

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St John's Catholic Parish Primary School**  
Heidelberg

**2018**

REGISTERED SCHOOL  
NUMBER: 0909



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## Contact Details

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PARISH PRIEST	Fr Mario Zammit
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E NUMBER	1074

## 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May, 2019

## 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 is a Catholic Parish Primary School in Heidelberg, established in 1851, that caters for students from Prep/Foundation to Year 6. The school is very proud of its tradition and subsequently takes responsibility to preserve and treasure this.

St John's has a reputation for being a welcoming community and we highly value the family parish relationships that have been developed. As a dedicated and professional staff, we provide a contemporary and engaging learning environment. Our evolving emphasis on personalised learning enables our students to develop responsibility and ownership for their learning, as well as the necessary 21st century skills they need to contribute meaningfully to our global world. The emphasis on contemporary learning strategies and integrating technology across the curriculum has continued to be a focus.

Student Wellbeing has been a strategic focus by our school. The KidsMatter Framework was implemented from the beginning of 2015 to further develop a whole school approach to Student Wellbeing practices. The restructuring of student leadership roles has encouraged greater student voice and allowed students to increase their participation and responsibilities in decision making.

St John's actively seeks to engage the school community in developing its relationship with the Catholic faith and enhancing our Catholic identity. The Parish Priest, staff, parents and students acknowledge the school's role in developing the student's relationship with their Catholic faith.

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Enrolments have remained consistent in recent years with 328 students enrolled in 2018. Feedback from our school tours have been very positive and this is reflected in the increasing enrolments at St John's. St John's school is highly regarded as a school of choice within the wider community.

The school consists of 14 classrooms, Library, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics) room, Performing Arts room, sports ground with synthetic turf, Parish tennis courts, netball/basketball court, adventure playground, extensive garden areas and Parish/School hall.

The school is a feeder school to Marcellin College, Bulleen (a boys' secondary college) and Our Lady of Mercy College, Heidelberg (a girls' secondary college). The majority of graduating students attend these schools; however, some students do attend government secondary schools and other independent private schools.



## Principal's Report

It is with pleasure that I present to you the 2018 Annual Report to the Community. This report has been compiled in relation to the 2018 school year, in line with the Australian Government accountability requirement.

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 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 2018 school year.

Our staff at St John's are a professional and dedicated group of educators, who are open to embracing opportunities to be reflective and innovative in their learning and teaching. My Leadership Team, along with the staff and Parish Priest Fr Mario's support our new school vision of being "An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning." We strategically allocate time and financial resources in further enhancing our teachers' capacity, in our pursuit of excellence for our students.

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 has a long and proud history of community and the school is proudly Catholic. The students celebrate Masses and liturgies with respect and reverence. There is a strong sense of Catholic Identity evident and staff are well supported by the Religious Education Leader, Connie Bandiera and Parish Priest, Fr Mario. Connections to Parish are promoted and encouraged through class masses in the classrooms and year level masses, as well as whole school Masses in the Parish Church.

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. We continue to reflect on, seek feedback and evaluate all aspects of school life at St John's and we are very proud of the quality of the curriculum, the strength of the relationships within our community, and the underlying sense of wellbeing that permeates school life at St John's.

Maureen Stella  
Principal



Principal Awards-Students achieving a Principal Award for their excellent learning.



St John's 2018 School Captains

## Parish Priest's Report

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Dear Parish School Community,

I would like to start this short reflection with a note of gratitude to parents and members of the parish community who, in spite the great tragedy of child sex abuse that has happened at the hands of the Catholic Church, they still trust us with the education of their treasured children. From our part, Mrs Stella as Principal, and myself as leader of the parish, promise to continue to do our very best to ensure that your children, our students, are safe at our school.

I try to participate in the life of the school as often as I can and I thank our excellent staff for their constant cooperation. I try to spend some time in the school yard before school starts, participate in whole school and level Masses, organised by Mrs Bandiera, our Religious Education Leader and celebrate Masses in each of our classrooms. This last initiative has been very successful and we are often joined by parents and grandparents.

Another activity I take part in is the study of scriptures in Year 5. Each year, I spend four sessions with our Year 5 students discussing with them four stories from the bible. Year 5 students are then invited and encouraged to get involved in reading scripture at our Sunday Masses.

Thank you to all staff and parents who are involved in the smooth running of our parish primary school.

Thank you.

