

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St John's Catholic Parish Primary School
Heidelberg

2019

REGISTERED SCHOOL NUMBER: 0909



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Minimum Standards Attestation

I, Maureen Stella, attest that St John's Catholic Parish Primary 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 2020

Our School Vision

Given St John's proud history and tradition within the Heidelberg community, we strive to empower the School's motto,

'Labora et ora,' Work and pray.

"An Inclusive Catholic community fostering a commitment to faith and nurturing a love of learning."



School Overview

St John's Catholic Primary School is situated approximately 13 kilometres from Melbourne. St John's has a rich and proud tradition dating back to its establishment in 1851. The school's purpose and motivation has always been to give an expression of the gospel values. This year we will introduce St John's new school vision, "An inclusive Catholic Community fostering a commitment to faith and nurturing a love of learning." This vision was a collaborative process involving Fr Mario, our Parish Priest, staff, students and parents and is proudly displayed and enacted in our school community.

Our vision maintains that effective learning encompasses every aspect of a person's life. We have built a reputation as a welcoming school with high expectations, where students and teachers consistently achieve excellent results. Our school strives to provide high-quality educational opportunities for students. St John's provides a diverse and rich curriculum as well as excellent cultural and sporting opportunities. To extend our core learning opportunities, we also offer a wide range of extracurricular programs. Literacy and Mathematics remain a key feature of our learning program. We have STEM (Science, Technology, Engineering and Mathematics) education, Respectful Relationships, Better Buddies program and the SAKGP (Stephanie Alexander Kitchen Garden Program). Parental engagement is welcomed and encouraged.

Providing learning support to our students is one of our highest priorities. Our school offers a Learning Diversity Leader, Education Support Staff and a Reading Recovery program. We have a number of initiatives that will develop our students' social and emotional learning and also promote a positive school environment.

Enrolments have remained consistent in recent years with 347 students enrolled in 2019, 161 boys and 186 girls. The school consists of 14 classroom, Library, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics) room, Performing Arts room, sports ground with synthetic turf, Parish tennis courts, netball/basketball courts, adventure playground, extensive garden areas and Parish / School hall.

The school is a feeder school to Marcellin College, Bullen and Our Lady of Mercy College, Heidelberg. The majority of students attend these schools; however, some students do attend government secondary colleges and other independent private schools.



Principal's Report

It is with pleasure that I present to you the 2019 Annual Report to the Community. This report is written in relation to the 2019 school year, in line with the Australian Government accountability requirement. Our strategic intent in this cycle of School Improvement 2018-2021 is, "To nurture our Catholic identity and to work collaboratively to engage students by personalising the learning through contemporary teaching practices". This Annual Report to the Community is an opportunity to reflect on and highlight key decisions, events, achievements and learnings of the 2019 school year.

Our School Improvement Plan 2018-2021 guides us in further developing and enhancing our school across the five spheres - Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community. St John's community is appreciative of the support of both the parish, school and wider community as we work together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

Our staff at St John's are a dedicated and experienced group of educators, who are committed to achieving the best outcomes for all students. The staff's approaches to learning and teaching are informed by best practice and they continue to improve their own professional learning, ensuring they remain consistent with research into best practices. Staff have their own Customised Individual Professional Learning Plans (CIPLP) which enable them to set professional goals and receive support through a coaching and mentoring process throughout the year. These goals are reviewed with the opportunity for further reflection and refinement in an Annual Review Meeting with the Principal. Teachers consistently use data to inform their teaching and plan the learning to meet the needs of all students, so that they are challenged and supported in their learning. Staff also place great emphasis on the social and emotional learning and wellbeing of the students in order to develop positive relationships with each student and to build a deep sense of connectedness within our St John's community.

Our school vision "An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning", guides us in working collaboratively with our Parish Priest Fr Mario and staff in our pursuit of excellence for our students. St John's has a long and proud history of community and our school is proudly Catholic. As a community, we celebrated the sacraments of Reconciliation, Eucharist and Confirmation, further supporting our students' faith development. We have continued to strengthen our school community's links with the parish with Year Level Masses throughout the year, as well as the school liturgies and Class Masses, to which families are warmly invited and encouraged to be involved as a faith community. Fr Mario has been most supportive of all these initiatives, providing guidance and insight to students, staff and parents.

