratively refine, implement and embed the whole school curriculum plan to ensure curriculum planning in SEL is based on the Victorian Curriculum

Achievements

Be You

In 2019 St John's became 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 wellbeing and increase inclusion of mental health in pre-service education. Throughout the year staff completed units on: Family Partnerships, Mentally Healthy Communities and Learning Resilience.

Behaviour Management

St John's behaviour management processes continued to be reviewed, shared with new staff and students and presented at the Prep information evening. This included the consequence flow chart, school expectations and positive behaviours. Behaviour data was recorded and monitored including 'hot spot' locations, times of the day where behaviour was a concern and students at risk. Staff were informed of any students of concern and any patterns in regards to place or time of incidents. Actions were taken in response to this behaviour data. For example, LSOs engaged in yard duties and behaviour contracts were introduced. The School Wide Positive Behaviours' 3 R's (Respect Self, Respect Others and Respect Property) were a continued focus.

Positive Behaviours

Positive Behaviours were actively encouraged through the use of Class Dojos. Class Dojos is a secure online system which enables acknowledgement of students demonstrating the school expectations and learning dispositions. The school house with the greatest number of dojos at the end of each term was rewarded with a free dress day and students receiving the highest number of dojos in their class were recognised with an award and acknowledgement in the newsletter. The importance of always showing kindness towards others was also encouraged

through the introduction of kindness awards. At every assembly, students who had been nominated by staff received an award and were celebrated for their act of kindness.

Respectful Relationships and Social Emotional Learning

Staff and students continued to engage in Respectful Relationships Education. Respectful Relationships is a whole school approach to the primary prevention of gender based violence. At St John's this includes weekly Social Emotional Learning (SEL) lessons which are primarily based from the Rights, Responsibilities and Respectful Relationships learning resource. Weekly SEL lessons across all year levels also continued to help assist students develop skills in sense of self, social skills and emotional skills.

School Chaplaincy Program

As part of the school's chaplaincy program, a school counsellor began working at St John's one day a week. Parents who felt their child needed additional support, filled out a referral form and students were given the opportunity for weekly or fortnightly sessions. The counsellor also worked closely with the Student Wellbeing Leader in providing additional skill building and support for students in need.

Intervention Framework

Members of the leadership team attended professional development on the Intervention Framework. This involved an analysis of St John's School's capacity to support and differentiate in order to address all student needs. On school closure days throughout the year, all staff then engaged in the Intervention Framework's seven modules: A Culture of Inclusive Practices, Underpinning Methodologies, Identification, Targeted assessment, Data Analysis, Learning and Teaching and Evaluation. An action plan for the school was developed based on the discussions staff engaged in throughout these modules. Examples for Student Wellbeing Intervention included weekly individual self-regulation sessions with the Student Wellbeing leader, for students identified as at risk (based on reflection sheet data). Building Resilience sessions were also offered to a small group of students nominated by their teachers as requiring additional support in this area.

Wellbeing week

To promote 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, a P-6 activity on celebrating personal strengths, parent information sessions on social skills, led by the school's counsellor and Walk to School Day.



VALUE ADDED

- **Classroom teachers** continued to embed a SEL curriculum in their timetables. This included explicit teaching using the Resilience, Rights and Respectful Relationships learning material as a primary resource as well as links to other areas of learning such as the Berry Street Education Model. Weekly 'Circle Time' is also a part of giving all students voice in regards to issues they may be having in and outside the classroom and/or sharing their opinions on a SEL topic.
- **Extra-curricular activities included:** sports programs, Scottish dancing, marathon/fitness club and choir. Athletics club, Code club, Gardening club and Lego club were also offered weekly at lunchtimes for students who wished to join. Lego club was specifically started as an alternative play option for students who have trouble socialising on the yard.
- **Community activities included:** Parish Family Masses, Sacramental program and Masses, Prep Welcome Dinner, Reconciliation Week, Harmony Day, Twilight Sports, Grandparents' Day, School Production, Fathers and Mothers' Day Breakfasts, Remembrance Day, Fete, Christmas School Concert and Advent Liturgies, Walk to School Month, Family Life Evenings, parent information sessions on social issues in children.