Fr Mario  
Parish Priest



## School Advisory Council Report

### SAC Chairperson's Report 2018

In 2018, the St John's Primary School Advisory Council (SAC), worked collaboratively with Principal, Maureen Stella, Assistant Principal, Carmel Armiento, Father Mario, Parish Council Representative, Chris Ratnayake, teacher representative, Rachel Devine and parent representatives from each year level. We were also joined by representatives from the PIC which further strengthened our connection, communication and support for their wonderful initiatives.

Each meeting began with a prayer and this year we utilised the new, collaboratively created, St John's Catholic Parish School Prayer. A Principal's report was given at each meeting which covered the 5 spheres: Education in Faith, Learning and Teaching, Student wellbeing, Leadership and Management and School community. This provided the Council with great transparency and information relating to these areas, and the initiatives that are being implemented or continued by the school, to support student learning and further develop teaching skills.

Each parent representative was also provided with an email for their year level, which was constantly advertised in the School Newsletter, so that parents had an easy and direct method to email any issues or feedback that the Council may need to discuss. Having a learning focus for each Council meeting further increased our knowledge of upcoming or current school initiatives. Some of the highlights this year were: Year 6 learning environment and pedagogy, facilitated by Angela Pope Learning Collaborative Project St John's focus: Reading Respectful Relationships, facilitated by Carolyn Walsh School Website upgrade School Garden and playground design upgrade Budget and finance information, facilitated by School Accountant Rodney Kwok

I would like to thank all Council members for their time, effort and for their willingness to engage openly, in a respectful and collaborative manner, in all discussions. It is clear that we all have a passion to continue to make St John's Primary School an amazing place of learning and community for the children, and the wider community. I would also like to thank Maureen Stella for the positive initiatives and direction she has for our school and for always being so proactive in seeking parent and community feedback.

It is exciting to see what will be achieved and we look forward to another productive year in 2019.

Cathy Liparota  
School Advisory Council, Chairperson

## Education in Faith

### Goal

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. We gather throughout the year to celebrate the Eucharist in level groups and as a whole school. We support the sacramental programmes of Reconciliation, Eucharist and Confirmation. Parents, as the first educators of their children, play a vital role in supporting their children through the preparation stages of the Sacraments. This is also supported by Faith evenings for parents of children receiving sacraments for the first time.

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 and the Feast of St John as well as weekday class 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. All the students took part in a Holy Week Celebration beginning 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.

There is continued excellent two-way communication and support between school and parish.



#### VALUE ADDED

- Demonstrated the living faith through our Liturgical celebrations, Parish Sacramental celebrations, Parish Feast Day celebration, class, school and parish masses and liturgies, Community Memorials such as ANZAC Day and Remembrance Day, Sacramental Programs, Family faith sacrament nights.
- Continued the celebration of Mass in the classroom.
- Maintained whole school Christian Meditation three times a week.
- High parent and student participation evident during Family Faith Evenings.
- Continued and enhanced our responsibility of being a FIRE Carrier School via Yarra Healing, within the North Eastern Zone Network with several of our leaders from Year Five and Six attending FIRE Carriers immersion and reflection day with members of the Aboriginal Catholic Ministry.
- Celebration of Catholic Education week in March with student attending the Annual Catholic Education Week Mass at St Patrick's Cathedral.
- Continued to work with the Horizon of Hope framework to plan and to include faith dimension in inquiry units of work. CEM Regional Consultant attended planning sessions to assist in the integration of Religious Education and Inquiry.

- The high level of support of Social justice activities such as collecting food for St Vinnies Winter Appeal and Christmas Hampers.
- Staff involved in the weekly social justice action of collecting bread from a bakery and taking it to the St Vincent de Paul Soup Kitchen, Collingwood.
- The training of students from Year 4 as altar servers.
- The Scripture Programme facilitated by Father Mario with the Year 5 students.
- Confirmation class attend parish Anointing Masses with the parishioners and following mass, host a luncheon for the parishioners.
- Faith and Social Justice Student Action Teams restructured, student leaders prepared prayer for school Assembly.
- The school environment reflects our Catholic identity with sacred spaces in the school foyer, corridor and classrooms being central to the faith life of the school. The church and school are in close proximity and remains a focal point for our faith celebrations.
- Continued to promote the Catholic identity of the school through a fortnightly Religious Education newsletter communication.
- Students lead the Parish Carols Night
- Students take on various ministries at the parish Family Christmas Eve Mass.



#### VALUE ADDED

- Better Buddies FIRE Carriers Day - whole school participation in activities that centred on Aboriginal and Torres Strait Islander perspectives
- Increased student voice in Faith and Social Justice initiatives
- School Vision
- Celebrating Mass in classrooms

## Learning & Teaching

### Goal

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

### Intended outcome

That student learning growth will improve.