Students are at the heart of all we do at St John's, with many opportunities for student voice and parent engagement, as we work in partnership with parents to further improve our students' engagement in their learning. St John's school continues to be part of the Learning Collaborative which is based on the work of Dr Lyn Sharratt. This project is based on research that focuses on 14 parameters that make a difference to students' learning. The staff have been involved in a number of initiatives as part of the Learning Collaborative, including the use of learning intentions, success criteria, Learning Walks and Case Management meetings, as well as the effective use of data to differentiate the learning, based on the students' needs.

We are well supported by the parents' engagement in our school and this is apparent in our School Advisory Council (SAC), Partners in Community (PIC) and parental assistance in the classrooms, excursions and other initiatives. Our PIC have organised numerous events throughout the year, including the Prep Welcome Night, Mother's and Father's Day breakfasts and stalls, special treat days for the students and Footy Day, to name a few. The PIC have been supported by the school community who have been generous with their time, effort and financial

support. The SAC have provided feedback and parental voice during our regular meetings throughout the year and a number of suggestions have been enacted.

This year we farewell two long standing staff, our Deputy Principal / Literacy Leader Mrs Carmel Armiento and our Learning & Teaching / Student Wellbeing Leader, Mrs Carolyn Walsh. Carmel and Carolyn have collectively contributed 45 years to learning and teaching at St John's school and they will be missed by many in our school and parish community. We look forward to the appointment of a new Deputy Principal and the formation of a new Leadership Team.

We continue to reflect on, seek feedback and evaluate all aspects of school life at St John's. We are proud of the quality of the learning and teaching, the positive and supportive relationships within our community as well as the warmth and welcome to all, for which St John's is renowned. It is with this in mind, that I congratulate our school community on our many achievements this year and look with hope and optimism to 2020.

Maureen Stella

Mrs Maureen Stella

Principal





Parish Priest's Report

Dear Members of our Community

As I look back upon another school year that has gone by, I thank God for his many gifts to us as a school community. Also thanks to the parents who have trusted us with their treasures, as we journey with them, educating them in the faith and training them in different academic subjects. I thank Mrs Maureen Stella, our school principal, for her hard work in leading the learning in our school, and all our wonderful staff who continue to work hard to accompany our students.

School life is a journey undertaken by us as a school, supported at all times by the parents, in favour of our students; each of these three partners needs to play a role to have a successful outcome. I also thank parents who are continuously involved in our School Advisory Council and our Partners in Community, as they contribute for the good of the students.

As I look back over 2019, I recognise that there are many good news stories to celebrate, as, hopefully, you can understand from this annual report to the community. I have the opportunity to share about and celebrate these stories in my weekly meetings with Mrs Stella and our school staff. I will comment on only one of these stories, which involves me directly: our intimate classroom celebrations of the Mass. To me they look like a type of 'Church in the family,' gathering with our students around the table of the altar and together celebrating Christ who has become food for us. I again thank the teachers for their participation in these Masses, and the many parents and grandparents who join us.

Once again, a great note of gratitude to all who are involved in the wellbeing of our students.

Thank you.

Fr Mario
Parish Priest



School Education Board Report

The School Advisory Council (SAC) acts as an advisory body to the School Principal and Parish Priest on a wide range of issues, including policies, curriculum and programs, school practices, student support services, fund raising, parent-school communication and school improvement. Most importantly, SAC participate in the ongoing efforts of the school to continuously improve student achievement and school performance. It is clearly highlighted and significantly emphasised that students and their safety must always be the first consideration for all decisions, as we work towards supporting the school in its role of developing the students' spiritual, intellectual, emotional, physical and social needs and capacities.

In 2019, the year was again highlighted by the strong, decisive and innovative leadership displayed by School Principal, Mrs Maureen Stella, Deputy School Principal, Mrs Carmel Armiento and Parish Priest, Fr. Mario who in the spirit of co-operation, worked collectively and collaboratively with other SAC members, including Parish Council Representative, Mr Chris Ratnayake, Teacher Representative, Mrs Sue Lew-Kee and Parent Representatives from each year level (Prep - Year 6). We were also privileged with the presence of representatives from Partners in Community (PIC), who shared their hard work, initiatives and achievements throughout the year, strengthening and fostering excellent working/ community relationships, as we all worked towards improving and developing Catholic faith, academic dimension and student wellbeing. All members felt supported, valued and encouraged to participate in the life of the school, as we assumed an important leadership role in the ministry of the school.