STUDENT SATISFACTION

CEMSIS 2019 student response data for overall school positive endorsement was 70% which is higher than the CEM average compared to other schools.

An area of strength was in rigorous expectations, where students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. Teacher and student relationships were also strong as recognised by our students, with the social connection between teachers and students, within and beyond the school a significant part of our vibrant community.



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.
- Unexplained absences are addressed automatically by the nForma roll program via email to parents before 10:00am. If still no contact is made by the parent after the email has been sent, the Administration Staff will make contact.

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

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

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

Child Safe Standards

Goals and Intended Outcomes

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

- All members of the community uphold the safety and wellbeing of children and young people.
- Families, children, young people and staff are empowered to have a voice and raise concerns.
- Rigorous risk management and employment practices are implemented.

Achievements

The ongoing embedding and implementation of the Child Safe Standards was a major focus for the St John staff and community in 2019. Achievements have occurred by following the 2019 Child Safety Action Plan and have been noted under the appropriate standard.

Standard 1 Embedding an organisational culture of child safety

Communication to all in the community about the importance of Child Safety, expectations of community members and processes, has been a priority. Communication has been through school newsletters, Board meetings, Parents' Association meetings and Parent Information Nights. A new page was created on our staff site, to share the Volunteer List and Annual Action Plan, highlighting child safety.

Staff participated in Catholic Education Melbourne's Intervention Framework Project completing modules in:

- A Culture of Inclusive Practices
- Underpinning Methodologies
- Identification
- Targeted Assessment
- Data Analysis
- Learning and Teaching

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

Our Child Safety Policy, Wellbeing Policy, Learning and Teaching Policy were modified to reflect the principle of inclusion and Child Safety and posted on our school's website. A commitment statement was included in the new inewsletter. Child safety continued to be a regular agenda item for the Parish Education Board.

Standard 3 Child safety code of conduct

A Student Code of Conduct was revised with Future Leader students. Child safe Schools poster and Codes of Conduct continue to be displayed in foyer and sign in procedures, including sign in for events where a large number of adults are attending, were updated.

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

A folder containing processes, procedures and documentation for engagement of contractors and volunteers was further developed. Continual development and refinement of processes included:

- Application form
- Signing Code of Conduct forms
- Interviews with applicants as volunteers or contractors
- Referee reports for all volunteers and contractors
- Working with Children Checks and other documentation
- Letter of acceptance to applicants
- Induction procedures for all volunteers and contractors

Standard 5 Responding to and reporting allegations of suspected abuse

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

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

Our sign in and out system in the administration area was updated to reflect Child Safety guidelines. Parishioners using parish buildings on school grounds was minimised, with new understandings and agreements resulting. Our behaviour management program is based on Respect – respect for self, others and property. All staff established school expectations with their class in Term One and continually revisited it throughout the year.

Recording incidences of behaviour and communicating areas of concern to staff regularly occurred. Staff participated in The Intervention Framework Project. The Berry Street Education Model and Respectful Relationship programs were implemented with a scope and sequence for the teaching of Social and Emotional Learning devised by staff.

Activity based risk assessment - Processes for activity based risk assessment were refined and communicated to all in community.

Standard 7 Strategies to promote child empowerment and participation

Staff received professional learning on The Intervention Framework, EXCEL Framework, Be You Framework and Respectful Relationships Program.

Staff feel confident in facilitating age appropriate education about identifying abuse.



