



St John's School Mitcham

2021 Annual Report to the School Community



Registered School Number: 1407

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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 2021 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 Schools.

31/03/2022

NOTE: The School's financial performance information has 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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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

Our Strategic Intent

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

School Overview

St John's Primary School was originally known as Ayr Hill Catholic Primary School in Mitcham. Commencing in 1872, it was the very first Catholic school in the area, named after its location on Ayr Hill. It became the Parish of St John's in 1952 and our present day school opened in 1960 as St John's Primary School Mitcham. Throughout the 60's and 70's, as Mitcham became a popular outer Eastern suburban location, the school population grew up to 800 students. The Josephite Nuns were an integral part of the school community at this time. Today the school provides nurturing and caring surroundings for our students and families, along with outstanding educational outcomes. We create 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.

In 2021 we completed a major building project. This included enhancing our school facade, updating our library and resource room and creating a STEM and Performing Arts learning space. Our outdoor areas were also upgraded with major landscaping works and the installation of a new multi-purpose court, piazza area and soft grass area. Our secure, shaded outside spaces also include an adventure playground, large grassed area, basketball court and a 'passive play' area, where children can play quieter games.

Our indoor learning spaces include state-of-the-art classrooms, featuring flexible furniture and movable walls, to cater for a variety of teaching and learning experiences. All of our learning spaces are engaging and flexible, which enable learning and teaching to be designed to meet the individual needs of students. 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. With the consolidation of our explicit improvement agenda we have seen growth in the feedback and professional learning of all staff and students. This is supported by individual goal setting for everyone as we are all lifelong learners.

St John's continues to thrive as a welcoming and active community supporting everyone, to develop our students emotionally, academically, socially and spiritually. We foster a spirit of welcome for all of our parents, staff and students, creating a vibrant and supportive community, living the Gospel values of peace, hope, faith and love. We have created 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.

Principal's Report

In 2021 St John's Primary School Mitcham underwent a huge transformation with major renovations and landscape works. Builders were on-site from the start of the new school year and continued till September. The building project was over 5 years in planning and included remodelling the front facades, transforming the Library and Resource Centre, developing a new STEM room and landscaping the extensive outdoor spaces. The impact of the building project has been very positive, giving us state-of-the-art indoor and outdoor learning spaces. It created a few challenges throughout the year, including a change to playground routines and the general disruption that comes with a project of this size, but it has been extraordinary to see and utilise the new remodelled indoor and outdoor spaces. Included in the plan was the renovation of the Staffroom which was remodelled and extended to include an outdoor courtyard.

The revitalised playgrounds were in full use in Term 4 following a full term in lockdown. Students worked remotely for the 10 weeks of term 3, so it was wonderful to be able to welcome them back and share the new spaces with them all. Families could not wait to be reunited at school, and we made great use of the outdoor spaces, hosting a Family Movie Night and the Christmas Carols evening, on the new Multi-purpose court. The Carols night was also part of the official Blessing and Opening of the new buildings and gardens.

Our shared vision, was realised as we further developed a common understanding and direction amongst all staff and the broader community. Supported by the rich traditions of St John's our vision "A Welcoming Community Leading the Future of Learning, with Faith and Love" was reinforced. A spirit of inclusion continued to permeate as relationships were strengthened across the community especially as we navigated Remote Learning for the second year running. Student engagement and intellectual rigour were features of learning across the school. At St. John's Mitcham, we continued to nurture the optimism and excitement, of our students, parents and staff, to see each day as a new adventure, especially during the challenging times.

Remote Learning was conducted across part of Term 2 and all Term 3. With our established and agreed practices and planning, the delivery of remote learning lessons were delivered via a Learning from Home Site. All weekly lessons, timetables and tasks could be accessed across the school, including all specialist subject areas. 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. Students completed art projects, learnt their lines and dance moves for the school production and delved into their inquiry learning, from their comfort of home.

Developing a strong learning culture, working together with families and the wider community, to educate the whole child emotionally, academically, socially and spiritually, was paramount in 2021. Maintaining a spirit of connectedness for all parents, staff and students, meant that we needed to be creative and vibrant, to support the community. As a staff we videoed dances, songs, assemblies and poems to share with our school families, to entertain and encourage them through this difficult period of remote learning. We maintained strong relationships, based on regular communication, trust and respect.

Learning through Play was an opportunity that we provided for our parents with the expertise of an outside facilitator. As a caring and connected community, we collaborated effectively to nurture student engagement and inspire their imaginations. 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, both online and in person. We united online and kept a strong

connection to the Parish, working closely with the Parish Team, as they supported us through worship, liturgy, sacraments and outreach. Online Masses were recorded each week and the links shared with the school community.

Through the development of a new Professional Learning Plan and Feedback Plan, our staff continued to develop their Professional learning goals via online meetings, research and webinars, enabling staff to design rich and engaging learning opportunities for the students in their care, achieving 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. While teaching and learning from home, St John's Mitcham staff maintained high standards and provided a rich and diverse curriculum that encouraged a love of learning.

