



St John's Catholic  
Primary School



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# St John's School Frankston East

2022

## Annual Report to the School Community



Registered School Number: 1667

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## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### 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

At 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

## School Overview

Our school enjoys strong community support and is proud of its positive reputation as a welcoming and inclusive community with many opportunities for parents to participate in the life and culture of the school. St John's Parish was established on 1st February 1969. We value the school's capacity to enable our students to live the faith and grow within a community of hope where interfaith dialogue is encouraged.



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 241. After 53 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. During 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 14%. There are currently several Indigenous students enrolled at Saint John's. In 2022 and the whole school Catholic/ Christian enrolment is approximately 67%.

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

#### Distribution of Students

##### Bottom Quarter

School Distribution 11%

Australian Distribution 25%

##### Middle Quarter

School Distribution 37%

Australian Distribution 25%

##### Top Quarter

School Distribution 20%

Australian Distribution 25%

The percentage of families claiming Education Maintenance Allowance (CSEF) in 2021 was 18% and the school had a fee collection rate of 89%.

Children at St John's are invited to discover God's presence in their daily lives. Students are challenged and supported to understand themselves and the world in which they live through a world-view founded in Scripture and in the traditions of the Catholic community.

St John's has a strong commitment to reconciliation with the First Australians. The heritage, culture and spirituality of the Bunurong people, upon whose land the school rests, is honoured within the Fire Carrier program that many of the students are a part of at the school. The program aims to promote and honour their stories and their culture and in turn enables our students to have a shared identity as they begin their stories on this land as well. This fosters a sense of belonging and of being part of something greater than yourself and coincides closely with Catholic Traditions.

Our highly qualified and caring teachers are committed to developing innovative teaching practices that develop skills within students that prepare them for life and work in a contemporary world. Our aim is to inspire our students to become lifelong learners who seize any opportunity to make new discoveries about themselves as learners and about the world in which they live.



## Principal's Report

The beginning of 2022 saw students returning to a full year of school for the first time in three years. There were a number of significant hurdles to overcome with helping students return to the structures and routines of regular school days again. Students, and in many cases, staff, were not mentally or even physically prepared for the rigours of returning to school. Students were very hands on with each other, tired easily and were often short-tempered where. As the year progressed, these things improved though they were still a regular challenge.

During the year we continued to focus on building teacher capacity to improve classroom practice, reviewing many of the strategies that had been put in place during Covid to determine what was worthwhile continuing to employ and what needed to be discarded in favour of better options. Demonstrating a deep commitment to the school and its students, staff invested considerably in developing their collaborative practices and modes for learning within the flexible learning spaces of the school. Ongoing investment in high impact strategies will remain a priority in 2023, and we finalise and begin our Peer Coaching framework throughout the year, with the goal of establishing this as part of our staff professional development in future. This will be led by our Teaching and Learning Leaders and supported by our English and Mathematics Curriculum Leaders.

This year we said farewell and gave our best wishes to the Deputy Principal, Felicity Broughton who secured a Principal's position for herself. A long-standing member of the St John's Community, it was a sad farewell, but we are grateful for everything she did for us and know that her new school will benefit greatly from her wealth of experience.

St John's commenced 2022 with 251 students and had 248 by the end of the year. The school structure for 2022 was based on the best arrangement according to the numbers in each level (1xFoundation, 2xGrade 1, 2xGrade 2, 2xGrade 3, 2xGrade 4, 4xGrade 5/6).

St John's continued its specialist programs in Music, Digital Technology/Coding & Robotics, Physical Education and Art. Our Languages Teacher retired at the end of 2021 and our new language teacher began in 2022 teaching Japanese which has been very well received by all the students.

In addition to regular class programs, 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.

Many of our families continued to be affected by the impact Covid had on society as a whole, and we continued to be challenged in providing fee relief and other forms of relief through local

agencies to provide food support,, mental health support, legal and housing and a variety of other forms of suffering.

St John's enjoys a positive relationship with its Parish Community and that of St Francis Xavier. During 2022, the Parish Priest, who oversees both Parishes combined the Parish Councils and met regularly with Religious Education leaders and Principals of all schools in both parishes to further align what was happening across the network.