### Achievements

- Continued weekly English and Mathematics CLT meetings facilitated by the curriculum leaders.
- A focus on the learning and teaching cycle in level CLT meetings where the inter-relationship between teaching, learning and assessment, informed teaching and learning practice.
- Continued to build the capacity to use student evidence and data analysis to drive a differentiated curriculum that better targets the students' learning needs.
- Professional learning focused on Lynn Sharratt's 14 Parameters - an initial introduction was facilitated by the Leadership Team and subsequent whole staff sessions focused on the purpose and structure of Data Walls, Case Management and Learning Walks.
- Inquiry Based Learning continued to be a focus for the year - Lisa Heffernan, CEM Regional Consultant, attended planning sessions to assist in the integration of Religious Education and Inquiry.
- Staff participation in professional learning about Parent Engagement facilitated by Tony Dalton, education consultant.
- Continued the implementation of learning intentions and success criteria across all learning areas.
- The embedding of learning dispositions (Learning Powers) across the school – i.e. Collaboration, Self-Management, Thinking, Researching & Communication through the creation of 'split screen' learning intentions.
- Goal setting across the school using these Learning Powers
- Ongoing self-assessment practices.
- Student Led Conferences to share learning growth and achievements.
- Continued familiarization of the content and structure of the Victorian Curriculum.
- A Learning and Teaching Plan for 2019 -2020 was created to ensure that the content of the Victorian Curriculum will be addressed at each level for the next 2 years.

### Literacy

- Introduced a whole school approach and framework in Reading.
- Implemented whole school Benchmark Assessment Strategy- Fountas and Pinnell.
- Focused professional learning on reading accuracy, reading fluency and reading comprehension.
- Focused professional learning on guided reading strategy.
- Introduced student Data Wall to demonstrate student growth.
- Continued assessment in PAT Reading and PAT Spelling.

- Introduced Prep-Year 6 collaborative learning team and continued level collaborative learning teams
- Reading Recovery intervention program continued to support students in Year One



### Numeracy

- Focus professional learning on the Mathematics Proficiency Strands and aligning these to the content areas of the Mathematics curriculum.
- Continued an investigation based approach to teaching using iMaths. Investigations are designed to engage and motivate students by using real-life contexts and apply the maths concepts of the Victorian Curriculum to real-life situations.
- As an assessment tool, teachers access *Essential Assessment* to identify the strengths and areas of need for students in Years Three to Six.
- Extension Maths Programs, for example, Maths Olympiad to critical thinking and problem solving skills.



## Digital Technologies

- Increased use of integrated technology in the classroom (use of iPads, Chromebooks and G Suite for Education).
- Server upgrade and environment rebuild (new technical support team).
- Update of operating systems on windows and apple devices.
- Introduction of Zulu Desk for iPad & App management.
- Introduction of the online ticket system for technology issues.
- Introduction of proxy monster cache that allowed students quicker access to the internet.
- Continued use of Flexibuzz and SeeSaw aligned with the 2017 Communication Policy.
- Planned rebuild of the school's website.
- Introduction of Passtab for digital sign in of students, parents, visitors and contractors.
- Update of office foyer display, showcasing student learning.



## 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 2016, 2017 and 2018. In 2016 and 2017 100% of students in Year 3 achieved the National minimum standard in Reading, Spelling and Writing. 2018 shows a slight drop in these areas.

In 2017 and 2018, 100% of students in Year 3 achieved the National minimum standard in Numeracy, a significant improvement when compared to 2016.

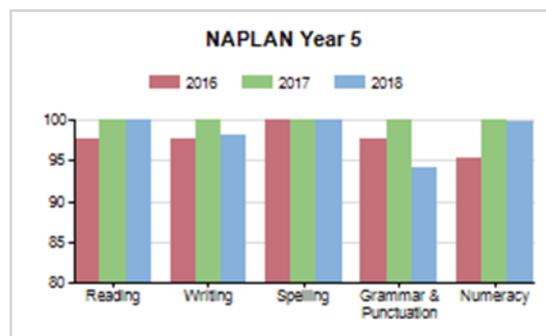
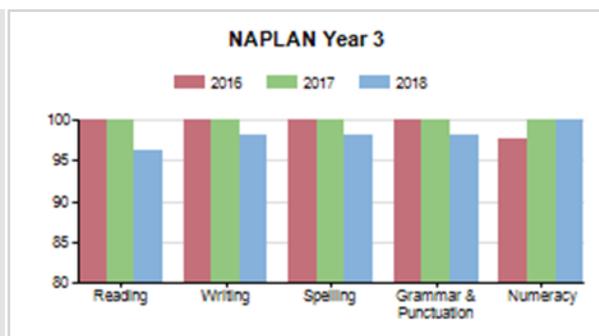
Year 5 students achieved the National minimum standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy in 2017. This achievement was sustained in 2018 in Reading, Numeracy and Spelling.