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. St John's Mitcham offered a place where ideas and passions were encouraged, so that every individual had an opportunity to make a difference in the community.

Verona Gridley

Principal 2021

School Advisory Council Report

St John's Education Board Members 2021

Father Dispin John - Parish Priest
Verona Gridley - School Principal
Monica O'Shannassy - School Deputy Principal
Sarah Longmore - Chairperson, Parent Representative
Rob Hale - Parent Representative
Amy Prenc - Secretary, Parent Representative
Monica Deehan - Parent Representative
Warren Butterworth - Parent Representative
Yvie Williams - Parent Representative
Trang Dang - Parent Representative

We welcomed the new year with a new name, officially starting 2021 as the School Advisory Council. I feel that all SAC members started 2021 with a positive mindset, feeling optimistic that we would welcome a year free from home learning and online meetings, however this was not to be the case. We did however continue to meet remotely and discuss the ever-changing school environment, constantly impacted by the changing dynamics of a pandemic.

Some topics and issues that were raised and discussed throughout the year included;

- Welcoming John Corkhill from MACS to advise and assist with the changes to the new governance structure
- Ensuring we had updated our Terms of Reference ready for the new year
- Adopting a SAC Induction Manual outlining the role of the SAC for all new members
- Welcoming the assistance from a past student with marketing designs, ideas and new graphics
- Ongoing building updates, including any delays due to the pandemic and additional works that were completed to finish off some of the unfinished areas of the school
- Discussions surrounding Child Safety with the changes to the outdoor spaces
- Regular policy updates as we moved to the MACS policy formats
- Recommending the creation of a subcommittee to discuss the current school uniform and propose suggestions for improvement
- Enrolments including Prep and throughout various year levels
- Discussing the return to school for Term Four, following the lockdown, including the introduction of the State Government QR Code system, the mandatory vaccination of all staff

and the mandatory vaccination requirement for all permitted workers/volunteers/visitors on site

- Welcoming the return of some school events, especially the possibility of Year 6 graduation and the filming of the school production

We saw a number of members leave the SAC this year, we would like to thank Rob Hale, Monica Deehan and Warren Butterworth. All have made valuable contributions to the discussions of the SAC. They have all brought insight and experience into these discussions, and we have valued their time and dedication. We would also like to thank and acknowledge Amy Prenc for taking on the role of Secretary for the past two years and who is now stepping down from that role. Amy has streamlined the minute taking for the SAC, setting up a rolling agenda that has ensured smooth and structured meetings. Her timely distribution of the minutes has also ensured that any outstanding issues are always dealt with promptly. We look forward to welcoming a new Secretary into the role for 2022.

It is also important to acknowledge the staff and families at St John's who braved another year of lockdowns and school closures culminating with online learning and just a whole lot of uncertainty. The staff refined their processes and learnt from previous experiences to deliver a high standard of online education but besides from this, they also provided the support needed by many to get through the difficult times. No day was the same, we all faced challenges that presented themselves in various ways, but another year has passed, and we look forward to welcoming some new faces to the SAC for 2022.

In my last report as Chair, I would like to also personally thank the SAC members for their support in my role, it is certainly a team effort and I have welcomed the passionate discussions that have often surrounded each meeting. I wish the SAC well for the future.

Sarah Longmore

Chair

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 as a feature of RE at St John's
- 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, implement and embed the Renewed RE Framework and ensure the RE curriculum is made available to parents
- To explore approaches to collaborative curriculum design that offers students deep and authentic learning opportunities; bringing their world and contemporary culture into dialogue with the Catholic tradition
- To further enhance St John's Catholic Identity

Achievements

In the Religious Dimension of St John's 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 2021 word of 'Inspire' encouraged us all to seek inspiration from Jesus' life and to inspire others through the way we live our faith in words and actions.

Our MACSSIS data revealed that our student perceptions about the Catholic Identity of St John's School is above the average of other MACS schools at 67% providing positive responses. Students identified that there were marked improvements in how often teachers present Catholic beliefs and practices in a way that makes sense to them (71%) and how regularly the classes pray together (95%). Our families' perceptions of and engagement with the overall Catholic Identity of the school is notably above the MACS average and increased slightly from our last set of data to 76%. Our family data highlights marked increases in the extent that respect for Catholic beliefs are emphasised at St John's (93%) and how well families understand the Catholic mission underpinning the policies and practices of the school (80%).

Teachers' perceptions of the Principal's faith leadership and of particular dimensions of Catholic Identity in school life was extremely high with 97% responding positively. We also had large increases in data around school leadership inviting discussion on Catholic mission of school (80%), school leadership communication of Catholic beliefs and practices underpinning the policies and practices of the school (100%), school leaders sharing faith perspectives (89%), the extent respect for religious beliefs are emphasised (100%) and how supportive the school leaders are of integrating Religious Education with other curriculum areas (100%).