New innovation, positive thinking and forward planning/ direction being a main focus in teaching and learning throughout the year, SAC were presented with a School Principal's Report at each meeting. The Report highlighted our School Improvement Plan 2018-2021 and the five (5) spheres in further developing and enhancing our school: Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community. Some of the key learnings and focus at meetings included: Garden/ Playground Masterplan and update from Focus Group meetings, presented by Justin Staggard and Maureen Stella. We witnessed an enormous amount of time, energy and collaboration in the planning, co-ordination and execution of these plans. The highlight of the year, with plans to be commenced early next year; Digital Technologies/ STEM presentation facilitated by Tracey James, highlighting the updated technologies to hit the classrooms; Education in Faith updates facilitated by Sue Lew-Kee, Connie Bandiera and Fr. Mario. Here we witnessed an inspiring, powerful and life changing experience presented by Sue Lew-Kee and Fr. Mario and their participation in the Philippines Mission Immersion 2019. We were also privileged with the presence of Guest Speaker, Jan McCaffrey - "Plenary Council - Listening and Discernment", who also delivered an interesting and insightful presentation. The learning focus provided us with valuable information, updates and a vision for the future of our school.

I would like to sincerely extend my thanks, gratitude and appreciation to all members of the SAC for their time, contribution and commitment throughout the course of the year. Your willingness to engage and contribute in a positive and respectful manner to achieve outcomes and work towards supporting our school vision of being "An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning" is commendable.

It has been a pleasure and privilege to be a member of the SAC in 2019, both as a Parent Representative and the Chairperson. It has been an extremely positive and fulfilling experience and I look forward to the future ahead.

Mark Chetcuti

School Advisory Council, Chairperson



Education in Faith

Goals

To strengthen and enrich our school as a contemporary Catholic community.

Intended Outcomes

That students are able to understand and make meaningful, relevant connections between the Catholic tradition and their own lives.

That students are engaged in a contemporary RE curriculum

Achievements

Our mission is to follow Jesus by providing a welcoming and supportive learning environment where we strive to live the Gospel values of love, compassion, forgiveness, justice and peace. The school actively promotes the values of honesty, trustworthiness, integrity, respect, understanding, tolerance and responsibility.

As a Catholic school, it is important for us to celebrate as a Christ-centred community. St John's Catholic School continued to take every opportunity to celebrate and share our Catholic Faith and Identity through liturgies such as the Opening School Mass, Anointing of the Sick, the Feast of St John as well as weekday class and level masses for all year levels. At our Opening School Mass, we welcomed new families, Preps and new staff members.

There was a whole school focus on the major events of the Liturgical calendar of Holy Week, Advent and Christmas. Beginning with the Burning of the Palms to Ashes celebration, all the students took part in a Holy Week Celebration commencing with a procession along the street waving palms and greenery.

During the season of Advent, all students from Prep to Year 6 were led in prayer, story and music to broaden their experience and extend their understanding.

The Principal and Parish Priest meet weekly to ensure excellent two-way communication and support between school and parish.

VALUE ADDED

- Demonstrated the living faith through our Liturgical Celebrations including Parish Feast Day celebration, class, school and parish masses and liturgies, Community Memorials such as ANZAC Day and Remembrance Day, Sacramental Programs, Adult and student faith nights
- Principal attended monthly Parish Pastoral Council meetings and presented the Principal's School Report as an agenda item
- A School Prayer banner was made and used at all assemblies and school functions
- The practice of whole school Christian Meditation continued twice a week

- There was high parent and student participation evident during Family Faith Evenings
- Staff and Student Action Teams were established to oversee the foyer prayer space and student entrance display
- There was a continuing and enhancement of our responsibility of being a FIRE (Friends Igniting Reconciliation through Education) Carrier School via Yarra Healing, within the North Eastern Zone Network with several of our leaders from Year Five attending the FIRE Carriers Immersion and Training Day, with members of the Aboriginal Catholic Ministry
- Catholic Education Week was celebrated in March with students and staff attending the Annual Catholic Education Week Mass at St Patrick's Cathedral
- Senior school students and staff attended Mission Mass at St Patrick's Cathedral with other Catholic schools from the Archdiocese of Melbourne
- Through Professional Learning, staff were introduced to Religious Education learning descriptors as a scope and sequence developed by CEM
- Staff participated in Professional Learning about making meaning of concepts and using provocations in Religious Education, when planning for Inquiry Units
- Teachers continued to plan Inquiry Units to include a faith dimension
- Staff were provided with the opportunity to participate in a Spirituality Day 'Walking With God in Nature' facilitated by Peter Saunders from Ignatian Spirituality
- An invitation was given to staff to attend a missionary trip to the Philippines, along with members of the parish
- There was an ongoing high level of support for Social Justice Projects including, Project Compassion, Socktober and the Christmas Toy Appeal
- Staff continued to be involved in the weekly social justice action of collecting bread from a bakery and taking it to the St Vincent de Paul Soup Kitchen in Collingwood.
- Staff were involved in the Parish Program Coordinator's discussion about Plenary 2020 - Entering the second phase - Listening and Discernment
- Staff were provided with an opportunity to interpret the most recent St John's data in Religious Education and discuss the implications of this data in practice
- A number of Year 4 students were trained as altar servers
- Father Mario facilitated The Scripture Programme with the Year 5 students
- Confirmation classes attended parish Anointing Masses with the parishioners and following mass hosted a morning tea for the parishioners.

