



St John's School Mitcham

2022 Annual Report to the School Community



Registered School Number: 1407

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Minimum Standards Attestation

[MinStandardsAttestation]

16/03/2023

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

[GoverningAuthorityReport]

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

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

Mission

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

Our Strategic Intent

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

Values

Respect - Respect for self, others and property

School Overview

Context

St John's Primary School has enjoyed a long, rich history in Mitcham, beginning in 1872 with the very first Catholic school in the area called Ayr Hill Catholic School. It became the Parish of St John's in 1952 and our thriving, present day school opened in 1960 as St John's Primary School Mitcham. The school enjoys a strong, engaging community with an enrolment of approximately 162 students, providing outstanding educational outcomes for all of our students. Our small class-sizes allow for differentiated teaching and learning, fostering a spirit of welcome for all of our families, creating a vibrant and supportive community.

We have created a dynamic learning environment where Catholic faith permeates, active partnerships across the community are developed and a high quality personalised curriculum is provided for each student. The learning environments are engaging and flexible, to enable learning and teaching to be designed to meet the needs of our students. Our secure, shaded outside spaces include an adventure playground, large grassed area, basketball court, multipurpose court and a 'passive play' area, where children can play quieter games and enjoy sharing a large chess set, large connect four game and over-sized building blocks.

Demographic Profile

The demographic profile of St John's includes students from a variety of cultural backgrounds. Everyone is welcome at St John's and the majority of our students are of Catholic or Christian Faith and 15% are other religions or no religious background.

Our enrolments have increased from 134 at the February 2021 census to 161 at August 2022 census.

Based on the number of Baptisms within the Parish and the family populations in Mitcham, our projected enrolments should continue to increase over the coming years.

Major Priorities

At St John's our five main priorities from our Annual Action Plan are:

1. At St John's we have an explicit improvement agenda.
2. At St John's we document and analyse data to inform our teaching and learning.
3. At St John's we facilitate rich and engaging pedagogies.
4. At St John's we implement and embed the whole school curriculum plan.
5. At St John's we partner and engage with our community.

Principal's Report

In 2022, St John's Primary School Mitcham celebrated our 150 Year Anniversary. Catholic Education week was a great way to recognise the 150 Year milestone, with an invitation to St Patrick's Cathedral to celebrate this event and our 2 School Captains, Connor and Jasmine, delivering the readings and prayers at this special mass. To mark the occasion we also adorned our breezeway at the school with a new mural. It was painted by our students and an artist in residence, featuring a tree of life and an indigenous landscape. Our Art Show was also a main feature of our celebrations featuring four artworks from each student, using a variety of mediums and textiles. The Art Show was opened to the whole Parish Community following our 150 Year Mass, shared lunch and a birthday cake, to celebrate this milestone.

The revitalised playgrounds and learning spaces were fully utilised throughout the year. Learning and collaborating in the new facilities and learning spaces, families reconnected with the school, following two years of COVID lock-downs. Making great use of the newly landscaped outdoor spaces, children have been reinvigorated with exploring and creating new games and adventures. The new multipurpose court was also a great venue for hosting a whole school mass at the beginning of the year.

It was a year of Review for our school. This occurs every 4 years and ensures that we are compliant as a Victorian Registered school and that we aspire to achieve a high standard across all Catholic Education Spheres. It also ensures that we adhere to the new 11 Child Safety Standards. This review assured the quality of teaching and learning in all capabilities and helped us to set new priorities and goals for the next School Improvement Plan.

We continued to strive towards our shared vision, 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 community, 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 returned to a full year of onsite learning, although this was heavily impacted by COVID illnesses and ongoing isolation by those affected. Student engagement and intellectual rigour were features of learning across the school as students and staff came to terms with a full year of events, excursions and onsite activities. 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 these challenging times. With shared responsibility and accountability, we ensured that diligence was maintained across the curriculum as common learning dispositions were promoted. Teaching to high standards, we embedded the educational practices of - collaboration, creativity, communication, character, citizenship and critical thinking.