With restrictions on types of events, numbers and movement of people due to COVID-19, we had to adjust the way in which we gathered, celebrated, learnt and reached out to others. Online prayer and class liturgies replaced whole school celebrations for most of the year. Although families were unable to be onsite for the majority of the year, the Religious Education Curriculum

and Religious Dimension of the school were available to them through online platforms, including the school newsletter, Term Overviews, Home Learning Site, School and Parish Website, regular emails and Student Learning Folios.



VALUE ADDED

- Sacraments celebrated in 2021 included:
 - First Eucharist in Term One for Year Four students
 - Confirmation for Year Six students
 - First Reconciliation for Year Three students in Term Four
- Parent Information Nights for Confirmation and Reconciliation were pre-recorded and shared with families. The Parent Information Evening for Eucharist and home masses were held in person in Term One.

- We were fortunate to gather as a whole school community for the Beginning of the School Year Mass/Founders Day, Grandparents Day and Thanksgiving Mass
- School Leaders attended National Mass for the Bicentenary of Catholic Education in Australia
- Yearly overview for RE completed and implemented by all teachers
- The inclusion of Religious Education in Remote Learning Program
- Weekly prayer for families on Learning from Home Site
- Fortnightly Assemblies recorded including prayer
- Teachers led liturgies for Feast of the Sacred Heart with their classes and food donations were collected for local St Vincent de Paul Conference
- Collection of gift vouchers for Christmas hampers for our local St Vincent de Paul Conference to distribute to families in need
- Whole school gathered for prayer liturgies for Harmony Day, NAIDOC Week, Socktober and Advent
- Virtual Sleep Out supporting Vinnies Winter Appeal
- Online fundraising and awareness raising program facilitated by Catholic Mission - Socktober
- Writing Christmas cards for aged care residents
- Student FIRE Carrier led activities for Reconciliation Week and NAIDOC Week including:
 - Google Meet with Sherry Balcombe from Aboriginal Catholic Ministry
 - attending launch of Opening the Doors Foundation
 - selling wristbands from Kullilla Art to raise funds for Opening the Doors Foundation
 - whole school artwork centred on the theme of 2021 Reconciliation Week - More than a word, Reconciliation takes action.
- Supporting Operation Christmas Child Project with P - 2 STEM classes
- Religious Education Professional Learning Meetings conducted each term for staff and centred around a collaborative inquiry: How do we design learning to ensure we are addressing our concept, big question, deep thinking and rich assessment tasks?
- Staff participated in assessment and moderation of students' learning samples
- Religious Education leader attended facilitated planning to support RE teaching and learning
- Staff, students and families participated in our Enhancing Catholic Schools Identity surveys
- Staff participated in learning about how our Catholic identity is measured.

Monica O'Shannassy

Religious Education Leader 2021



Learning & Teaching

Goals & Intended Outcomes

- To clarify, narrow and sharpen our improvement agenda, grounded in evidence from research and practice and aligned with our school vision.
- To create a data plan for the annual collection, communication and analysis of Science.
- 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 Inquiry and STEM.
- To collaboratively refine, implement, embed and communicate the whole school Victorian curriculum plan
- To evaluate, track and measure differentiated programs to ensure the learning growth of all students.

Achievements

Throughout the year the Teaching and Learning team consisting of the Maths, Literacy, Religious Education, Student Wellbeing and Learning and Teaching Leaders set priorities in alignment with the 14 Parameters, developed by Dr Lyn Sharrat. As part of the Catholic Education Eastern Region Cohort 2, we collaborated with schools across the Eastern Region, to develop these practices. Some of the priorities from St John's included data analysis walls, assessment waterfalls, facilitated planning and deepening our shared understanding and beliefs.

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 leadership. This continued throughout the year including the remote learning period. All year levels planned their units of work, in line with the Victorian Curriculum and assessed regularly together to improve learning outcomes and provide engaging and enriching lessons for all students. Each term, teachers were allocated additional planning time to develop these units of work for the following term. The Learning and Teaching Team supported them in this by collaboratively unpacking the curriculum, resourcing, discussing assessment and reflecting on best practice.

Due to the impact of COVID-19 teachers and staff worked remotely over two extensive lock down periods. During this time we were able to move flexibly into digital platforms including Google Sites, Google Meets and Google Classrooms, to provide lessons for students. All students were able to access the curriculum and their learning with the provision of school laptops. Ongoing communication including teaching mini lessons and focus groups were provided and opportunities for feedback occurred regularly through Google meets, emails and phone conversations. Teachers and students were able to upskill their digital literacy and improve their competency and capacity to navigate multiple platforms.

In EMC3 (Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks) which involves the professional development and teaching of rich tasks in the junior school. The project has been endorsed and funded by the Australian Research Council and Catholic

Education Melbourne in partnership with Monash University. The mathematical tasks are fostered around the notion of building connections and transferring mathematical learning to practical contexts and new topics. The tasks are designed to be challenging and cumulative in learning progress and focus on student engagement through sustained thinking, reasoning and decision making. The project focused on the Launch, Explore, Summarize pedagogical framework.