- Faith and Justice Student Leaders prepared and delivered prayer at Assembly
- The school environment continued to reflect our Catholic identity with sacred spaces made in the school foyer, corridor and classrooms. The church is on the grounds and remains a focal point for our faith celebrations.
- Our Catholic identity was enhanced in an ongoing way through a fortnightly Religious Education Newsletter
- Students lead the parish 'Carols on the Hill'
- Students were invited to take on various ministries at the parish Family Christmas Eve Mass



Learning & Teaching

Goals

To improve student learning outcomes through personalised, effective and stimulating teaching that builds student engagement and success in all areas of the curriculum.

Intended Outcomes

That student learning growth will improve.

Achievements

- Integrating Digital Technologies Professional Learning Staff Meeting – facilitated by Daniel Avano
- Learning Intentions and Success Criteria Professional Learning Staff Meeting – facilitated by Karilyn Gumley and Karen Crennan
- Learning Walks and Talks and the 5 Questions – Lyn Sharratt
- English CLT – Writing CLT – Karen Crenan
- Mathematics CLT – Westwood Data Wall
- Cyber safety CLT – Kate Wild
- Case Management embedded practice
- Stephanie Alexander Kitchen Program
- Cyber safety Family Evening (2 September)

Literacy

- Explore the use of Fountas & Pinnell's Reading strategies to inform planning
- Explore the use of Fountas & Pinnell's Reading Continuum to observe reading behaviours and inform planning
- Explore and build on our understandings around current theory and best practice in writing
- Built a common language across the school around the teaching of writing
- Formal implementation of Case Management
- Develop Professional knowledge in using Fountas & Pinnell's Benchmark Assessment System
- Introduction and development of English Data Wall, using PAT Reading data and BAS data
- Extensive professional learning using LI Learning Intentions and SC Success Criteria in literacy, within a Teaching and Learning Cycle for Reading and Writing
- Formalisation of digitally documenting Literacy student learning profile

Numeracy

- Introduction and development of Mathematics Data Wall using PAT Maths
- Extensive professional learning using LI Learning Intentions and SC Success Criteria in literacy within a Teaching and Learning Cycle for Mathematics
- Formalisation of digitally documenting Numeracy student learning profile
- Mathematics Family Learning Night

Digital Technology

- Kate Wilde – Cyber Safety

STUDENT LEARNING OUTCOMES

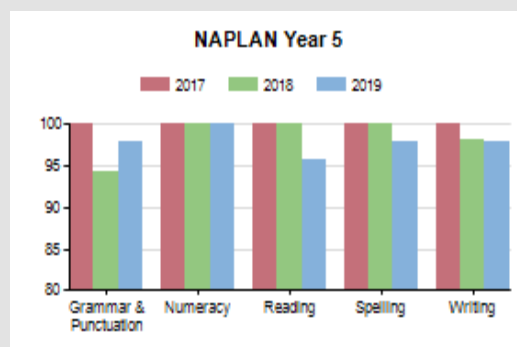
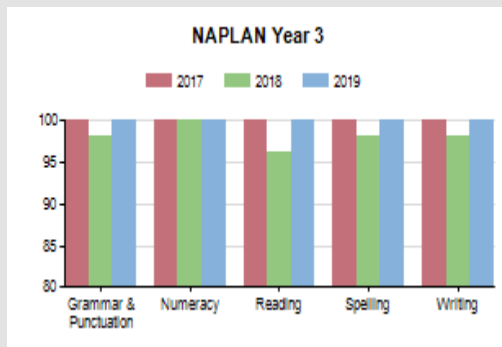
The data provides a snapshot of student performance as identified through NAPLAN, national testing. This data provides us with information about student achievement in Year 3 and Year 5. On-going school assessment and reporting data, including PAT Reading comprehension, PAT Maths and PAT Spelling, provide further analysis of the individual student's performance.

