



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St John's School

Jayne Street, FRANKSTON EAST 3199

Principal: Derek Bruitzman

Web: [www.sjfrankstoneast.catholic.edu.au](http://www.sjfrankstoneast.catholic.edu.au)

Registration: 1667, E Number: E1260

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## Principal's Attestation

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I, Derek Bruitzman, attest that St John's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2024

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## About this report

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St John's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### OUR VISION STATEMENT

We aspire to build an inclusive community which celebrates collaboration, perseverance, contemporary pedagogies, and life-giving relationships with each other and with God in order to flourish.

### OUR MISSION STATEMENT

St John's Catholic Primary School:

Gospel truths are at the core of our endeavours to provide an inclusive and holistic education where 'Love is Life' is lived for all members of our community.

We engage in contemporary teaching and learning practices designed to meet the needs of every student in our care.

We encourage members of our community to build their own stories while fostering knowledge, care and concern for the stories of the First Australians on whose land our school resides.

We foster a genuine concern for others in the wider community and in the world in which we live, including principles of social justice, stewardship of the environment and positive relationships with each other.

We ensure that all members of our community work together to promote and enact behaviours consistent with Ministerial Order. 1359 - Child Safe Standards.

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## School Overview

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St John's is a Catholic Primary school with classes from Foundation to Year 6. Our school was established in 1967 with the motto – 'Love Is Life'. The staff at St John's work in partnership with our parents to nurture each child's development in a safe and friendly environment where a love of learning is fostered.

Like all schools, we have a strong commitment to Child Safety and our Student-led Child-Safe Team act in the best interests of all students.

Our school is located adjacent to St John the Evangelist Church. The church was established and blessed by Archbishop Little on 6th June, 1981 and was consecrated in honour of Pope (now Saint) John XXIII. The design and stained glass windows of the church created by artist William Gleeson still impresses all visitors – a hidden gem of Frankston East. The Church Hall was converted into learning spaces and finally the school library before its demolition.

St John's Primary School is a wonderful family community, where our children are supported and encouraged by a team of committed staff and parents. Co-operation, respect and shared responsibility are values fostered throughout our school.

As a Catholic school, we are committed to a holistic education that relates the Gospel messages of Christ to our current world context for our students. We work in unison with Parish leaders and parents to promote values and ideas that are central to our Christian beliefs.

St John's Parish was established on 1st February 1969 and Saint John's Catholic Primary School opened on 5th February 1967 under the leadership of Mrs Margaret Carruthers with an initial enrolment of just twenty-four Prep students. The order of the Faithful Companions of Jesus then led the school from 1968 to 1988. Sr Kevin Nunan FCJ (1970-80) and Sr Peter Wilson FCJ (1980-88). The FCJ is the foundational charism of Saint John's Catholic Primary School. The FCJ Charism is an Ignatian spirituality, with a missionary spirit to adapt their religious life to the changing needs of the society and culture in which they live.

The school's leadership continued with Mrs Dana Morison (1989-98), Mr Paul Hartin (1998-2016) and Mrs Tonia Tamblyn (2017-2019). A new principal, Mr Derek Bruitzman, began in 2020 and is still the current principal. The school has an enrolment of 261. After 54 years of Catholic Education there is a clear and continued staff commitment to the best interest of students and of improving their professional practice.

St John's Catholic Primary School is located in the Melbourne bayside suburb of Frankston on the Mornington Peninsula. The school resides on Bunurong land approximately 36 kilometres south-east of Melbourne. The district comprises residential areas, a business and shopping precinct and beaches. St John's services the parish catchment area defined by the

Edithvale Wetlands in the North, Langwarrin in the East, Mornington Peninsula in the South and the coastline of Port Phillip Bay in the West.

Since 2019, the current Parish Priest, a member of the French order of Spiritans, has sought to bring the parish of St John's together with the Parish of St Francis Xavier.

Saint John's Catholic Primary School resides in the State electorate of Frankston District and the Federal electorate of Dunkley.

St John's Catholic Primary School is a diverse and multicultural learning community, with Language Other Than English (LBOTE) of 15%. There are currently several Indigenous students enrolled at Saint John's. In 2023 and the whole school Catholic/ Christian enrolment is approximately 68%.

The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1061 and a Socio Economic Status (SES) rating of 90. The current DMI rating puts the school at 94.