Literacy interventions including Reading Recovery, ERIK (Enhancing Reading Intervention Knowledge) and GRREAD (Group Reading & Rereading Easy Appropriate Texts Daily) continued across the school as necessary. Extension education was offered again in 2021 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. Both of these competitions were organised through the Australian Mathematics Trust. Students from Years 3-6 also took part in The Victorian Premiers' Reading Challenge.

We continued our commitment to the FIRE Carriers Program, co-ordinated by The Aboriginal Catholic Ministry (ACM). FIRE Carrier leaders, Friends Igniting Reconciliation through Education, were required to develop a Reconciliation Covenant, including a Reconciliation Action Plan and a commitment to promoting Indigenous Reconciliation within and outside our school.

Digital Folios continued across years 3- 6 using Google Sites. This platform allows folios to be readily accessible by parents. Students from years P-2 also transitioned to Digital Portfolios this year, using the online platform, Seesaw. We have had some wonderful feedback on Seesaw from teachers, students and families so have decided it will be used for all students from P-6 beginning next year. This will ensure we are using a consistent approach for providing families with ongoing feedback on student growth in a number of curriculum areas

Languages Other Than English continued to be taught at St John's in 2021. The Junior School experienced an hour of Italian education each week. The My Chinese Teacher Program is embedded as part of language education for our Senior Students. It is an online program using Zoom technology to connect to a China-based teaching team. Every lesson is live and interactive, inspiring our students to become global citizens.

Literacy and Numeracy Week was an opportunity to celebrate our learning. This year we held the event remotely and provided the students with several opportunities to participate in several interactive and virtual Reading, Writing and Maths activities. We used the Book Week theme "Old Worlds, New Worlds and Other Worlds" and encouraged students to read, write and dress up as inspiring book characters using 'lockdown resources' with this theme in mind.

Through the Sporting Schools Program, we participated in gymnastics and volleyball. This provided an opportunity to have external coaches lead programs and the opportunity to buy sports equipment for the school. We held an athletics meet "Twilight Sports" at the beginning of the year in which is an annual sports community event. This year P-6 also participated in cricket coaching sessions with Cricket Australia.

The whole school gathered for the filming of our Production, Dreams Under the Big Top which was changed from a live show to filming because of ongoing COVID restrictions. Students practised both online and in person throughout this production which was a testament to all involved and the ongoing commitment to the famous quote "The show must go on".

Our Inquiry units were aligned across the school curriculum to support resourcing, learning and teaching, with common concepts and appropriate links were made with the Religious Education curriculum

- Term One: Year 3-6 The Humanities: Civics & Citizenship and health with the throughline 'How can we CONNECT?' P- 2 Health: Connections healthy choices with healthy bodies
- Term Two: The Humanities (History) with the throughline of 'How can we inspire CHANGE'
- Term Three: The Humanities (Geography) with the throughline of 'How do we build RELATIONSHIPS'
- Term Four: Technologies (Science and Design) with the throughline of 'What are the future ASPIRATIONS for a sustainable world?'

Pedagogical frameworks provide a structure in which our planning is set upon. In 2021 the Inquiry and STEM pedagogical framework was redesigned to incorporate new methodologies. These new methodologies were developed by Deb Vitrie and use the concept of planning for authentic learning through integrated inquiry. It uses an inquiry approach to teach 'topics' that make natural and seamless connections across curriculum areas both in terms of content and process.

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.

STUDENT LEARNING OUTCOMES

In the year 3 National Assessment Plan - Literacy and Numeracy (NAPLAN) results for 2021 all year three students achieved above the national minimum standard in reading, writing, spelling and grammar and punctuation. In Numeracy 96% of year 3 students achieved above the national minimum standard. In year 5 NAPLAN results, 100% of students achieved at or above the national minimum standard in Reading, Writing, Spelling and Numeracy and 94% above the national minimum standard for Grammar and Punctuation.

Teachers continued to use a variety of methods to collect data both remotely and in class to triangulate data and identify students' learning needs. This included using formal testing such as Maths Interview Online (MOI), PAT Maths, PAT Reading, PAT Science and ARCOTS Literacy Assessment Project (LAP) as well as using teacher judgement and observations. This data provided the evidence to accurately develop students' next learning needs, their 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 during Professional Learning Meetings. The data walls are a

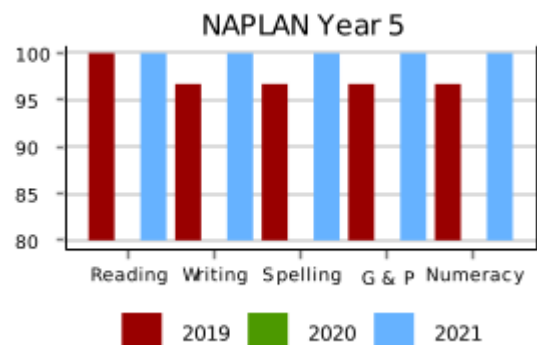
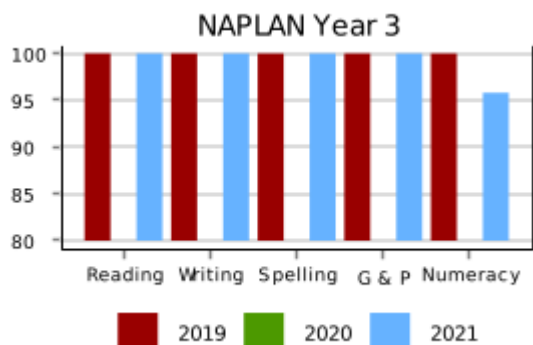
practical and powerful tool used to focus on the growth and achievement of every student over a period of time.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	95.8	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.7	-	-	100.0	-
YR 05 Numeracy	96.7	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	96.7	-	-	100.0	-
YR 05 Writing	96.7	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- To further develop a supportive and respectful school environment which fosters positive relationships and empowers every student to be a confident, resilient and successful learner.
- That students will demonstrate greater respect for self, others and property and an enhanced sense of responsibility.