Leadership & Management

Goals & Intended Outcomes

- To continue to develop the model of distributive leadership ensuring the skills and expertise of leaders align with school priorities
- To implement the schools Master plan for both the external school environment and in multi-function spaces to enhance learning opportunities
- To ensure targeted professional learning opportunities and continue to promote professional learning conversations for all teachers
- To further develop and sustain a positive staff culture characterised by a shared vision, collaborative learning, active staff engagement and focus on continuous improvement

Achievements

A distributive leadership model was developed through setting clear, explicit, school-wide targets for school improvement with accompanying timelines. We continued to build the capacity of the leadership team to coach, mentor and give timely feedback, ensuring teachers and leaders have high expectations of all students to succeed through effective curriculum design and pedagogical practices.

At the beginning of the 2019 school year St John's reviewed and established role descriptions for all leaders and staff, to align with the new improvement agenda, ensuring clarity of roles and expectations for all staff members. We changed the narrative of our leadership team to ensure that the leaders become embedded at the classroom level to improve teacher capacity. Our teaching and learning leaders became coaches. The coaches are co-leaders and co-learners where they respectfully invite others to watch them teach and support classroom teaching in their specialised field. The coaches also work alongside teachers in a knowledgeable, approachable and supportive manner with the deliberate practice of improving the craft of teaching throughout the school. The coaches work with the teacher in the classroom, co-reflect on practice and give feedback through open, honest dialogue about student learning and engagement.

Targeted Professional Learning opportunities were developed and monitored with a strong focus on shared beliefs and understanding, shared responsibility and accountability and the use of data to measure growth and progress and drive learning and teaching. A pedagogical Framework for the teaching of Reading, Writing, Maths and Religious Education was developed to ensure best practice, researched based was understood and implemented.

In 2019 St John's Mitcham commenced their participation in The Learning Collaborative Program. The Learning Collaborative is a professional learning opportunity with other schools in the eastern region. It has had a dramatic impact on not only the learning and teaching at St John's but every aspect of our professional learning community.

Leaders and curriculum coaches devised annual plans to drive improvement and closely monitor progress towards set targets at a school and classroom level.

Masterplan was a major focus with time spent discussing plans to meet all stakeholders' needs, more detailed plans being drawn up, environmental and site testing occurring and plans being submitted to council.

The Education Board members explored the Catholic Education Melbourne (CEM) initiative, Enrolment Maximisation Framework. An action from this meeting was to develop a marketing plan and a marketing team to enhance enrolments and reputation.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

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

Professional learning opportunities included:

- The Learning Collaborative Cohort 2
- Professional Learning Team meetings
- Intervention Framework
- Designing Learning for Growth in RE
- Be You - Wellbeing
- Report Writing Procedures
- Intervention Framework
- Understanding and Research in ADHD
- NCCD
- Personal Faith Development
- Online modules in Disability Standards
- Berry Street Model Wellbeing
- Living Wisdom - Personal Faith Development
- Literacy and Numeracy Network Meetings
- Religious Education Leaders Network Meetings
- eLearning Leadership
- Writing Twilight
- SMART Spelling
- Finance Network
- ICON Shared Services Training
- VACPSP Conference
- STEM PL Zoo
- SmartSuite
- TV4Education
- Beginning Teacher PL
- Bike Education

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

22

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1 800

TEACHER SATISFACTION

The staff response to the overall school positive endorsement from CEMSIS 2019 data was 79%. This was an improvement on our 2018 School Improvement Data where the Teaching Climate Aggregate score was 77.9.

Perceptions of the overall social and learning climate of the school, Professional Learning opportunities, collective efficacy and Catholic Identity, all ranked over 90% in positive endorsement from the Staff.



School Community

Goals & Intended Outcomes

- To explore and establish potential community/business/industry partners who contribute expertise and resources to enhance school improvement opportunities in learning, wellbeing and faith
- To develop an online real time reporting system that makes ongoing feedback and assessments available to parents
- To clarify, narrow and sharpen our improvement agenda, grounded in evidence from research and practice and aligned with our school vision
- To continue to build a shared understanding of the qualities of assessment capable learners and ensure that it is a feature of every teachers' classroom practice

Achievements

Communication

Communication is a key element in building relationships and fostering a positive school climate. We continued to communicate in a variety of ways.