Maintaining a spirit of connectedness for all parents, staff and students, meant that we needed to be creative and vibrant, to support the community. We maintained strong relationships, based on regular communication, trust and respect. Our strong learning culture, working together with families and the wider community, our focus was to educate the whole child emotionally, academically, socially and spiritually, was paramount in 2022. Our families continued to offer their time and talents in so many ways, building a strong sense of community and creating many opportunities to unite with one another. We united together and kept a strong connection to the Parish, working closely with the Parish Team, as they supported us through worship, liturgy, sacraments and outreach. An inter-generational program with the Parish was a highlight of the year, as the year 3/4 students participated in craft activities, interviews and a shared lunch with the senior members of the parish every month.

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

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

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 now and into the future.

Verona Gridley

Principal 2022

School Advisory Council Report

The School Advisory Council (SAC) met eight times this year between March and November including the AGM. The council provides essential connection, commitment and consensus to support St John's Primary School and all of its students. School Advisory Councils are advisory bodies which form an important expression of the educational partnership that exists between parents, schools, parishes and the wider community to support all students. The School Advisory Council provides a forum for discussion and discernment, where parent voice and community perspective are available to influence and support the decisions made by the principal and parish priest, for the good of school and parish, where student's wellbeing and outcomes are paramount. School Advisory Councils are not the governing body of a school, do not have decision-making authority and do not become involved in the day-to-day management of the school.

The Members of the School Advisory Council in 2022 included:

Verona Gridley – School Principal

Father Dispin John – Parish Priest (Custodian of Mission)

Melinda Buscema – Deputy School Principal/RE Leader (Custodian of Mission)

Amy Freeman – Parent Representative

Jana Murphy – Parent Representative

Nicole Whelan – Parent Representative

Samantha Solomons – Parent Representative (Parishioner)

Trang Dang – Secretary, Parent Representative

Yvie Williams – Chair, Parent Representative

It was wonderful that we could meet back onsite this year in the school staff room. Some of the topics that were raised and discussed throughout the year included:

- Induction of new members and completing team formation activities ensuring the Terms of Reference and Induction Manual were up-to-date
- Finalised uniform changes that will be phased in starting in 2023
- Celebrating 150 Years including art show, mass, picnic and mural
- Community engagement opportunities throughout the year
- MACS survey results (Sep-21) and recommendations
- Communications to ensure families receive information in a timely manner including social media tools
- Catholic identity and sacrament programs
- Review of the language program and outcomes
- Student leadership program feedback and improvements
- Student behaviour expectations and school processes and policies
- Student learning focus and activities such as the intergenerational connection, Forest Hill community hub and teacher / student buddy sponsorship
- Sharing feedback and recognition from the school community

- School maintenance and improvement
- Marketing and promotion of our school for 2023 Prep enrolments and other year levels
- Enrolment trends
- Continued welcomed assistance from a past student with marketing designs, ideas and new graphics
- Website updates including a new video
- 2023 school fees revised
- School purchases through the year
- Management of funeral parking during school times
- Staff changes and training
- The latest child safe standards were successfully implemented
- Child Safety is a standing agenda item discussed every meeting, and we continued to promote awareness
- Student well-being was also a regular agenda item that drove a number of initiatives, including communication around behaviour management processes and tools the school has in place
- Supported the school in reviewing and updating policies ensuring they remain current and assisting in the MACS Review
- COVID-19 management and safety plans

It has been a very productive year for the SAC, and we would like to thank all members for their valuable contributions to the discussions and activities of the SAC. They have all brought insight and experience into these discussions, and we have valued their time and dedication. It was a big team effort.

We would also like to thank and acknowledge Trang Dang for taking on the role of Secretary this year who is now stepping down from this role. We look forward to welcoming a new Secretary into the role for 2023. Lastly, we would like to thank and acknowledge Yvie Williams for taking on the role of Chair this year who would love to see a new face in this role in 2023. We encourage all parents to consider joining the SAC as a Parent Representative, Secretary or Chair.

Volunteering and representation at the school is a win, win, win ... for our children, our school and the community. You would be making an important contribution to our school's strategic, educational, financial and spiritual development. We are looking forward to 2023!