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## Principal's Report

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It seems that each year brings its own sets of challenges and rewards. We continued to navigate the impacts of the global pandemic while striving for excellence in education while supporting student wellbeing.

From a structural perspective, St John's commenced 2023 with 237 students and had 261 by the end of the year. The class structures for 2023 was based on the best arrangement according to the numbers in each level (2xFoundation, 3xGrade 1/2, 2xGrade 3, 2xGrade 4, 3xGrade 5/6).

St John's continued its specialist programs in Music, Physical Education, Art and Languages - Japanese. While the decision was made to move the Digitech specialist role back into the classroom we continued to maintain a well-resourced digital resources department that is accessible to all teachers across the school to use at any time.

A number of other initiatives have continued over this year, inline with our school improvement data and annual action plans. Our dedicated teaching staff have worked tirelessly to provide engaging and high-quality learning experiences, both in the classroom and through remote learning where necessary. We have researched and inquired into learning processes supported by scientific knowledge acquirement through psychology and neuroscience into learning and memory and brain development to better able design learning for our students that meets their needs.

In addition to regular classes, St John's continued to provide a range of intervention programs throughout the year, including, but not limited to: Mini-Lit, MacqLit, the Government tutoring initiative, and other, smaller but more specific programs.

The wellbeing of our students has remained a top priority throughout the year. Our school wellbeing leaders and support staff have continued to provide valuable support to students, families, and staff members. We have implemented and enacted various wellbeing programs and initiatives to promote mental health and resilience, ensuring that our school remains a safe and supportive environment for all.

Despite the challenges posed by the pandemic, our school has begun to rebuild those social connections with our wider community. Our school events and activities have been geared towards bringing our community together and helping parents feel welcome again.

St John's enjoys a positive relationship with its Parish Community and that of St Francis Xavier. During 2023, the Parish Priest, who oversees both Parishes, met regularly with Religious Education leaders and Principals of all schools in both parishes to further align what was happening across the network.

There has still been an ongoing need to maintain and upgrade areas of the school and the grounds. While we have made significant improvements to our school's infrastructure and facilities there still needs to be significant investment in the playgrounds and gardens over the next few years. What has been accomplished has been made possible through the support and collaboration of our student leaders, dedicated parents and the wider school community, for which we are immensely grateful.

As we look ahead to the future, we are excited about the possibilities that lie ahead for our school. We remain committed to providing the highest quality education for our students, ensuring that they are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

In closing, I would like to extend my sincere thanks to our students, parents, caregivers, staff, and community members for their continued support and dedication. Together, we have overcome many challenges and achieved great success. I look forward to continuing our journey together in the years to come.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Recontextualised and timetabled opportunities for staff and students to engage in thought provoking experiences related to scripture and the tradition of the Catholic Church.

To provide authentic learning and faith development opportunities for families to engage in to promote connection to the Catholic Identity of St John's Catholic Primary School.

Establish meaningful prayer filled learning experiences for staff which will flow into the learning opportunities for students.

### Achievements

Recontextualised prayer opportunities were timetabled for staff to present at staff meetings and throughout 2023 these were regularly revisited by staff with the students in their classes. Staff were provided with a planning document based on the pedagogy of encounter which they used to plan their encounter. Reflection and evaluation assessments were developed by staff who used the assessments with students are sharing the prayerful experiences with them. This was also based on the Pedagogy of Encounter process.

During this time staff were encouraged to make connections to particular ways that they could relate their provocation to the RE Framework and potential outcomes with students. Staff then modelled the experience to students who in turn created their own encounters to share with students across different year levels. They sought feedback from the teachers and students who participated in these prayerful encounters considering what worked well, even better if.

Holy Week was celebrated by the Grade 5/6s who planned, created and presented the liturgy to the community as part of their learning assessment.

The sacraments of Reconciliation, First Holy Communion and Confirmation were received by a number of students. Faith nights for both sacramental cohorts were a successful blend of learning, fun and faith development. They were well attended by both the parents and students of both cohorts.

Our Prep, Prayer and Pyjama night was a reflective night where we delved deeply into the history and meaning of the Lord's Prayer, the Our Father. The night was well attended again with positive feedback from students, parents and grandparents. The Grade 3s created and hosted a liturgy based on Reconciliation Week.

As a leading school in the local Fire Carrier Network, our Church was asked to host the first Cluster Reconciliation Mass which attracted families and staff from all the local Catholic schools and from John Paul College which is our local Secondary College. The mass was deemed a great success and will be continued in following years.