The Skool Bag app was utilised to send notifications to the parent community and the website was updated to communicate school events on a regular basis.

The newsletter took on a new format and was sent out to families each fortnight. The continual inclusion of learning and teaching, particularly literacy and numeracy in the weekly newsletter has added clarity to what students are learning.

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

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

Prep Information Evenings were held early in Term Two and again in Term Four for enrolled preps. A Transition Program was run over a two week period in November and families attended a Welcome Mass that included a Commitment Ceremony for parents.

Parent/teacher/student nights were held in Term One and Term Three and by appointment in Terms Two and Four. A Parent Portal for semester reports was introduced.

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

Technologies

Google Drive and use of Google Apps for Education continued to improve the students and staffs ability to collaborate with one another. The purchase of more Chrome Books enhanced student learning and improved the ratio of the number of devices to students. New interactive screens were purchased to enable greater access to online resources for learning. Year Five and Six students used digital Learning Folios in 2019.

Parent and Community Participation

The Parents' Association is a vital part of our school community. Their role is to support the school through outreach, enrichment and fundraising activities. A survey was sent to families to seek feedback on the PA's role, purpose, current processes and to plan future directions.

Parent and local community participation was encouraged through personal written and spoken invitations and newsletters both through the school and parish.

Some examples of participation and engagement include:

- Prep Welcome Dinner hosted by Year One students' parents
- Harmony Day
- Grandparent/Special Friend Day
- Whole school performance 'A Night in the Library'
- Italian Day and concert
- Twilight Sports
- A Winter Extravaganza
- Literacy and Numeracy Week activities
- Mother's Day and Father's Day Breakfasts
- Mothers and Fathers evenings
- Various fundraising activities such as Bunnings BBQ
- Outdoor Cinema Evening
- Think Pink Afternoon Tea
- Volunteers assisting in classroom
- Working Bees
- Parish Fete

Collaboration with Local and Global Communities

We sought many and varied opportunities to connect and partner with local businesses, schools and industries. The VPSDC Dance Studio in Mitcham performed at school assemblies and ran lunchtime classes for our students, enhancing our Performing Arts Program.

Other opportunities that staff and communities participated in to provide authentic learning possibilities included:

- Emmaus College performances
- Emmaus Leadership Days
- St Patrick's Day Mass
- Local library visits
- Street Dance Studios Regional Competition

- Annual Children's Mission Mass
- Social Justice initiatives
- Harmony Day
- Newsletter
- Local excursions such as Schwerkolt Cottage, Woolworths etc.
- Whole school performance 'A Night in the Library'
- Choir performances at Parish Family Masses and Oxfam Music Festival

Parish and School Community Groups

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

FIRE Carriers

The FIRE (Friends Igniting Reconciliation through Education) Carrier program promotes respect, fairness and inclusion for Aboriginal people. As a Catholic school we need to promote inclusivity and justice for all, in particular Australia's First Peoples. Aboriginal Artist, Heather Kennedy, worked with senior students on a collaborative art piece titled: "With Faith and Love." Students explored their family stories and cultures, deepening their understanding that we are all diverse and contribute to St John's rich community, in various ways.



Future Leaders Program

Future Leaders at St John's meet every Monday afternoon to suggest ideas, discuss issues and organise events. The aim of the Future Leaders Program is to enable student voice and action, represent the needs of students, build leadership qualities and skills, develop students' understanding of society and democratic action, provide peer learning opportunities and enable the school community to live the principles of Catholic Social teaching.