Catholic Identity and Mission

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 Religious Education 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 Religious Education 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

- Analysing and utilising the pedagogy of encounter in Religious Education Professional Learning Meetings
- Designing the learning sequence in Religious Education using the pedagogy of encounter questions and provocations to facilitate student voice and guide the learning and teaching
- Beginning to use students' questions, wonderings and student voice effectively, to guide learning sequences in Religious Education and inquiry
- Developing of Religious Education pre- and post-tests
- Introducing Imaginative Prayer and Godly Play into RE lessons, to deepen student understanding of scripture and their faith development
- Reviewing mini missions and social justice teachings through professional learning with Catholic Mission - Mark Clarke
- Strengthening links with St James Community for the Sacramental program
- Offering parent information and adult formation sessions for sacrament and faith development
- Communicating with families, through online Termly overviews at the beginning of each term
- Designing a scope and sequence within Religious Education, linked with a 2-year cycle of Inquiry learning
- Updating Whole school curriculum overviews by all staff to ensure the full curriculum is covered
- Planning routines established for facilitated planning in RE with the leadership team
- Teaching and learning leader, collaborating with RE leaders to help design the planning of each term's inquiry unit

- Establishing consistent language when approaching new Religious Education topics

VALUE ADDED

- RE consultant working with staff to analyse ECSI data
- Musician and Youth Leader, Gen Bryant, facilitated reflection day for students preparing for the sacrament of Confirmation
- Participating in a Long Walk and creating a Sea of Hands during Reconciliation Week
- Celebrating an Anzac Day Liturgy with the Mitcham community and the school community
- Celebrating a Grandparents and Special Visitors Day Mass and activities
- Recognising our 150 years as a school community at St Johns with an Art Show, Parish mass, Lunch and Mural
- Welcoming new Prep Families at mass celebrated at the end of the year
- Ongoing weekly mass for classes celebrated with Parishioners every Tuesday
- Celebrating weekend year level masses throughout the year
- Preparing and planning for students receiving the Sacrament of First Eucharist and celebrated with St James and Parish children
- Beginning of the year mass celebrated outdoors, with parents and families
- Recognising our senior parishioners and their stories at our Founders day Mass with St James
- Connecting with all families at beginning of the year morning tea for all parents
- Attending St Patrick's Cathedral with our student leaders to participate in the Catholic Education Week mass
- Whitefriar's tutoring - Year 9 student tutoring Persian student
- Principals from Emmaus, Whitefriars, Sienna and Sion visiting
- Offering Interrelate program for families in years 3-6, for students and parent evening in personal development

Learning and 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 whole school yearly overview in all curriculum areas
- To continue to embed a data plan for the annual collection, communication and analysis of Science
- To embed the St John's school pedagogical framework with a particular focus on the agreed whole school approaches to the teaching of Inquiry
- 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

[LTAchievements]

STUDENT LEARNING OUTCOMES

In the National Assessment Plan - Literacy and Numeracy (NAPLAN) St John's results for 2022, demonstrated that 100% of the year three students achieved above the national minimum standard in Reading, Writing, and Spelling. In Numeracy and Grammar and Punctuation, 95% of Year 3 students achieved above the national minimum standard. In our year 5 NAPLAN results, 100% of students achieved at or above the national minimum standard in Writing and Spelling, while 90% of students achieved above the national standard in Reading and Grammar and Punctuation and 80% were above the national minimum standard for Numeracy.

Teachers continued to use a variety of methods to assess and collect data, across the curriculum to identify students' learning needs. This included using formal testing such as Maths Interview Online (MOI), PAT Maths, PAT Reading, and PAT Science as well as using teacher judgement and observations. Throughout the year we co-constructed whole school data walls in the areas of Literacy, Science and Mathematics at Professional Learning Meetings. The data walls are a practical and powerful way to focus on the growth and achievement of every student over a period of time.