Achievements

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 wellbeing and increase inclusion of mental health in pre-service education. Throughout the year staff continued working on the Be You online professional learning units.

Behaviour Management

St John's behaviour management processes continued to be reviewed and shared with new staff and students. This included the consequence flow chart, school expectations and positive behaviours. Behaviour data for Terms 1, 2 and 4 were recorded and monitored including 'hot spot' locations, times of the day when behaviour was a concern and students at risk. Positive behaviour expectations were promoted and adapted to suit Term 2 and Term 3's remote learning, with additional emphasis placed on respect for others in the digital environment.

Staff were informed of any students of concern and any patterns of behaviour with regard to place and time of incidents. Actions were taken in response to any inappropriate behaviour including Wellbeing or Counselling intervention. The School Wide Positive Behaviours' 3 Rs (Respect Self, Respect Others, Respect Property) were a continual focus during both onsite and remote learning periods.

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 sports' team with the greatest number of dojos at the end of Term 1, Term 2 and Term 4 was rewarded with a free dress day and students receiving the highest number of dojos in their class were recognised with an award and mention in the newsletter. The notion of always showing respect towards others was also encouraged through the introduction of Respect Awards. At Term 1 assemblies, students who had been nominated by staff received an award and were celebrated for their respectful actions.

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. SEL lessons were a continual and expected focus during remote learning.

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.

R U OK? Day

During Term 3's Remote Learning, 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's online learning, 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.

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 a parent information webinar on anxiety led by the school's counsellor. A display of student's "Proud Moments" was also created in the celebration of achievements.

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 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 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, Athletics club, Code club, Imagination club, Art club and Lego club. These activities were 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:

- Sacramental program and Masses
- Prep Welcome Dinner
- Reconciliation Week
- Harmony Day
- Twilight Sports
- Remembrance Day
- Christmas School Concert
- Safe and Active program
- School Production
- Advent Liturgies
- R U OK? Day awareness
- Clean up Australia
- Grandparents' Day.

STUDENT SATISFACTION

The data shown is the percentage of students who gave a positive response to questions in relation to each of the following survey

domains:

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

Student's results demonstrated an increase in Rigorous Expectations and Enabling Safety. Other domains were fairly consistent with previous results, however the impacts of Covid lockdowns saw a significant decrease in School Belonging and School Engagement.

Remote Learning Surveys indicated an overall positive endorsement for the remote learning program, connectedness to staff and peers, according to the Student Survey results. An area of strength was in rigorous expectations, where students feel that their teachers hold them to high expectations for 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 by phone.

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.

Remote Learning Attendance

During periods of Remote Learning, students attendance was recorded when students joined their class Google Meet every morning. Attendance was only recorded in the morning. For students attending on-site the roll was taken in the morning and afternoon.

Attendance Rate

The attendance rate at St John's for Semester 1 was 94% and in Semester 2 was 99%. This indicates a high-level of overall attendance at the school, both during remote learning and on-site learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.9%
Y02	96.7%
Y03	96.2%
Y04	96.1%
Y05	96.4%
Y06	94.5%
Overall average attendance	96.0%

Child Safe Standards

Goals & Intended Outcomes

The following goals and intended outcomes underpin our commitment to child safety at St John's Primary School Mitcham

- To ensure all students fundamental right, safety and protection from all forms of abuse and neglect
- To work in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection
- To care for our students, to positively promote their wellbeing and to protect them from any kind of harm or abuse
- To implement policies, guidelines and codes of conduct for the care, wellbeing and protection of students that are based on honest, respectful and trusting relationships between adults and children and young people
- To ensure that our policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- To maintain appropriate confidentiality, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

The Child Safe Standards continued to be a major focus for the St John staff and community in 2021. Following the St John's Child Safety Action Plan we achieved ongoing improvement in its implementation in accordance with the appropriate standards.

Embedding an organisational culture of child safety

Ongoing clarification and 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, School Advisory Council meetings, Community Association meetings and Parent Information Nights. Policy and procedures for working with our most vulnerable students were established. Online safety was a major focus with our Remote Learning Program as well as regular check-ins with students and families by school staff.