Additional changes were made to a variety of physical structures in the school, particularly around the school yard which has seen a lot of degradation in recent years due to age. The school's student leaders led several fundraising events to enable more play spaces to be provided. Several areas inside the school also had minor alterations to better support the flexible learning space arrangements and in effect provide better 'flexibility' for teachers and students in those spaces to work effectively.

## School Advisory Council Report

St John's School Advisory Board consists of:

Chairperson

Secretary

**Standing members:**

PP or nominated representative

School Principal

Deputy Principal

School Financial Manager

Events Coordinators (2)

**General Council Members:**

Teacher Representative (1)

Parish Representatives (2)

Parent Representatives (5)

Members are committed to the values and principles outlined in the Statement of Purpose.

The main objectives of the Board are:

- Provide a forum for discussion of issues, which affect the spiritual, educational, administrative and community life of the school
- Function as a body representing parents, teachers and the wider Parish community on a consultative basis to assist the Principal in the formulation, implementation and administration of school policy
- Consult with parents and school management in respect of fundraising objectives and priorities
- Inform and advise the principal and school leadership on a variety of matters relating to the operation of the school

The following are some ways the School Advisory Council supports the School and the Principal:

- Promoting the school's Catholic ethos and culture
- Articulating and enacting the School's vision and mission
- Promoting faith formation and development
- Capital resource planning and maintenance
- Disseminating information about the School in accordance with these Terms of Reference

- Implementing School policies as required
- Supporting and communicating School and parish matters, including the School annual report
- Giving advice on issues such as enrolments, School improvement plans and enrolment trends
- Engaging in discussion about the annual School budget and other financial matters
- Giving advice about the school Master Plan

## Catholic Identity and Mission

### 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

### Achievements

Recontextualised prayer opportunities were timetabled for staff to present at staff meetings. Staff were provided with a planning document based on the pedagogy of encounter which they used to plan their encounter. A reflective and evaluation sheet was completed by staff who attended the session after the experience. 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 outdoors in a roaming passion play. This was led by the senior level along with the prep students who led Jesus on his donkey through the track at the edge of the school.

This year we were able to celebrate a full sacramental program. The sacraments of Reconciliation and First Holy Communion were received by nineteen students. The sacrament of Confirmation was received by 24 students with 2 non-Catholic students also receiving a special blessing at the ceremony. Faith nights for both sacramental cohorts were a successful blend of learning, fun and faith development. They were well attended by 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 preps also hosted a liturgy with Father Chinua in the learning space which was well attended by parents.

Other school masses that were held in the parish church 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.

For the first time, we hosted an evening Father's Day celebration. With plenty of activities outside to start the evening we finished with a faith night in the hall. The evening was based on the relationship of Jesus and Joseph and provided men the opportunity to reflect on the special relationship they had with their own young person.

With the end of restrictions from the pandemic, our senior school took the values of community, collaboration and Catholic Social Teachings to an all-time high. The students led a Social Justice/Maths Unit to create a whole school Market for Mission day during term 4 and raised a significant amount for CARITAS. This was the highlight of the school year and we look forward to this initiative occurring every second year.

Each 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 everyone at St John's by creating a wall of diversity.

The graduating class of 2022 celebrated a liturgy based on carrying the light of Christ 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 created 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.

## Learning and Teaching

### 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

- Use of the Government's Tutoring program grant to provide tutoring services to a number of students at risk across the school
- Continued employment of a qualified Speech Pathologist for the junior school
- Participation in the Bebras computational thinking challenge and other Maths challenges
- Maths & Literacy professional learning for all staff provided by quality presenters &/or internal experts
- Participation in the SWIF (School Wide Improvement Framework)
- Continued focus to embed Professional Learning Team meetings as a key driver of professional learning about Mathematics teaching and learning
- Opportunities at PLCs for teachers to create pre/post assessments focusing on specific mathematical key ideas
- 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
- Refining of whole-school assessment schedule in light of ENA assessment (Foundation)
- Whole school data tracking for PAT-M assessment using both visual and electronic data walls to track both achievement and growth/progress.
- Continued use of Essential Assessment - Mathematics as an online assessment tool
- Participation in the Bebras Computational Thinking Challenge for grades 3-6
- Participation in the APSMO Maths Olympiads Junior Division Competition (Grades 5-6)
- Continued professional learning/development for all staff provided by quality mathematics presenters
- Use of the ENA assessment tool and the MOI assessment tool for intervention