The school also hosted the annual Mother's Day Brekky and Mass and the Father's Day evening and liturgy with huge support from the school community. Lots of food and fun activities coupled with the joys of the mass and prayerful liturgy.

Regular school masses were held in the parish church as well as selected special masses which included, but weren't limited to, the Opening of the school Year/ Commissioning Mass, Ash Wednesday, Feast of the Assumption and Closing of the school Year and the aforementioned Cluster Reconciliation Mass.

Each school House was responsible for running a faith based cross age activity per term. MacLellan celebrated Harmony Day with a liturgy and activities in March. Term two was organised by Walsh house, based on the Feast of the Sacred Heart. This also coincided with the Mini Vinnies Winter Appeal. A member of our conference attended the liturgy and congratulated the school students on their action to help comfort others. Wilson house led the school in activities based on the Feast of the Assumption and in the fourth term, Nunan house celebrated the dignity of those less fortunate by collecting items for Dignity Bags.

The graduating class of 2023 celebrated a liturgy based on spreading the Good News as they continue their faith journey beyond St John's.

### **Value Added**

This year provided a wonderful opportunity to celebrate God together in many different forums, formal, informal, independently and as a community. Students, staff and parents were given the opportunities to participate in many recontextualised faith development events in the hope that they could renew or consolidate their relationship with God.

Staff continued to create thought-provoking ways to present scripture and opportunities to engage in a rich dialogue in the hope of providing authentic relationships to be built to our Catholic Faith.

Perhaps the most value added moment of the year would be the Cluster Reconciliation Mass which drew together families and cultures right across the local catholic schools and the catholic secondary school. Not just to celebrate reconciliation with First Nation students and families but a welcoming and celebration of all cultures.

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## Learning and Teaching

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### Goals & Intended Outcomes

To create consistent approaches in the contemporary teaching and learning process across all curriculum areas

To develop a shared instructional model of teaching and learning, based on the Victorian Curriculum

### Achievements

Continued employment of a qualified Speech Pathologist to screen and assess speech and language of Foundation students as they begin school.

Ongoing Speech and Language Therapy support for F-2 students.

Training provided by speech pathologist to staff and LSO to assist implementation of speech and language interventions.

Implementation of Initialit in years 1 and 2. Initialit is an evidence-based whole-class literacy program providing students with the essential core knowledge and strong foundations to become successful readers and writers. Initialit is a three-year program, covering the first three years of school (Foundation to Year 2).

Review and training of staff in implementation of the MiniLit Literacy interventions program. MiniLit is a small group reading program for students in the bottom 25% of the expected range for their age group in Year 1 and 2. The program provides explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. (MiniLit website)

Continued Professional development in the Writing Revolution, providing teachers and school leaders with the tools to implement effective writing instructional strategies in all subjects.

Introduction of Foundation learning diversity leader working to support the learning of students with diverse learning needs.

Forming a consistent use of a whole-school literacy planner (F-6)

Use of the Government's Tutoring program grant to provide tutoring services to a number of students at risk across the school

Participation in the Bebras computational thinking challenge and other Maths challenges such as Maths Olympiads

Maths & Literacy professional learning for all staff provided by quality presenters &/or internal experts

Participation in the SWIF (School Wide Improvement Framework)

Foundation Level participation in the ENA (Early Number & Algebra) Program to support foundation teachers in developing a detailed and nuanced understanding of how children learn mathematics in the early years of schooling; and to further enhance knowledge of the Victorian Curriculum in the Number and Algebra strand, progressions of learning and assessment practices

Foundation Level ENA data walls (visual and electronic) to track both achievement and growth/progress

Introduction of the use of Teaching Sprint focus groups for targeted learning in mathematics

Whole school data tracking for PAT-M assessment using both visual and electronic data walls to track both achievement and growth/progress

Use of the ENA assessment tool and the MOI assessment tool for intervention

Development of a Place Value diagnostic assessment for Grades 3-4

Updated resources to support mathematics teaching and learning, e.g. teacher reference, manipulatives, math-related storybooks

Glen Pearsall PD for all staff relating to instructional practices

Continuation of the Peer Coaching program for staff to enhance their teaching practices with the students in the classroom

Ongoing training of staff in the delivery of the Initialit program, purchase of all materials required including the digital e-library

Research and subsequent introduction to Elastik - an assessment data analysis tool for targeted teaching in English and maths for all staff

Continuation of Peer Coaching model across all levels - teachers chose a goal from Glen Pearsall's "Teaching Technique, Coaching & Data Tools" professional development day to focus on.