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

Our Child Safety Policy, Wellbeing Policy, Learning and Teaching Policy were revised to reflect the principles of Child Safety and to be more inclusive. A commitment statement was included on the front page of the weekly school newsletter and child safety continued to be a regular agenda item for the School Advisory Council.

Child safety code of conduct

A Student Code of Conduct was devised with Future Leader students. Child Safe Schools poster and Codes of Conduct were displayed in the foyer and sign-in procedures, including VPass were updated. Remote Learning Code of Conduct documents were sent to each family at the commencement of the Remote Learning Program.

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 embedded and sign-in procedures were strictly adhered to.

Strategies to promote child empowerment and participation

Empowering our students is crucial through the development of appropriate education about child abuses awareness and protection. We utilised the respectful Relationships program to ensure relevant material and resources were accessible for staff. Professional learning in Be You, Berry Street Education Model and Respectful Relationships assisted teachers to feel confident in dealing with age appropriate education about identifying abuse.

Ongoing improvement in Child Safety was also enacted and demonstrated:

- Embedded new MACS Safety policy and Code of Conduct
- School engagement in the National Day of Action against Bullying and Violence
- Professional Learning for all staff in Child Safety policies, procedures and protocols
- All teaching staff completed mandatory Reporting Training and Assessment
- Revisited positive behaviours, behaviour management processes and wellbeing programs with all staff. All specialists have a copy of class agreements and behaviour management policies
- Professional learning in all St John's Wellbeing programs using the House Analogy
- Social Emotional Learning lessons timetabled weekly for all classes, promoting safe behaviours
- Safety and Behaviour management programs implemented across the school
- Promoted SWPB, 3 Respectful expectations and Class Dojo rewards for positive, safe behaviour
- Class Dojos used consistently across the school and collated at the end of each term to support wellbeing
- SWPD review by all community stakeholders and updated in Term 4
- SWPB presented to staff, finalised and updated to begin using in a school setting, following remote learning
- Promoted the cultural safety, participation and empowerment of Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Ensured that children with a disability are safe and can participate equally
- Risk assessments completed for all excursions and camps or school wide events
- Worked in collaboration with the Parish and community organisations to engage families in promoting child safety

Leadership & Management

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 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 clarify, narrow and sharpen our improvement agenda, grounded in evidence from research and practice and aligned with our school vision

To ensure targeted professional learning opportunities continue to promote learning conversations for all staff

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

At St John's we have an explicit improvement agenda, to provide clarity and school-wide targets for school improvement.

School leaders continued to work as coaches, alongside class teachers, in facilitated planning and within the classroom, to build teacher capacity. The coaches are co-leaders and co-learners where they respectfully invite others to watch them teach and support classroom practices in their specialised field. The school coaches developed their skills and expertise as a knowledgeable, approachable and supportive leader with the deliberate practice of improving the craft of teaching throughout the school. The leadership team co-reflect on practice and give feedback through open, honest dialogue about student learning, outcomes and engagement. With a focus of having high expectations for all our students as successful learners, the leadership team would mentor and give timely feedback, ensuring staff demonstrated thorough pedagogical practices and achieved effective curriculum design.

The Curriculum Pedagogical Framework aligning all frameworks from Reading, Writing, Maths and Religious Education, provided clarity and consistency across all year levels. The St John's Pedagogical Framework it ensures best practice, informed by research and consistency across the school. Targeted Professional Learning opportunities were sourced and organised 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. Pedagogies were displayed in the staffroom and classrooms in line with our visible learning practices.

St John's Mitcham continued our participation in The Learning Collaborative with the Eastern Region Schools. 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.

The St John's Masterplan and building project which had been a major focus for many years, finally came to fruition with ratification from the Archdiocese and approval from Whitehorse Council. The masterplan was finalised to meet the needs of all stakeholders' and will enable the redevelopment of a new STEM room, multipurpose room, a modern facade, outdoor play and learning spaces, to commence in early 2021.

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.

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:

- All leaders conducting learning walks and talks across the school by the end of term 1 and sharing findings with leadership and teachers.
- 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
- Developing and creating a whole school Pedagogical frameworks across the curriculum for clarity and consistency
- Designing effective learning in RE using Pedagogy of Encounter
- Revising the SWPBS Policy, updating the behaviour expectations and the consequences, with input from all stakeholders
- Participating in EMC3 Maths Project in junior school - Launch, Explore, Summarise, working in collaboration with (Peter Sullivan) Monash Uni
- Establishing partnerships for Junior school teachers to engage in facilitated planning with Maths coach and EMC3 staff
- Implementation of effective and achievable processes and practices to support Remote Learning
- 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 Bump it Up Walls in Writing, consistently across the school
- Revising and updating positive behaviours, behaviour management processes and wellbeing programs with all staff

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Staff at St John's 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. They monitored their own professional learning needs and aligned them to the learning needs of their students. They continued 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.