Year 3 students consistently achieved National Minimum Benchmarks in 2017, 2018 and 2019. From 2018 to 2019 students' performance improved with 100% of students in Year 3 achieved the National minimum standard in Grammar and Punctuation, Numeracy, Reading, Writing and Spelling. 2019 shows improvement in the areas of Grammar and Punctuation, Reading, Writing and Spelling.

Year 5 students achieved the National minimum standards in Numeracy in 2019. This achievement was sustained in 2018 in Reading, Numeracy and Spelling. Data showed that there was improvement made in Grammar and Punctuation, however there was a slight decline in Reading, Writing and Spelling.

School Performance Data Summary

E1074 St John's School, Heidelberg					
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	98.2	-1.8	100.0	1.8
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	96.2	-3.8	100.0	3.8
YR 03 Spelling	100.0	98.2	-1.8	100.0	1.8
YR 03 Writing	100.0	98.2	-1.8	100.0	1.8
YR 05 Grammar & Punctuation	100.0	94.2	-5.8	97.9	3.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	95.7	-4.3
YR 05 Spelling	100.0	100.0	0.0	97.9	-2.1
YR 05 Writing	100.0	98.1	-1.9	97.8	-0.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.6
Y02	93.2
Y03	91.6
Y04	92.7
Y05	91.7
Y06	89.8
Overall average attendance	91.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.0%
ALLSTAFF RETENTION RATE	
Staff Retention Rate	81.3%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.5%
Graduate	11.5%
Graduate Certificate	0.0%
Bachelor Degree	46.2%
Advanced Diploma	38.5%
No Qualifications Listed	19.2%
STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	23.1
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.9
Indigenous Teaching Staff (Headcount)	0

Student Wellbeing

Goals

To continue to develop a school-wide approach that will reinforce and strengthen positive relationships within the school community.

Intended Outcomes

That the wellbeing of all students at St John's School will continue to improve.

Achievements

The Student Wellbeing Core Team continued to work with the Student Wellbeing Leader to develop a whole school approach in promoting wellbeing, with a focus on prevention and early intervention linked to the School Improvement Framework.

A strategic approach was undertaken with the implementation of the Berry Street Education Framework Model, developing teachers' professional knowledge and supporting a consistent approach to Student Wellbeing across the school, Prep-Year 6.

VALUE ADDED

- Introduction of the new CEM Student Wellbeing Framework eXcel Wellbeing for Learning in Catholic School Communities as our Framework for guiding our work in Student Wellbeing
- The four dimensions of the eXcel Framework are:
 1. Enable: Safe, inclusive and respectful environments
 2. Connect: Nurturing, collaborative and authentic relationships
 3. Engage: Motivated, empowered and adaptable learners
 4. Learn: Explicit, purposeful and innovative teaching
- KidsMatter transitioned to the new Be You integrated mental health initiative, which aims to support young people from early years to 18. St John's continued to support Student Wellbeing informed by the BeYou initiative.
- The "Getting to Know You" program was conducted in each class during the first few weeks of the school year to establish a positive and welcoming learning community
- Staff reviewed initiatives actioned in response to Berry Street Professional Learning.
- School Wide Actions were established including the St John's values being reinforced through the rights and responsibilities;
 - The right to be Happy
 - The right to be Safe
 - The right to Learn