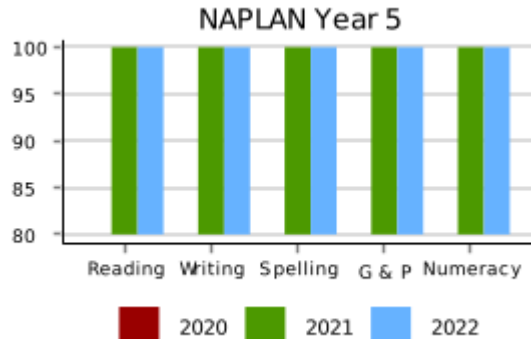
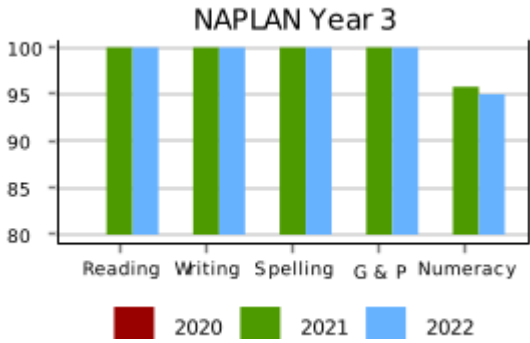
Literacy interventions included Reading Recovery, ERIK (Enhancing Reading Intervention Knowledge) and GRREAD (Group Reading & Rereading Easy Appropriate Texts Every day) continued across the school as required to enable all students to thrive. Extension education was offered again in 2022 in the area of Mathematics and Reading. Selected students in year 5/6 competed in the Computational and Algorithmic Thinking competition and a range of students in years 3-6 competed in the Australian Mathematics Competition and BEBRAS, organised through the Australian Mathematics Trust. Students from Prep - 6 also took part in The Victorian Premier's Reading Challenge.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	95.8	-	95.0	-0.8
YR 03 Reading	-	100.0	-	100.0	[naplan.y3.schoolIRD.changesStr]
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	[naplan.y3.schoolWR.minimumStandardsStr]	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	[naplan.prevY5.schoolSP.minimumStandardsStr]	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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
- To ensure that our students demonstrate greater respect for self, others and property and an enhanced sense of responsibility
- To use the School Wide Positive Behaviour strategies and maintain sufficient support for consistent implementation at a deep level over time

Achievements

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 was 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 across the school, with additional emphasis placed on respect for others in the digital environment and in the new outdoor spaces. 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 in every classroom and in outside settings.

Beyond Blue - Be You

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

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

R U OK? Day

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

Whole School Wellbeing Days

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

Wellbeing Week

In promotion of mental health and student wellbeing, the school engaged in a Wellbeing Week. This week consisted of daily opportunities for mindful meditation, a student wellbeing activity booklet and 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, Choir, Code 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
- Whole School Long Walk for Reconciliation
- 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
- Grandparent's and Special Visitors Day
- End of Year Community Picnic at Halliday Park

STUDENT SATISFACTION

[SWStudentSatisfaction]

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, MACS are contacted to establish a plan of intervention via Visiting Teacher Service.

Attendance Rate

The attendance rate at St John's for the year was 90%. This indicates a high-level of overall attendance at the school, throughout the year, however attendance rates were impacted by the ongoing COVID epidemic.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.5%
Y02	87.2%
Y03	90.4%
Y04	91.0%
Y05	91.4%
Y06	88.4%
Overall average attendance	90.0%

Child Safe Standards

Goals & Intended Outcomes

- To sustain a culture of welcome, safety and hospitality through school events
- To actively engage with the wider community, promoting child safety standards and building partnerships
- To have an understanding of all cultures and cultural practices within our school and wider community, to ensure particular attention is paid to the most vulnerable children

Achievements

St John's MACS Child Safety and Wellbeing Policy 2022 includes a statement that:

- There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with a disability, children who are unable to live at home, international students, and supporting student's diversity.
- All students (including those of Aboriginal or Torres Strait Islander culture) are encouraged to express their culture. For example, St John's recognises and runs activities for Harmony Day when students are encouraged to share their cultural backgrounds and engage in a wide range of different activities aimed at sharing cultural traditions and practices.
- Racism is not tolerated at St John's. Any instances of racism are addressed following St John's Anti Bullying and Student Behaviour policies.