Professional learning opportunities at St John's in 2021 included:

- Yearly Overview in Religious Education and using the Pedagogy of Encounter
- ECO Warden Training with Dynamiq
- Cued Articulation
- Colourful Semantics
- Visible Learning with Remote Learning
- Discovering the Gospel of Matthew
- Learning Diversity - Personal Learning Plans
- Religious Dimension - Designing for Learning
- Assessment Considerations for Remote Teaching
- Learning & Teaching: Pedagogical Framework and Data
- NCCD Moderation and reflection
- Writing Moderation
- Writing - Instructional strategies for high impact
- The Learning Collaborative - Waterfall chart - feedback, critical thinking and questioning.
- SMART Spelling Program
- Literacy and Numeracy Network Meetings
- Pathway to Principalship - Phase 2
- New Principal Finance Induction
- Learning Collaborative Cohort 2 - Lyn Sharratt and Simon Breakspear
- Principal Induction Critical Quarter
- Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks (EMC3)
- 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

Number of teachers who participated in PL in 2021	23
Average expenditure per teacher for PL	\$2000

TEACHER SATISFACTION

According to survey results from the 2021 MACSSIS, 80% of St John's Staff perceived the overall social and learning climate of the school was very positive. The quality of relationships between staff and members of the leadership team is very strong according to 89% of staff.

The amount and quality of feedback staff receive has increased to 61% up from 49%.

Staff have a strong sense of safety in the school (76%) and 85% of staff feel safe to take risks and make mistakes in this school.

The quality and coherence of professional learning opportunities is very high at 92% and perceptions of the coherence of the school's improvement strategy is well-supported by 97% of staff.

Collaboration at St John's is highly valued by the staff as evidenced by how well teachers work together in teams to improve teaching and learning with 94% of staff supporting and valuing this practice.

Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively is at 75% with a strong collective efficacy demonstrated by 89% staff taking action to improve instruction.

The overall school positive endorsement had increased since 2019 and was well above the MACS school average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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TEACHER QUALIFICATIONS	
Doctorate	NaN%
Masters	Infinity%
Graduate	Infinity%
Graduate Certificate	NaN%
Bachelor Degree	50.0%
Advanced Diploma	Infinity%
No Qualifications Listed	33.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.8
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To partner and engage with our community to increase student engagement

- That we will create a culture of welcome and hospitality through school events
- That we provide multiple opportunities for parents to be partners in school and parish life
- That we actively engage with the wider community, building and strengthening partnerships
- That we have an understanding of all cultures, backgrounds and cultural practices within our school and wider community

Achievements

Communication and Digital Technologies

- Prep information night held at the beginning of the year
- Newsletter format online, sent out fortnightly
- Renewed school Website updated regularly to include the latest news blog
- Term 1 Meet and Greet / Student led conferences
- Termly overviews provided to parents across all year levels
- Prep information evening for new families and kinder families, supported by all school leaders - workshops promoting whole school curriculum
- Staff dances for whole school community during remote learning videoed and sent to families
- Online Lego club weekly during remote learning
- Online Art club was held weekly during remote learning
- Presentation to Literacy Leaders of our school's Feedback Plan by Principal and Deputy
- Future Leaders (SRC) meetings held weekly online and fortnightly while on-site
- Regular and ongoing check ins via email and phone calls with all families during remote learning
- Student School Leaders met with Principal and Deputy online to plan ways of supporting students working from home - Jokes, videos and messages of support presented on Home learning Site
- Recording fortnightly assemblies to share with families during remote learning
- School leaders contacted all NCCD students and their families when working remotely
- Family fun packs created and made available for pick-up outside school
- Literacy & Numeracy week was an opportunity to embrace and share learning in a friendly environment
- Fun Friday themed Google Meets weekly, throughout lock down

- Preps 100 days celebrated online during remote learning
- Production recorded as a movie as we couldn't have an audience during lock down
- Facebook, Twitter and Skoolbag app were utilised to promote school events and student learning

Parent and Community Participation

- End of year Assembly with whole community held outdoors
- Halliday park transition day and family event
- Prep nativity play presented to school and families
- Parent and student participation in Wellbeing Week, writing letters of gratitude to all staff members
- Twilight Sports held in March with whole school community
- Family movie night - outside screening of School production in covid safe conditions on new multi-purpose court
- Carols on the Green & official opening of building project
- Family tree displayed in the foyer to promote community and engagement
- 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, with student choir and school leaders participating in songs and readings
- Working bee for new chicken coop
- First Eucharist celebrations held at weekend Masses in 1st Term
- Fortnightly assemblies with parents and families, held outdoors and online

- 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
- Introducing Chickens to our School Playground with the support of parents and staff, building new fences and enclosures

Extra Curricular

- Lunchtime and before school clubs, promoting extracurricular activities Art club, Lego club, Maths club, Choir, Code club, Imagination club to support diversity of learners
- Twilight Sports held in March at Bill Sewart Reserve, East Burwood
- Sacramental Program for Reconciliation and Confirmation
- School Choir held every Friday morning
- School leaders conducting Code Club during Lunchtime
- Music Tuition, including drums, keyboard, guitar and vocal lessons
- Tuesday and Thursday morning Marathon club with breakfast provided
- Lego club held weekly during lunchtime and online during Term 3
- Interschool sports and Gala Sports Days
- District Sport events, competing with local schools
- Athletics lunchtime Club