Some of the initiatives they led included:

- Nude food Wednesdays
- Green Day (to raise awareness of environmental issues)
- Selecting bell songs
- Spending Earn and Learn points for Passive Play Area equipment
- Collecting bottle tops for Envision Hands
- Containers under drink taps for collecting water
- Anti – littering posters
- Walk to School Month and Breakfast

Social Justice

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

Extra-Curricular Activities

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

- Sacramental Program
- Junior and Senior Choir
- Guitar, drum, keyboard and/or voice classes
- Twilight Sports
- Summer/winter interschool sports
- Class masses
- Parish masses where the whole school attend
- Social Justice Team
- Shrove Tuesday – burning of the palms and Pancake making
- Ash Wednesday Mass
- Harmony Day
- Ride2School Day
- Walk to School Month
- Year 6 Camp to Lake Nillahcootie
- Year 5 Camp to Sovereign Hill
- Science Week
- Literacy and Numeracy Week
- Excursions/Incursions

PARENT SATISFACTION

Family Response Data on Overall school positive endorsement was 81% which is comparable to the previous year in our school improvement data in Community Engagement Index score which was 82.5. Families' perceptions of how well our school matches their child's developmental needs was 85% and another positive gain was in School climate 87%, as Families' perceptions of the social and learning climate of the school is strong.

Students - School belonging 76%, School Climate 91%

Staff - School Climate 91%

Family - Family Engagement 75%, School Climate 87%, School Fit 85%



Future Directions

At St John's we are looking to develop an explicit improvement agenda. We will clarify, narrow and sharpen our improvement agenda, grounded in evidence from research and practice, aligned with our school vision. Underpinned by Horizons of Hope, the explicit improvement agenda will ensure that student engagement and intellectual rigour is a feature of learning across the school.

Going forward we will collate and document a data plan for the annual collection, communication, analysis and use of student performance, wellbeing and attendance data, to monitor student progress. This will enable the capacity of all teachers to use data and associated evidence, as starting points to tailor activities to levels of readiness and need. The data plan will be extended to cater for the annual collection, communication and analyses of STEM and Inquiry. This will also ensure teachers have ready access to all data, that it is maintained centrally and rigorously monitored.

Professional learning will be central to the ongoing development of all staff. We will provide opportunities for staff to work collaboratively in teams and at PLMs to plan effectively, analyse data and discuss latest research in education. We will continue to build a shared understanding of the qualities of assessment capable learners and ensure that it is a feature of every teachers' classroom practice. Strengthening our shared beliefs and understandings among all staff in line with our school vision, will assist in ensuring shared responsibility and accountability of all and rigor across the curriculum.

We aim to further develop and embed a St John's school pedagogical framework with a particular focus on the agreed whole school approaches to the teaching of Reading, Writing, Mathematics, RE and Science. This will drive consistent best practice across the curriculum. A pedagogical framework will enable us to collaboratively refine, implement, embed and communicate the whole school curriculum plan and to evaluate, track and measure differentiated programs to ensure the learning growth of all students.

At St John's we will implement and embed the whole school curriculum plan, to ensure that the curriculum is accessible to parents and students. This will ensure that we are monitoring curriculum planning and delivery and developing higher order thinking skills and capabilities. To further develop our wellbeing program we will ensure that the School Wide Positive Behaviour Support Framework is revised and embedded. Using the SWPBS strategies and maintaining sufficient support for consistent implementation at a deep level over time, will enhance the wellbeing of the school community.

Developing the skills of leaders and teachers to give and receive quality, constructive feedback, will be supported through the implementation of accountability processes to ensure feedback practices are embedded.



School Performance Data Summary

E1142 St John's School, Mitcham	
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.6%
ALLSTAFF RETENTION RATE	
Staff Retention Rate	82.6%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	2.0%
Graduate	0.0%
Graduate Certificate	11.1%
Bachelor Degree	66.7%
Advanced Diploma	11.1%
No Qualifications Listed	10.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	11.1
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	10.4
Indigenous Teaching Staff (Headcount)	0

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.6
Y02	95.4
Y03	94.4
Y04	93.4
Y05	92.5
Y06	94.7
Overall average attendance	94.2