Avenues for supporting the inclusion of Aboriginal students and their families in the school community include:

- The school's involvement in the F.I.R.E carrier program, which includes a covenant to develop an awareness of Australia's Aboriginal culture and seek to journey towards Reconciliation developed through core knowledge, skills and understanding. It includes an action plan to achieve Short Term and Long Term targets for 2022.
- Flying the Aboriginal and Torres Strait Islander flags on school grounds,
- Inviting Aboriginal families to share their culture (e.g. smoking ceremonies),
- Acknowledgement of country at each school assembly and school Mass,
- Engaging in local community initiatives such as the Long Walk, recognition of Reconciliation and NAIDOC weeks.

Reviewing Child Safety Practices - September 2022

St John's plan sets out a process for regular review of our child safety and well-being policies and practices, after any significant child safety incident, or at least once every two years.

It includes:

1. SAC meetings include Child Safety as an ongoing agenda item
2. St John's MACS Child Safety and Wellbeing Policy – v2.0 – 2022 displayed on website
3. PLM agenda - Child Safety is a weekly agenda item for staff

4. SWB team to meet regularly and includes Child Safety Team
5. Child Safety Incidents at School - Notification sent to all parents, Risk Register updated
6. New Child Safety Standards regularly shared and explored with staff
7. Wellbeing Leader attends SAC meetings to inform Parents of updates
8. New Child Safety Standards visually represented by staff and students and displayed St John's MACS Child Safety and Wellbeing Policy – v2.0 – 2022, states school will document, implement, monitor and annually review risks and risk management strategies for child safety and wellbeing, evaluating the effectiveness of the implementation of risk controls and ensuring that the strategies change as needed and as new risks arise.
9. The St John's MACS School Complaints Handling Policy– v2.0 - 2022, details the school's complaints-handling procedure. It has been developed and is maintained to ensure that a fair, effective and efficient complaints-handling procedure can address complaints about events or decisions at St John's School. It is available on the school's website.
10. The St John's MACS – Complaints Handling form is evident

The implementation of child safety practices at St John's includes:

1. Policies and procedures are informed by the MACS policies and procedures, school context, student need and environmental factors
2. Links to school's child safety policies are published in an easily accessible, public-facing location, on the school website
3. Child-focused complaints policies and procedures - St John's MACS Anti Bullying Policy, including Cyber bullying on school's website
4. Copy of the complaints processes that aligns with the PROTECT documents: Four Critical Actions for Schools and reportable conduct requirements.
5. Child safety highlighted in recruitment processes
6. School's child safety code of conduct provided to job applicants
7. Requirement for job applicants to have knowledge of Ministerial Order 1359 and its implications (post 1 July 2022)
8. WWC clearance or VIT registration required for all staff
9. Minutes of SAC and Staff meetings, 2022 indicating child safety as an agenda item for all staff and school advisory council meetings
10. Child safety officers nominated to support school leaders to effectively implement and monitor the child safety policies and practices-team of four Child Safety and Wellbeing officers nominated to lead the school's child safety approach, made known to the school community
11. High visibility of child safety and well-being: Minutes show child safety discussion at staff and SAC meetings, PROTECT posters displayed around school, Relevant topics included in curriculum plans, SIGN In procedure includes agreement to abide by Code of Conduct.

Leadership

Goals & Intended Outcomes

[LMGoalsAndIntendedOutcomes]

Achievements

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

The leadership team met every Wednesday morning throughout the year, alternating between a Learning and Teaching Team meeting and a Well-being Diversity Team meeting. We would reflect on practice and give feedback through open, honest dialogue about student learning, outcomes, pedagogy and community engagement.

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 ensures best practice, informed by research and consistency across the school. Targeted Professional Learning opportunities were sourced and organised, for all staff with a strong focus on shared beliefs and understanding, shared responsibility and accountability and the use of data to measure growth and drive contemporary learning and teaching. The pedagogical framework for each major curriculum area was displayed in the staff-room in line with our visible learning practices. 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 a thorough understanding of our pedagogical practices and achieved effective curriculum design.

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

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

The School Advisory Council explored and reviewed a number of marketing opportunities, grants, the new MACS policies and curriculum pedagogical frameworks, Supporting the wider community the Leadership Team worked closely with all stakeholders to build strong partnerships across the community.