- The Behaviour Management was reviewed in consultation with Berry Street with a focus on:
 - A new St John's Behaviour Management Policy
 - A new St John's Behaviour Expectation Matrix
- Staff participated in a school closure on 27 August 2019. The Professional Learning was to review the Berry Street Model - Body and Relationships with Michelle Sampson. The professional learning included a review of de-escalation strategies in the classroom to support a climate of safety, happiness and learning.
- Seasons for Growth - Children & Young People's Program was made available to students requiring support with grief, loss and change.
- The Respectful Relationships Education Initiative was introduced across the school. The Respectful Relationships Initiative is endorsed by Catholic Education Melbourne. The CEM Wellbeing Unit have committed to providing ongoing support around the delivery of the Respectful Relationships Initiative. A Respectful Relationships Professional Learning Staff Meeting was conducted by Brigitte Walker and Maryanne Panucci. DET Project Leaders, with the implementation across the school of the 'Resilience, Rights and Respectful Relationships' resource -Topics 1- 4
- St John's maintained the Better Buddies initiative, which included four whole school key events each term and the Prep and Year 6 buddies working together on other activities regularly throughout the year. Better Buddies Friendship Day was celebrated Monday 4 March
- The Grandparents Day & Special Friends Day was celebrated during Catholic Care Family Week, 'Building Connections in the Spirit of Hope.'
- St John's proudly united with schools across Australia (Friday 15th March) to mark the National Day of Action against Bullying and Violence (NDA) with learning and actions taken at the classroom level.
- St John's participated in the Banyule Grand Parade on Sunday March 17th. In preparation for this, thirty-five students from Prep to Year 6 participated in a workshop at the school with creative arts company 'Fun Arts'. They decorated an instrument from a collection of recycled materials and learnt musical routines in preparation for their participation in Banyule Grand Parade.
- Better Buddies Book Week Day was celebrated, further supporting the development of friendships across the school
- Embedding the integration of Social and Emotional Learning across the curriculum by using 'split screen' learning intentions - i.e. a focus on the content and/or skill at the same time there is a focus on a learning disposition (Learning Powers)
- Teachers continued to build student engagement through a school wide approach to Inquiry Based learning, providing opportunities for greater student voice in the learning.
- In support of student engagement, student continued to participate in Student Led Conferences

- St John's established a partnership with 'Healing Minds' in order to have a psychologist visit the school once a week, supporting the needs of students in our care
- Kate Wilde worked extensively with staff and students, with a focus on supporting Year 6 with school engagement. Kate facilitated workshops with Year 6 students.
- Steven Plant - School Youth Focused Services supported leadership in planning for providing intervention and building capacity with a range of students in Year 6
- Student Voice was further enabled through student leadership in Year 6
- A Student Representative Council (SRC) was established seeking student voice Prep to Year 6

STUDENT SATISFACTION

Results from the 2019 School Improvement Survey show that students place high importance around doing well at school. They feel that their teachers encourage them to do their best. Students believe that the teachers have high expectations overall of students as learners, including their effort, understanding, persistence and performance.

Students embrace the opportunity to give feedback and contribute to school based decisions. The introduction of Student Representative Council from Prep to Year 6 gave our students the opportunity to voice their opinions about what matters to them in our school.

Students have a strong sense of Catholic Identity, acknowledging prayer as an ongoing part of their daily routine.

In relation to student safety, evidence from the School Improvement Survey show that students feel safe and interact in a positive way.



STUDENT ATTENDANCE

How non-attendance is managed by the school

Implementation:

- Education is a sequential process. Absences often means that students miss important stages in the development of topics, causing them to find “catching up” difficult and therefore absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school explaining why an absence has occurred.
- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are entered into N-Forma by the teachers
- Admin staff, review the data entered into N-Forma and make contact with the parent of any child marked absent without confirmation of non-attendance from a parent
- A copy of the attendance is printed and keep it in the office until the end of the year and then it is archived
- Staff are asked to inform the Principal if a student is away for more than 2 days.
- The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.
- The Principal will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.
- Parents need to notify the Principal if their child/children are will be away for more than one week and the Principal will provide the parents with an attendance letter notification.
- Ongoing unexplained absences or lack of cooperation regarding student
- Non - attendance may result in a formal conference being organized.
Unresolved attendance issues may be referred to D.H.S.
- “IT’S NOT OK TO BE AWAY” will be promoted on a regular basis
- Student absences will be noted on the formal school report – Semester 1&2.

Child Safe Standards

Goals and Intended Outcomes

To continue to improve the care and safety wellbeing of all students

Achievements

Received compliance for Child Safe policies and procedures through the VRQA review process (Ministerial Order No. 870) in 2017.

Staff meetings which included:

- Review of Child Safe Standards, Mandatory Reporting, Risk Management, Cybersafety, Behaviour Management, PPC,
- Principal and Parish Priest meetings where Child Safety is an agenda item.
- Processes for visitors and contractors were fully implemented including an induction process.
- Risk Management processes continued to be implemented.
- The School Community continued to be informed of the Child Safe Standards through the School Advisory Council and newsletter items
- Child Safe policies made accessible through the school website
- Staff Professional Learning included:
Student Wellbeing Cluster Meetings with Child Safety focus (leadership team)

Leadership & Management

Goals

To grow and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement

Intended Outcomes

That staff learning and teacher confidence will improve.