- Forming a consistent use of a whole-school mathematics planner (F-6)
- Development of a Place Value diagnostic assessment for Grades 1-2
- 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
- Introduction of the Peer Coaching program for staff to enhance their teaching practices with the students in the classroom
- Review and training of staff in readiness for the delivery of the Initialit program, purchase of all materials required including the digital e-library
- Implementation of the Inialit F program in the second half of the year
- Review and training of staff in readiness for the delivery of the Writing Revolution
- Ongoing Speech Therapy support for the juniors

## STUDENT LEARNING OUTCOMES

Using the SPA data platform the following observations of student learning at St John's for 2022 have been made:

Reading levels at the end of 2022 indicated that from a whole school perspective 38% students reached expected benchmarks, 35% exceeded benchmarks and 27% were below. Year 5s and year 6s had the best results with 53.1% exceeding benchmarks in Year 5 and 44.4% exceeding them in Grade 6. Year 2s had 75.1% meeting benchmarks and the rest of the students were below the expected benchmark while the Grade 5s had the best result with 84.4 meeting or exceeding reading becnhmarks.

Math levels at the end of 2022 indicated that from a whole school perspective 50% of students reached expected benchmarks, 21% exceeded them and 29% failed to meet the benchmark. This is an improvement on 2021 results. Maths has been an area of challenge but 2022 data suggests changes in maths planning are having a significant impact. Year 1 and 2 results show no students failed to meet the benchmarks and 42.3% exceeded them in Grade 1 and 22.2% in Grade 2 and in Year 3 7% did not meet the benchmarks. Year 4, 5, and 6 have large groups who did not meet the benchmarks, 46.3% in Grade 4, 34.4% in Grade 5 and 66.67% in Grade 6. Anecdotal evidence and student surveys have indicated that Grade 4-6 students were less engaged in returning to school learning in 2022 than the younger levels.

Writing capacities fluctuate across the levels but are generally consistent with state figures though we are researching the implementation of the Writing Revolution.

Spelling and grammar results have improved across the school indicating that the SMART spelling program introduced in 2020 has begun to show results.

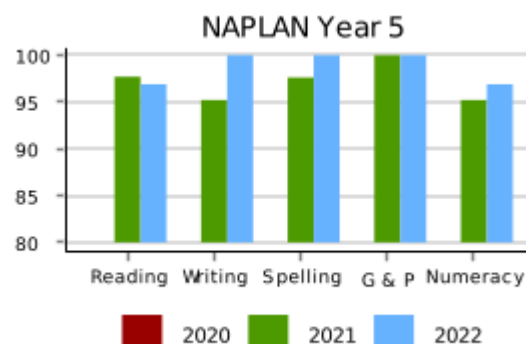
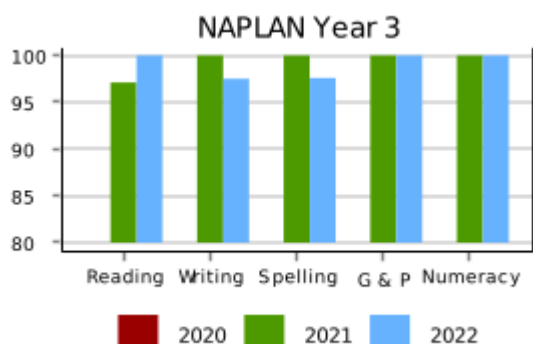


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	97.1	-	100.0	2.9
YR 03 Spelling	-	100.0	-	97.6	-2.4
YR 03 Writing	-	100.0	-	97.5	-2.5
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	95.2	-	96.9	1.7
YR 05 Reading	-	97.7	-	96.9	-0.8
YR 05 Spelling	-	97.6	-	100.0	2.4
YR 05 Writing	-	95.2	-	100.0	4.8

\* 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

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

Better capture of data for this area of student support

### Achievements

The Wellbeing Room became operational towards the end of 2022. Teachers and students were involved in creating a set of protocols for using this space. Students were given an orientation session on when, why and how to use the space. 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.