A variety of new and ongoing projects ensured our improvement agenda continued to be fulfilled. Some of these projects and events included:

- All leaders conducting learning walks and talks across the school throughout each term 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
- Enacting our whole school Curriculum Pedagogical framework to ensure clarity and consistency
- Designing effective learning in RE using Pedagogy of Encounter
- Revising the School Wide Positive Behaviour Policy, updating the behaviour expectations and the consequences, with input from all stakeholders
- Participating in EMC3 Maths Project in the junior school - Launch, Explore, Summarise, working in collaboration with (Peter Sullivan) and Monash University
- Establishing partnerships for Junior school teachers to engage in facilitated planning with Maths coach and EMC3 staff
- Collation of class rewards - Class Dojos, at the end of each term to support wellbeing for all students
- Engaging in strong visible learning practices using Data walls in Maths, Reading and Science and Bump it Up Walls in Writing, consistently across the school
- Revising and updating positive behaviours, behaviour management processes and wellbeing programs with all staff

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 Annual Action Plan and the learning needs of their students. They continued to seek ways to improve their own practice and to share their experience with colleagues, skill-fully mentoring, developing knowledge, practice and professional engagement in others.

Professional learning opportunities at St John's in 2022 included:

- ECO Warden Training with Dynamiq
- Behavioural Management with Patrice Wiseman
- Visible Learning practices
- Imaginative Prayer and Scripture focus with Carlie Anderson
- Yearly Overview in Religious Education and using the Pedagogy of Encounter
- Learning Diversity - Personal Learning Plans

- Religious Dimension - Designing for Learning
- Learning & Teaching: Pedagogical Framework and Data
- NCCD Moderation and reflection
- Writing Moderation using Brightpath
- Writing - Instructional strategies for high impact
- SMART Spelling Program
- Literacy and Numeracy Network Meetings
- School Improvement Learning Collaborative with Lyn Sharratt and Simon Breakspear
- Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks
- Transforming Mathematics Engagement and Learning (TMEL) – Early Years
- Progression of Reading Development: teachers as decision makers
- Religious Education Leader Network, Eastern Region
- Phonics in Context Online
- NCCD Reflection/Learning Diversity
- Implementing and using Brightpath to record and analyse student Writing data
- Diabetes Training with the Royal Childrens Hospital
- School Improvement Framework supported by MACS staff

Number of teachers who participated in PL in 2022	26
Average expenditure per teacher for PL	\$2000

TEACHER SATISFACTION

nulle overall school positive endorsement had increased since 2021 and was well above the MACS school average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	8.3%
Graduate Certificate	0.0%
Bachelor Degree	58.3%
Advanced Diploma	8.3%
No Qualifications Listed	25.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	14.1
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	8.9
Indigenous Teaching Staff (Headcount)	[composition.IndigenousTeachingStaffCount]

Community Engagement

Goals & Intended Outcomes

To partner and engage with our community to increase student engagement:

- 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
- That we will create a culture of welcome and hospitality through school events

Achievements

Communication and Digital Technologies

- Increase Social Media presence, creating a new Instagram account
- Prep information night held at the beginning of the year
- Newsletter format online, sent out fortnightly
- 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
- Presentation to Principal Network of our school's Feedback Plan
- Future Leaders (SRC) meetings held fortnightly, promoting student voice and student feedback
- Facebook, Twitter, Instagram and Skoolbag app were utilised to promote school events and student learning

Parent and Community Participation

- Parent and student participation in Wellbeing Week, writing letters of gratitude to all staff members
- Fortnightly assemblies to share learning and events with families
- Literacy & Numeracy week was an opportunity to embrace and share learning in a friendly environment
- Preps 100 days celebrated at school
- Twilight Sports held in March with whole school community
- Carols on the Green held in Coghlan Centre
- 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
- Fire Carriers support Indigenous Reconciliation throughout school
- Sacramental Program with St James, Our Lady's Ringwood 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 Mathematics Learning for Family Maths Night
- 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 garden beds and playground mulching
- First Eucharist celebrations held at weekend Masses in 1st Term
- Fortnightly assemblies with parents and families
- Environmental leaders selling eggs and vegetables from our garden
- Art Show was part of the 150 Year Celebrations for the whole school community
- Student 'technology free' Wellbeing day in Term 3 encouraged students to play and work outside
- 150 Year mass and shared lunch for whole Parish Community
- St John's Fete returned, after missing 2 years, due to Covid
- End of year Assembly with whole community held in Coghlan Centre
- Halliday park transition day and family event
- Prep nativity play presented to school and families
- Christmas Carols evening for school community