Achievements

- CIPLP – development of Customised Individual Professional Learning Plans
- Steven Plant – Youth Focused School Services (16 May)

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

30 th January	School Closure Day First Aid Training	St John's Ambulance
22 nd February	Growth Coaching 'Leaders for Learning' collective' for Leadership Team	Gray Ryan
5 th March	Growth Coaching 'Leaders for Learning' collective for Leadership Team	Gray Ryan
8 th March	School Closure Day Spirituality	Peter Saunders Ignatian Spirituality
20 th March	Annual Report to Community Professional Learning Principal & Deputy Principal	Catholic Education Melbourne
3 rd April	ICON Briefing	Catholic Education Melbourne
4 th April	Principal Spirituality Formation Professional Learning	Catholic Education Melbourne (James Gould House)
23 rd April	School Closure Day Berry Street Educational Model - Body	Tom Brunzell (Director of Education Berry Street)
30 th April 18 th June 24 th July	Enhancing Leadership Team Capabilities Learning Collective	Insight SRC

1 st May	Gifted Students Professional Learning	Catholic Education Melbourne
13 th May	Growth Coaching	Gray Ryan
17 th May	Dr Lyn Sharratt Learning Collaborative Professional Learning – Principal PL	Dr Lyn Sharratt
22 nd May 28 th May 29 th May 30 th May 16 th July	ICON Training	Catholic Education Melbourne
22 nd May	Lyn Sharratt Learning Collaborative Professional Learning – Leadership PL	Dr Lyn Sharratt
27 th May	NCCD Briefing – Professional Learning - Learning Diversity Leader	Catholic Education Melbourne
21 st June	School Closure Day Berry Street Educational Model - Relationship	Berry Street
17 th July - 22 nd July	Principal Spirituality Formation Retreat	Peter Saunders Ignatian Spirituality
25 th July	Data Retention Top 2 Bands	Eastern Region Network
2 nd August	OOHC (Out of Home Care)	DEET/ CEM
8 th August	Success Criteria - Workshop	Catholic Education Eastern Region
27 th August	School Closure Student Management & Berry Street Consultation	Michelle Sampson
4 th September	Learning and Teaching Network Day	Lyn Sharratt
5 th September	Learning Collaborative Team Professional Learning Day	Catholic Education Eastern Region
6 th September	Learning Collaborative Principal Professional Learning Day	Catholic Education Eastern Region
12 th September- 29 th September	Principal's Pilgrimage – The Holy Land	Catholic Education Melbourne

11 th October	STEM MAD (Making a Difference) Professional Learning	Catholic Education Melbourne
22nd October	NCCD Cluster	Catholic Education Eastern Region
4th November	School Closure - Report Writing	Staff
8th November	CEMSIS Data Workshop Croydon	Catholic Education Eastern Region
21st November	Principal Exec- Dr Lyn Sharratt The Learning Collaborative	Catholic Education Eastern Region
5th December	School Closure Day Learning & Teaching: Learning & Teaching Plan 2019 - 2020	Learning & Teaching Leader

NUMBER OF STAFF WHO PARTICIPATED IN PL in 2019

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1000-

TEACHER SATISFACTION

Results from the 2019 School Improvement Survey show that 100% of staff at St John's are respectful to the students in their care. Staff are positive towards their colleagues and work in a supportive collegial manner. The staff share a view that the school leaders are highly respectful towards them personally and professionally, clearly sharing the aspirations and goals of the school, with a shared ownership of the school's improvement plan.

Professional learning is highly valued at St John's and teachers report that this learning has improved their professional practice. Teachers work in collaborative year level teams, reflecting upon student learning and professional practice.

St John's staff feel passionately about the safety of the students in their care as reflected in the results of the 2019 School Improvement Survey. Staff feel confident that the wellbeing of students is discussed in an ongoing manner. Staff participate in open and honest dialogue, dealing with sensitive topics in a professional manner. Staff feel supported when dealing with student conflict.

Catholic Identity is strong at St John's with 100% of staff understand the place of prayer in all gatherings throughout the school year, including staff meetings, school assemblies and parent gatherings. Additionally, the staff highlight that the Catholic Church's liturgical seasons are woven throughout the school year, both in community celebrations and learning.

School Community

Goals

To build and sustain a positive outward facing learning community.