The Psychology students on placement ran social groups for a range of students who needed extra support in navigating the complex problems associated with friendships.

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

Key staff were provided with additional training in managing students with very high or very low cognitive challenges.

With the revision of the Child Safety Standards, staff received professional learning in relation to Ministerial Order 1359. A group of Grade 6 students wrote a child-friendly version of the Child Safety Policy and shared it with all students throughout the school.

School Child Safety & Wellbeing policies were also updated to reflect the recent changes.

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

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

### 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 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 Catholic Education Melbourne 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 CEM requirements to support positive student behaviour and guidelines for behaviour support

Creation of a well-being program to support students with anxiety or dysregulation including the construction and outfitting of a special area of the school with sensory tools and devices geared for supporting students to regulate their emotions

## STUDENT SATISFACTION

2022 was the first full year of learning the students had participated in for over 2 years. Students reluctantly returned to the rigours and demands of school life.

MACSSIS data indicates that School belonging only fell by 2% to 50%. With the return of many events in 2022 we hope this will return to the same levels prior to Covid in the future.

Teacher-Student relationships fell slightly from 64% in 2021 to 60% in 2022. Student voice remained constant while learning dispositions increased slightly from 66% to 68%.

Rigorous expectations continue to improve which is significant in such a year, increasing from 72% to 75%.

### 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.

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.4%
Y02	88.7%
Y03	87.9%
Y04	89.7%
Y05	85.2%
Y06	85.0%
Overall average attendance	87.3%

## Child Safe Standards

### Goals & Intended Outcomes

Establish a culture where each child is supported to develop high levels of social-emotional wellbeing and connectedness to others so that they become successful and confident learners.

That students become more confident and intrinsically motivated learners.

That increased student efficacy impacts positively on classroom behaviour.

That priority is given to building and maintaining positive and caring relationships between staff, students and parents to promote student learning and wellbeing.

### Achievements

Professional Learning opportunities in this area have been supported by the school's ongoing relationship with Martin Tennant and SafeSmart. His online portal is being used to keep all our documentation in one place and up to date with any new changes to this area. The portal with access to all policies and training modules is being used by staff and by leadership to monitor staff development and training in this area.

### Training and Awareness Strategies:

- All staff, including those not listed as mandated reporters, have completed the Mandatory Reporting Module as required by MACS and statutory authorities in Victoria
- All visitors to the school are required to sign in via the office, this includes high traffic days such as, assemblies or sporting events which can be particularly difficult to monitor
- All volunteers are required to complete the induction process and agree to the Child Protection protocols of St John's PS
- All Risk Assessment Documents have been updated to reflect the changes to the Child Safe Standards

At St John's we expect all employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements.

To ensure ongoing compliance with MACS and Government directed policies (e.g. Child-Safe Standards 1359) we have reviewed and updated the following policies:

All Child-Safe Standards, including the following related policies:

- Privacy Policy
- Conflict of Interest Policy
- Duty of Care Policy

- Pastoral Care & Wellbeing Policy
- Child Safe Risk Register
- PROTECT Resources

All MACS policies relating to the Care, Safety & Welfare of Students and Risk Management

The principal, the school governing authority and school leaders at St John's Primary School recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety.

The school website, newsletter, Advisory Board and Operoo (Online communication tool) have been used extensively to remind and keep parents and carers informed of child safety commitments, procedures and arrangements.

We apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety Policy.

When recruiting and selecting employees, contractors and volunteers involved in child connected work, we follow the CECV Guidelines for Catholic Schools. At St John's we have provided employees and volunteers with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

In 2022, work continued with the Student Child-Safe Team, this group was made up of students who were particularly interested in communicating these principles to other students at the school.

## Leadership

### 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 2022 the Leadership Team came together to work on the Annual Action Plan which was then presented to the staff for their input and comments. Each staff member took responsibility for an area and were tasked with making connections to the AAP for all staff. Leaders were then tasked with setting 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 also 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 finalised based on Glen Pearsall strategies and approved for use by all staff. Leaders in some levels were asked to engage with the process first in order to test its capacity, lead by example and provide feedback on its effectiveness. The trials were successful and by the end of 2022 we had established a clear plan and guidelines for the program and its implementation across the board in the following year.