## Student Learning Outcomes

Significant improvement in reducing the number of students across the school needing reading intervention (up to 70% reduction) has been noted through the implementation of the Initialit program in the junior levels.

NAPLAN Reading data indicated that 91.7% students were in the strong or exceeding category while 8.3% were in the developing level compared to 20% at a state level.

Year 5 NAPLAN data in reading levels showed 84.2% of students in the strong - exceeding category with 10.5% developing compared to 14.6% at a state level.

Maths data for Grade 3s indicated 83.4% were in the strong to exceeding category and 11.1% were developing compared to 21.2% at a state level.

Year 5 Maths data was an area noted for improvement where the results indicated that only 55.2% were in the strong to exceeding category compared to 39.5% developing. The state average for developing students in Year 5 was 20.5%.

Spelling data was on par with state averages for year 3 and again year 5s had a higher proportion of students in the developing stages compared to the state - 31.6% vs 20%. These results have prompted us to research and look at implementing the Initialit - Spellex program to build on the success we are seeing from the Initialit program for the junior levels.

Writing results were on par with state averages in both Year 3 and Year 5. Staff are beginning work with the Writing Revolution with students to improve these results.



<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	436	69%
	Year 5	500	68%
Numeracy	Year 3	420	83%
	Year 5	474	57%
Reading	Year 3	441	92%
	Year 5	504	84%
Spelling	Year 3	410	69%
	Year 5	481	65%
Writing	Year 3	421	92%
	Year 5	492	74%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

Evaluate existing SEL programs and modify, adapt or change to engage with all members of the community

Adapt programs to cater for the community and students' needs in wellbeing Achievements

Capture student perception data related to Wellbeing & SEL practices

### Achievements

The Wellbeing Room has continued to be a space to support students throughout 2023 and to help identify students who might be going through a difficult time and might otherwise not be noticed. The Wellbeing room allows for dysregulated students or students suffering from anxiety or a range of other problems to attend the space and supports their reentry into the classroom, ready for learning.

A Psychology student on placement provided support/counselling for individual students and completed WISCS as needed during their placement.

The Wellbeing Leaders held regular meetings to discuss student progress, staff and student wellbeing, learning opportunities for students across a wide range of learning capabilities.

Staff received annual professional learning in relation to Ministerial Order 1359.

School Child Safety & Wellbeing policies were updated to reflect the changes in MACS governance.

A student wellbeing survey was completed by all students so that bullying concerns can be attended to and a record of bullying incidents kept for future planning. The information was evaluated by classroom teachers and students' concerns were addressed where and when needed.

Professional Learning opportunities were provided for staff based on supporting their own personal wellbeing.

Students completed the ACER - Social & Emotional Learning (SEL) survey.

A number of staff began training in the Berry Street Model (BSEM). From this, staff began implementing the use of the Morning Circle to support student connectedness, routines and school and class expectations.

## Value Added

St John's has continued to build a culture where each child is supported to develop high levels of social-emotional wellbeing and connectedness to others by providing a wide range of experiences including:

Partnerships with community agencies to deepen family support, for example, Orange Door, St Vincent de Paul, John Paul College

Explicit teaching of social and emotional learning through 'Play is the Way'

Continued development of the role of students in wellbeing through the student led Child-Safe Team

Buddy Program for the Foundation and Year 6 students

Senior Student-Staff Mentor program for Grade 6 students

Transition program with our Catholic secondary school, John Paul College, for both grade 5 and grade 6 students

Regular PSG Meetings for students with a PLP

Fortnightly Leadership - Wellbeing team meetings

Support provided by our school based Psychologist

Involvement in the program to support provisionally registered psychology students with placements for their Masters

Implementation of Behaviour Support Plans for students requiring additional support with social and emotional learning

Consultation with outside agencies and specialists including speech pathologists, psychologists, occupational therapists and Melbourne Archdiocese Catholic Schools (MACS) staff to support students

Opportunities for student agency through student led action teams with a focus on community and social justice e.g. Dolphin Research ambassadors, Mini Vinnies

Student leaders involved in running whole school assembly and other special days at the school e.g. Sports Day, Foot Day, etc

Compliance with MACS requirements to support positive student behaviour and guidelines for behaviour support

Participation in events such as Day for Daniel and Bullying - No Way

Participating in the Marty McGauran Cyber Safety Webinars and sessions for students, staff and parents

## **Student Satisfaction**

This year we have begun to see greater instances of school refusal, separation anxiety and general anxiety in moving from the carpark to the classrooms than was present prior to the pandemic.