**E1074**  
**St John's School, Heidelberg**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 03 Grammar & Punctuation	100.0	100.0	0.0	98.1	-1.9
YR 03 Numeracy	97.8	100.0	2.2	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	96.2	-3.8
YR 03 Spelling	100.0	100.0	0.0	98.1	-1.9
YR 03 Writing	100.0	100.0	0.0	98.1	-1.9
<b>Year 5</b>					
YR 05 Grammar & Punctuation	97.7	100.0	2.3	94.2	-5.8
YR 05 Numeracy	95.3	100.0	4.7	100.0	0.0
YR 05 Reading	97.7	100.0	2.3	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	97.7	100.0	2.3	98.1	-1.9

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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	93.1
Y03	92.3
Y04	92.7
Y05	93.3
Y06	93.9
Overall average attendance	93.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.8%

STAFF RETENTION RATE	
Staff Retention Rate	70.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	17.4%
Graduate Certificate	4.3%
Bachelor Degree	60.9%
Advanced Diploma	39.1%
No Qualifications Listed	4.3%

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STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	24.8
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	3.7
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.
- Continued the implementation of KidsMatter. The focus was on Component 3 'Working with Parents and Carers'. Staff professional learning centred on Parent Engagement facilitated by Tony Dalton, education consultant.
- School wide participation in the Respectful Relationship initiative - actions included: professional learning for staff and an introduction for parents facilitated by Brigitte Walker and Maryanne Panucci, DET Project Leaders, implementation across the school of the 'Resilience, Rights and Respectful Relationships' resource -Topics 1-4
- 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)
- The KidsMatter Student Action Team was maintained. Actions included: leadership role on Better Buddies Day, compiling a list of ideas for actions from the student body, establishing lunchtime clubs.
- Continued to build student engagement through a school wide approach to inquiry based learning providing opportunities for greater student voice in the learning.
- Consolidated a whole school approach to goal setting and self-assessment.
- Continued Student Led Conferences.
- Our transition policy was implemented through actions such as:
  - Beginning of the year - time allocation for staff to collect information about their new students, an updated personal profile for each student compiled using NWellbeing, building positive learning environments through the explicit teaching of the interpersonal skills needed to learn together, Parent /Teacher/Student "Getting to Know You" interviews, a whole school welcome Mass and a Better Buddies Friendship Day.

- End of the year transition activities included: Prep transition forms sent to all Kindergartens, Kindergartens visited by the Prep teachers, a Prep parent information night, orientation mornings for all new Prep students where Year 6 buddies for 2019 were introduced, a transition session for all students in Year One to Six, a transition meeting between Year 6 teachers, students and secondary school staff, transition sessions for the Year 6 students which included feelings about starting at secondary school, practical tips for organization, public transport familiarization (facilitated by Metro Trains) Student leadership program for Year 5s which included identifying the characteristics of a good leader, preparing and presenting a speech for student leadership and familiarization with the responsibilities of being a senior Better Buddy.
- 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.
- Other whole school events included: National Day of Action Against Bullying and Violence and eSmart Week.
- Partnership with 'Healing Minds' in order to have a psychologist visit the school once a week.

### STUDENT SATISFACTION

The new School Improvement Surveys, SIS indicate that students feel that their teachers have high expectations of their effort, understanding, persistence and performance in the learning. Students believe they have a positive and well developed 'Learning Disposition' with a growth mindset.

Students are embracing the opportunities 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.

In relation to student safety, students feel empowered to approach an adult on issues relating to their safety.





## 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 recorded on the electronic attendance and the Administrative staff are to re-enter it onto SAS 2000 roll daily
- Parents will be contacted when a daily absence is unexplained
- 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 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 climate will improve.