Extra Curricular Activities

- Lunchtime clubs, promoting extracurricular activities to support our 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
- Music Tuition, including drums, keyboard, guitar and vocal lessons
- Tuesday and Thursday morning Marathon club with breakfast provided
- Lego club held weekly during lunchtime
- Interschool sports and Gala Sports Days
- District Sport events, competing with local schools

- Athletics and Games lunchtime Club
- Sporting School grants enabled professional coaching in a variety of sports

Parish and School Community Connections

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

- Intergenerational Project with seniors from St John's Parish, shared lunch, craft activities, interviews and school tours
- 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 monthly and shared reports in school newsletter with wider community
- Community Association met throughout the year both onsite and online
- Trivia Night for all parents held as a major fundraising event
- Student Disco was a great success for P-6 students
- 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 2022 as students and staff participated in a variety of activities and events with the wider community.

- Whole School Long Walk for Reconciliation around Mitcham shopping precinct
- Connecting with local kindergartens to promote the school and build relationships with Lucknow, Emmikins and Heatherdale Kindergartens visiting for excursions
- Socktober and Mini Vinnies sleep out during remote learning
- Promotion of 'RUOK?' day
- Science week activities provided for all students

- 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
- Principal attending Whitehorse Community Dinner at Boxhill Town Hall
- Staff promoting our school at Expo held at Explorers Early Learning Centre in Nunawading
- Students writing letters to local council about how to improve our suburbs
- Noel Jones Real Estate Agents supporting our Art Show with Coffee Van and Videographer
- Lecturers from Monash University visit 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
- 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 missing the daily connection that remote learning provided, with a result of 61%, however parents felt more engaged and more involved with an increase in their interaction at 64%.

School climate was positive at 75% as was School fit for their child at 72%, demonstrating that the school supported the needs of their child.

Future Directions

Implementing the recommendations from our 2022 School Review recommendations, will be the springboard for our future directions. Our priorities will ensure that innovative teaching practices and student outcomes are strong and positive. As St John's School engages in the process of strategic thinking and planning, manifested in the development of its School Improvement Plan for the next four years, we will ensure high quality teaching practices, that engage, challenge and extend all of our students. By enabling an innovative instructional leadership we intend to form and monitor an expert and cohesive teaching team, establishing an evidence-based learning culture that will continue to amplify powerful teaching strategies which deepen engagement, curiosity and academic rigour in literacy and numeracy. Evaluating the impact of individual, team and school level practice, in partnership with teachers, we will maximise outcomes for all students. Through supporting collaboration in teams we will build and sustain capacity to develop a high degree of collective efficacy.

In the future we will continue to inspire and enable every student to confidently learn and achieve by amplifying student voice, agency and leadership in their learning through collaboration and decision-making with adults about what and how they learn. We will explicitly teach students meta-cognition strategies that support them to evaluate their own progress, self-regulate and take responsibility for their own learning and wellbeing, By prioritising the development of student social emotional competencies we will promote a greater sense of belonging and connectedness.

To promote Catholic Identity and enrich the school as a Catholic community of learners we will support staff' faith formation and professional development in Religious Education, to develop the religious leadership, to engage learners through encounter and dialogue and to embed the RE Framework with fidelity. We will explicitly teach and reinforce positive behaviours in all school environments, fostering continuous engagement and dialogue with parents as partners in each student's learning and wellbeing. Social skills and wellbeing intervention groups focusing on Resilience or self-regulation, will support the diverse needs of our students.

Maintaining our high learning outcomes across the curriculum 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 additional professional learning for all class teachers and the use of Brightpath, an assessment tool for Writing, to show growth and future learning.

Mathematics professional learning will leverage teacher's expertise to improve Mathematics Teaching using the Launch, Explore, Summarise pedagogy across the school and 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.

With the full implementation of the whole school feedback plan, we will promote rigour and engagement with colleagues and students to improve the use of best practice. Professional learning 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.