MACSSIS data indicates that School belonging rose by 5% to 55%. The strongest increase in this range was relating to students enjoying being together with other students in their class which moved from 59% in 2022 to 68% in 2023.

Teacher-Student relationships also rose in 2023 from 60% in 2022 to 65%. The biggest improvement being in student perceptions of teachers respecting the students.

Student voice increased from 50% in 2022 to 53%. The clear indication from this data is that the students had opportunities to participate in leadership structures in the school but felt that they had little impact.

Learning dispositions increased from 68% to 70% with data indicating that students are beginning to feel that they are better at learning than they realised.

Rigorous expectations continue to improve, increasing from 75% to 78%. The biggest increase being noted in the area where teachers are providing students with greater opportunities to explain their answers.

## **Student Attendance**

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03) 9789 9794, or by leaving a message on the school answering machine.

In the event that contact is not made with the school, the school will make contact will be made with parents via SMS and a request made for an immediate response to explain their absence.

Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	87.8%
Y02	90.3%
Y03	91.5%
Y04	89.9%
Y05	89.7%
Y06	87.2%
Overall average attendance	89.4%

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## Leadership

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### Goals & Intended Outcomes

Develop and embed leadership opportunities while building the leadership capabilities of teachers through a coaching and mentoring model on a regular basis

Introduce various ways of engaging in effective feedback (teacher to student/student to teach/teacher to teacher) to improve student learning outcomes

Develop models of feedback across the school with the purpose of closing the gap between actual performance and intended performance

### Achievements

In 2023 the Leadership Team came together to work on the Annual Action Plan which was then presented to the staff for their input and comments. Leaders set learning intentions for PLTs or other professional learning across the year that were based on goals and strategies outlined and approved by all staff in the AAP.

The Leadership team engaged with staff during PLCs to support planning for teaching and learning that reflected the same goals in the AAP.

The Peer coaching program was implemented successfully in Term 1-3 using Glen Pearsall's strategies and was approved for ongoing use by all staff. A clear plan and guidelines for the program and its implementation was established and shared with year level teams. All year level staff and specialist staff participated.

Set planners for staff to use in Maths, English and Religious Education were finalised.

Leadership Team members participated in the Network Days and the School Wide Improvement Framework (SWIF) days provided by MACS staff.

The wellbeing of our families, students and staff was of the utmost concern for leadership team members during the year. School leadership met regularly to discuss and monitor staff and student collegiality and wellbeing as well as delivering support as or where necessary.

Members of the Leadership Team began training in the BSEM (Berry St Education Model) which is an evidence based framework to build capacity in staff to support students in the classrooms to be empowered and provide conditions where every student can succeed.

There were a number of reviews of learning practices during the year, particularly around intervention, assessment, reading and spelling. With the Leadership team agreeing to

implement the Writing Revolution and the Spellex Literacy programs to support staff development, student learning and our commitment to contemporary approaches to teaching and learning. Both programs are highly regarded and are based on sound neurological principles. Leadership Team members arranged for intensive training and resources to be provided for staff in readiness for implementation during Term 3.

Annual Review meetings were conducted with all staff in Term 3.

At the conclusion of the school year, the staff and Leadership Team met again to review achievements over the year before the Leadership team members began to prepare directions for the AAP for the following year. Out of these discussions arose the need for expanding the Leadership team to include a position for science and ICT. The Team decided to advertise for such a position as a leadership development role for the following year.

The new enterprise agreement for staff came into effect in the latter half of the year. The recommendations included the 30+8 model. Changes had to be made to the timetabling in the school to accommodate the new EBA to ensure all staff received the appropriate scheduled class time, focus time and employer directed time.