Intended Outcomes

That community partnerships are strengthened to support student learning.

Achievements

- The School Advisory Council was given the opportunity to provide feedback to school leadership about school policies, extra-curricular activities and the Masterplan for the Garden and Playground.
- Elected new Partners in Community (PIC) president and committee worked with the Parish Priest, Principal, staff and community members in building a positive school community which promotes belonging and connectedness.
- PIC initiatives supported the Child Safety Standards within the school
- PIC facilitated the Welcome Night for parents and students new to the school
- Prep Parents morning tea hosted by PIC
- Fundraising activities were conducted through the PIC including the Colour Fun Run, Winter Glam Night, Doughnut Day, Footy Day, Sausage Sizzles and Pie Day.
- Mother's Day Stall & Father's Day Stall and Breakfasts organized by PIC
- The school welcomed opportunities for parent feedback through surveys
- Learning expos for students to share their learning including the School Showcase Performance
- Parents volunteered as classroom helpers, classroom representatives, assisting with excursions, working bees and school administrative tasks
- Year Six students attended the Anointing of the Sick Mass and escorted the attendees to a morning tea
- The school supported the involvement of Community Service and Work Experience students from Secondary colleges.
- St John's students, families and staff participated in St Vincent De Paul's Christmas appeal
- Parents were invited as guest speakers where appropriate, to share their expertise with students.
- Teachers used the Seesaw App and Learning Presentations at School Assemblies to share student learning.
- Continued use of FlexiBuzz App to communicate information to the school community.
- Year 6 students participated in Interschool Sport activities and regional athletics.

- Participation in a wide range of district and regional sporting events
- Developing closer links with OLMC supporting Year 9s students to engage in their community service activities helping in LRC on a weekly basis
- Music program with feeder school OLMC, Heidelberg
- Grandparents Day/Special Friends Day
- Maths family night
- Year Six Graduation ceremony hosted by Year 5 parents
- Continue to support Social Justice causes in partnership with parents e.g. Caritas, St Vincent De Paul
- Year Six Graduation ceremony
- Parents and Grandparents invited to Class Masses and to fortnightly School Assemblies
- Personalised school tours by Principal
- Comprehensive Presentation for prospective Prep parents facilitated by the Principal, Leadership Team and school captains
- Invitation to parents to attend Whole School Mass
- Second-hand Uniform Shop run by parent volunteers
- Classroom Helpers support training
- Play Group held in School Hall
- Carols Night
- Italian Day/Gelato Day
- St John's Netball Club teams train on school grounds
- Code Camp conducted during School holidays
- School community invited to join St John's Tennis Club
- Participation in Banyule Festival
- Year 4 students sang the National Anthem at the opening of the renovated Woolworths store in Heidelberg
- Promote local communities by selling badges on behalf of the RSL and Cancer Institute

PARENT SATISFACTION

St John's parents report a strong sense of Catholic Identity evidenced through data collected in the 2019 School Improvement Survey. Parents report a high respect for the Catholic religion emphasised at St John's Catholic Primary School. Parents have a strong understanding of the Catholic ethos that underpins the policies and practices of the school.

Parents feel positive about communicating with the school and feel that the school communicates well with all people. They believe that the students are highly respectful to the teachers and that they enjoy going to school. Parents report that the schools' approach to discipline works well for their child/ren and share that their child is safe at school.

Parents participate in dialogue with other parents from St John's and have engaged in the community through involvement in activities the school. Parents have access to an online portal and 100% of parents have used this online communication tool.



Future Directions

St John's Catholic Primary School Heidelberg will continue to enhance our students' learning opportunities. We will be guided by our vision, *"An inclusive Catholic community fostering a commitment to faith and nurturing a love of learning"*. In 2020 there will be an ongoing focus on:

- Further exploring our Catholic Identity in the context of our school and the wider community, with a strong emphasis on staff Faith formation.
- Enhancing our Leadership Team's capacity as instructional leaders through a coaching, mentoring and feedback framework.
- Welcoming a new Deputy Principal/Learning & Teaching/ Student Wellbeing Leader, eLearning Leader, Mathematics Leader and Learning Diversity Leader to our Leadership Team.
- Supporting teachers' understanding of the use of data to improve student learning outcomes.
- Strengthening our student wellbeing and learning and teaching practices to motivate, engage and empower our students.
- Continued parental engagement in their children's learning.
- Enhancement of our garden and play space areas.

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