Parish and School Community Groups

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

- Welcome and Level Masses held on weekends
- Reconciliation Celebration in Term 4 for Year 3 students
- Sacrament of First Eucharist celebrated in Term 1 with Year 4 students
- Eucharist Information Evenings held for all families
- Commitment Masses celebrated for First Eucharist and Confirmation
- School Advisory Council members met online and shared minutes in school newsletter with wider community
- Community Association met throughout the year both onsite and online
- Easter Raffle run by Community 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

- Term 4 - Sacramental program; 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

Collaboration with Local and Global Groups

Authentic learning opportunities were created in 2021 as students and staff participated in a variety of activities and events with the community.

- Letters sent to the essential services workers from St John's' students and parents, in collaboration with local Police
- Socktober and Mini Vinnies sleep out during remote learning
- Promotion of 'Are you okay?' day
- Science week activities on the St John's Home Learning Site
- Feast of the Sacred Heart, liturgy and collection of non-perishable items for St Vincent De Paul
- Ben Stennet - local council member visiting students to discuss How the Council supports us
- Students writing letters to local council about how to improve our suburbs
- Future Leaders working with Tara from Whitehorse Council on road safety initiative
- Created a Walk Safely to School routes on a school map to share with all families
- Cheryl Balcombe, Aboriginal Catholic Ministry, supporting our FIRE Carrier Team
- Ann Downton and James Russo visited from Monash University to support the Maths Project EMC 3
- Mark Clark, from Catholic Mission spoke to students about the importance of Fair trade products
- Community toy sale, P-2 to raise money for Operation Christmas Child
- Ron, retired police officer, spoke to students about service dogs
- School Choir singing at ANZAC Day Dawn Service in Mitcham, in collaboration with local RSL

PARENT SATISFACTION

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

The survey results from MACSSIS found that in the domain of communication parents were very positive with a result of 81%

93% of families valued the timeliness, frequency and quality of communication in regards to receiving feedback about their child progress.

Families perceptions of the school social and learning climate was very high at 91% and the school fit at 87% demonstrates that the school supported the needs of their child.

Future Directions

At St John's our Future directions will include the full scale use of the new indoor and outdoor learning spaces, which have been created to enhance the learning experiences for all students. The outdoor amphitheatre and piazza areas, will be great spaces to use for outdoor lessons, especially to minimise the spread of covid across the school. The new design will influence both innovative teaching practices and student outcomes. The new resource room and STEM multi-purpose room, will invigorate the curriculum and provide space for rich and engaging learning.

With the full implementation of the whole school feedback plan, we will promote rigour and engagement with colleagues and to improve the use of best practice. Embedding the feedback process is a professional standard of teaching at St John's, which supports teachers and staff to initiate and engage in professional discussions with colleagues. Professional learning will be central to the ongoing development of all staff and will be documented through the use of the High Quality Professional Learning Cycle template. We will continue to provide opportunities for staff to work collaboratively at PLMs, to plan professional learning goals and collaborate with their feedback colleagues. 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.

The ongoing implementation of our data plan will ensure the collection, communication, analysis and use of student performance, to monitor student progress. This will enable the capacity of all teachers to use data and associated evidence, as starting points to design activities to meet levels of readiness and need for all of their students. 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.

Maintaining our high learning outcomes across the curriculum will be paramount. This will be achieved through collaborative planning of curriculum units, with teaching staff teams, supported by leaders, using and analysing data, while offering extension and intervention groups across the school. An ongoing focus is to provide consistency and rigour in our Writing and Spelling programs. This will be supported through the use of Brightpath, an assessment tool for Writing, to ensure consistency of assessment practice and provide a tool to show growth and what future learning is required. Our involvement in two Mathematics projects will support and develop the teaching and learning of numeracy skills. We will continue to work with Monash University, utilising the strategies and processes of EMC 3 and in 2022, we will also embark on the Transforming Mathematics Engagement and Learning (TMEL) - Early Years program. This is a pilot project in partnership with Monash University that aims to leverage teacher's expertise to improve Mathematics Teaching and Learning in the Early Years of Primary School (K-3), using the Mathematics Online Interview (MOI) to assess student understanding. Using the data collected, teachers will be guided through the Mathematics Growth Point Framework to identify key points of mathematics development in order to support them in designing appropriate pedagogical actions.

Digital technology is strongly embedded throughout the curriculum and will be used to further enhance the sharing of student learning portfolios. With the introduction of the Seesaw platform in the junior school we will also extend its use into the senior school as a way of connecting families with student learning. These digital portfolios will also provide an online window into the classroom.

To strengthen our Wellbeing Program we will continue the Staff/student buddy strategy, allocating all staff as a buddy with a year 6 or a new student. This will assist with their transition into the

school or into secondary school. There will also be a greater focus on behaviour management strategies, and the effective use of behaviour reflection sheets. Wellbeing intervention groups focussing on Resilience or self-regulation will support the diverse needs of our students.