Time in Lieu (Til) for teachers was also introduced and leadership were required to maintain records of staff attendance at structured activities, including; Parent-teacher meetings, Faith nights, Sacramental celebrations, camps, etc which occur outside of normal school hours. Til accrual was dispensed at the end of the school year.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Including but not limited to:	
Mandatory Reporting & NCCD Modules	
Writing Revolution	
Spellex Training	
Anaphylaxis & First Aid training	
eSmart - Allannah & Madeline Foundation	
ENA - Mathematics	
Lane Clark - Thinking strategies & Inquiry processes	
School Wide Improvement Framework	
MSV - Differentiation & Maths planning	
Glen Pearsall - Teaching techniques, Coaching & Data tools	
Principal, Deputy Principal, REL Diversity, Wellbeing network days	
Bunurong Family Partnership Schools Cluster Network	
Occupational Health and Safety with SafeSmart	
Emergency Management Training	
Information Sharing and Family Violence Reform	
Number of teachers who participated in PL in 2023	37
Average expenditure per teacher for PL	\$980.00

### Teacher Satisfaction

MACSSIS survey results showed another increase in Staff-Leadership relationships from 81% in 2022 to 84% in 2023. Significant increases were noted in relation to motivational



support from school leaders which shifted from 71% to 81% and the care leaders showed for staff significantly increased from 69% to 81%.

Instructional leadership hovered around the 40% mark in 2022 and with a lot of effort increased to 53% in 2023. The biggest impact on this rating was the perception of how the leadership team engages with families in discussions around learning and teaching. While there was a significant increase in that area, it was still very low and an area to focus on moving forward. In 2022 the rating was only 4% and in 2023 it increased to 27%. On the positive side, leadership team engagement of teachers in the teaching and learning process increased from 36% to 54%. The biggest area of success was in relation to the leadership team engaging with teachers in considered and meaningful discussions relating to teaching and learning, this increase from 32% to 60% in the same period.

2023 saw a big push for greater collaboration across all levels of the school. This was reflected in the data which indicated an improvement from 60% to 72% in 2023 for the support for collaboration around improvement strategies. Collaboration in teams continued to improve given a heavy focus on learning to be more collaborative, 75% in 2022 up to 80% in 2023. Finally, the overall school climate improved from 70% to 79%.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	18.8%
Graduate	6.3%
Graduate Certificate	0.0%
Bachelor Degree	53.1%
Advanced Diploma	15.6%
No Qualifications Listed	6.3%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	21.8
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	12.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Inspire and engage the whole school community in a deeper understanding of the Catholic faith in today's world

Develop connectedness and build relationships with all parents to support the wellbeing and resilience of their children in light of the data analysis and the need for differentiation

Better educating parents and families on Play is the Way. Strengthen the family-school partnership by involving parents in the program and providing strategies to use at home

### Achievements

Formation of the Parent Events coordinators who liaise with the Principal and the School Advisory Council on school, parish and community events

Development of a centralised social events calendar for the school

Invitations for parents to attend school Masses, liturgies and assemblies over the year

Sacraments and increased participation in Church

Easter, ANZAC Day, Father's Day Liturgies, Mother's Day Mass and other special event masses as well as regular school and class masses

Continued maintenance of the close parish-school partnership through the SAC, PAB, Parish Priest and Mini Vinnies

Parent reps from each grade

Funding secured for the Cultural Reference Group with John Paul College (ICUP)

Stronger connections with the Opening the Doors Foundation and the Fire Carrier program in local schools and beyond the current network of schools

Links to John Paul College through transition sessions for Grade 5s, Mathswiz program, Principal Cluster Network, Fire Carriers and the Cultural Reference Group, JPC Lightning Prem

Building relationships with local kindergartens to support enrolments

Mini-Vinnies program, project compassion and the Christmas Appeal for St Vincent de Paul

Grade 3s and 4s engaging in the Wominjeka Day Camps with great success

Early Bird transition program (Joey Days) for kindergarten students enrolled at St John's

The end of year Christmas Carol event was very well attended by the entire community

Regular communication via the school newsletter and Operoo platform as well as regular emails and updates from staff to parents

Events such as: Mother's Day Brekky, Father's Day BBQ, Family Movie Night, Trivia Night, Colour Run and Family Body Education nights

### **Parent Satisfaction**

The MACSSIS survey from 2023 was only completed by a small group of parents despite regular and repeated requests. As such, the results are moderate at best.

Family engagement did increase from 41% in 2022 to 58% in 2023 which was to be expected after the restrictions during the pandemic and the slow return to social activities.

Communication between families and the school also had a significant improvement in 2023 moving from 60% to 87%.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjfrankstoneast.catholic.edu.au](http://www.sjfrankstoneast.catholic.edu.au)