POLs worked on finalising set planners for staff to use across the board which fell into line with the previous Review's goals.

Professional learning around leading teams and developing collaborative processes was provided for leadership team members to help them support 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.

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 Initialit 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 in late 2022.

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 can the need for expanding the Leadership team to include a position for science and sustainability. The Team decided to advertise for such a position as a leadership development role for the following year.

Towards the latter half of the year there was growing talk regarding the proposed EBA for staff in MACS schools which Leadership met about regularly to discuss and then to disseminate as accurate information to all staff as was possible at the time.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**Description of Professional Learning undertaken in 2022**

- Mandatory Reporting
- NCCD Modules
- Writing Revolution
- Initialit Training
- Anaphylaxis & First Aid training
- eSmart - Allannah & Madeline Foundation
- ENA - Mathematics
- Lane Clark - Thinking strategies & Inquiry processes
- Rob Vingerhoets - mathematics
- School Wide Improvement Framework
- EAL - Literacy
- Clickview training
- MSV - Differentiation & Maths planning
- Glen Pearsall - Peer coaching, feedback & assessment
- Principal, Deputy Principal, REL Diversity, Wellbeing and Digital Education network days
- Bunurong Family Partnersership 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 2022	34
Average expenditure per teacher for PL	\$1430

### TEACHER SATISFACTION

MACSSIS survey results showed another increase in Staff-Leadership relationships from 77% in 2019 to 81% in 2021

Instructional leadership remained constant at 50%

Support for collaboration around improvement strategies in the school increased significantly from 53% in 2021 to 64% in 2022 with a recognised push for all leaders in the school to relate all learning to the schools AAP as negotiated by all staff. Collaboration in teams also improved given a heavy focus on learning to be more collaborative, 55% in 2021 up to 75% in 2022.

Finally, overall school climate improved from 62% to 70%.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	88.6%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	22.7%
Graduate	13.6%
Graduate Certificate	0.0%
Bachelor Degree	77.3%
Advanced Diploma	22.7%
No Qualifications Listed	9.1%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	22.5
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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

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

Sacraments went ahead in 2022 and increased participation in Church supported this

Easter and ANZAC Day Liturgies attended by parents

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

Parent helper programs resumed after term 1

Funding secured for the Cultural Reference Group with John Paul College

Increased participation in the Fire Carrier program in local schools and beyond the current network of schools

Reestablished links with John Paul College through transitions, mathswiz program, Principal network, Fire Carriers and the Cultural Reference Group, JPC Lightning Prem

Staff relationships with local kindergartens were able to be reestablished after Covid to try and support enrolments

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

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

Early Bird transition program kindergarten students enrolled at St John's was restarted

Student led Mission market was opened to the entire community to attend

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

Regular communication via the school newsletter and Operoo platform as well as regular emails and updates from staff to parents have helped to bring the community back together after being apart for what seemed such a long time.

### PARENT SATISFACTION

The MACSSIS survey from 2022 was only completed by a small group of parents despite regular requests. As such, the results are moderate at best. Family engagement was 41% which was due to the lock-downs during Covid and school climate remained constant at 85%.

## Future Directions

Consolidating amongst staff, consistent practices in learning and teaching that includes deep understanding of all curriculum areas using the Victorian Curriculum which is evidenced in the now established school wide planners

Greater evidence of student voice and agency, assessment, moderation and the use of feedback in reflection documents

Creation of a document that explicitly states how St John's approaches teaching and learning for all staff and specifically for the induction of new staff

Engaging teachers with the RE Curriculum to allow greater understanding of curriculum content

Building the data literacy skills of all staff in relation to the collection, analysis and utilising of information to meet the diverse needs of the student population.

Assessment moderation to develop consistency in assessment practices; around targets and expectations relative to the achievement standards; to develop in students meta cognitive and self-regulation skills and to provide more accurate reporting of differentiated student achievement

Implementation of the new Peer Coaching model across all levels

Developing more opportunities for student voice and agency e.g across school Buddy system, Grade 6 mentor program, etc

Introduction of neuroscience based learning programs and objectives