### Achievements

- Leadership team were guided by Mrs Denise Arnel, (Faith Education Consultant) in facilitating staff, student and parent voice in the development of our new school vision.
- Leadership team worked in collaboration with Catholic Education support staff.
- Facilitated staff feedback via the use of reflection tools.
- Enhanced teachers' pedagogical knowledge through a formal process of Customised Individual Professional Learning Plans (CIPLP).
- Leadership team trained in leading staff and parents in Community Conversations.
- Enhanced parental engagement in the learning with Community Conversations and Learning Walks.
- Continued to provide professional learning and support in the use of Google drive to improve communication and collaboration.
- Leadership team participated in a Learning and Teaching Collaborative and introduced Student Case Management meetings, Data Walls and Learning Walks.
- Developed a National Consistent Collection Data (NCCD) team to support teachers' knowledge and understanding of student diversity.
- Established a Student Representative Council from Prep to Year 6 to enable more student voice in the life of our school.
- Leadership team supported teachers' pedagogical understanding in Mathematics facilitated by Michael Ymer, educational consultant.
- Leadership team report writing – moderation meetings with teachers.
- Leadership team supported staff with Respectful Relationships Professional Learning.
- Transition meetings with new staff.
- Worked with key stakeholders in the establishment of a school Masterplan for our Garden and Play Space.
- Continued enabling more parent voice in School Advisory Council meetings, especially in relation to our Garden/Play space Masterplan.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2018**

**Whole Staff Professional Learning 2018**

<b>Date</b>	<b>Focus</b>	<b>Facilitator</b>
30th Jan	School Closure Day School Community: Parent Engagement	Tony Dalton
5th & 6th February	Student Wellbeing: Child Safety Standards Behaviour Management Mandatory Reporting	Leadership Team
27th Feb 15th May 21st August 13th Nov	Student Wellbeing: Learning Diversity: PLP Writing	Student Diversity Leader and Enza Brunnetta (CEM)
6th March	Learning & Teaching: Lyn Sharratt's 14 Parameters	Leadership Team
13th March	Education in Faith: RE Framework	Education in Faith Leader
21st March	Leadership & Management: Emergency Management Training	Dynamiq Emergency Management
27th March	Learning & Teaching: Inquiry Based Learning	Learning & Teaching Leader
17th April 16th Oct	Leadership & Management: Report Writing Guidelines	Leadership Team
24th April	Learning & Teaching: Integrating Indigenous Perspectives	FIRE Carrier Leader
1st & 8th May	Learning & Teaching: Lyn Sharratt's Parameter 6 - Case Management	Leadership Team

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30th May	Student Wellbeing: Respectful Relationships	Maryanne Panucci & Brigitte Walker	
5th June	Student Wellbeing: Learning Diversity - Introduction to NCCD	NCCD Team	
12th June 4th Sept	Education in Faith: Integrating RE and Inquiry	Education in Faith Leader	
22nd June	School Closure Day Leadership & Management: School Vision	Denise Arnel	
24th July	Education in Faith: Engaging with Scripture	Lisa Heffernan (CEM)	
31st July & 14th Aug	Student Wellbeing: Learning Diversity - DCCD Modules	Learning Diversity Leader	
10th September	School Closure Day Learning & Teaching: Mathematics	Michael Ymer	
9th October	Learning & Teaching - 2018 NAPLAN analysis	Leadership Team	
30th October	Learning & Teaching: Learning & Teaching Plan 2019 - 2020	Learning & Teaching Leader	
5th December	School Closure Day Learning & Teaching: Learning & Teaching Plan 2019 - 2020	Learning & Teaching Leader	
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>		30	
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>		\$900	

### TEACHER SATISFACTION

Staff fully support and promote the Catholic Identity of our school through participation in prayer, liturgies, sacramental masses and other school and Parish events.

Staff are supportive of the leadership team's endeavours and work in establishing quality relationships. Staff acknowledge the amount and quality of feedback they receive. Elements that have contributed to this positive change include staff's sense of Supportive Leadership, Empathy and Professional Growth.

Staff fully support the processes and practices at our school in relation to our students' physical and psychological safety and wellbeing.



## 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 provided advice in assisting leadership about curriculum, extra-curricular activities and school policies
- 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 worked to support the Child Safety Standards within the school
- PIC and SAC facilitated the welcome of parents and students new to the school
- 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 organized by PIC
- The school welcomed opportunities for parent feedback through surveys
- Learning expos for students to share their learning including the School Visual Arts and Learning Showcase
- Families volunteered their time to take care of the school chickens' over the school and holidays.
- Parents/Grandparents volunteered as classroom helpers, classroom representatives, assisting with excursions, working bees and school administrative tasks, as well as our Stephanie Alexander Kitchen Garden Program
- Year Six students hosted a luncheon for those parishioners who attended the Anointing of the Sick Mass.

- The school supported the involvement of Community Service and Work Experience students from Secondary colleges.
- Christmas gifts were collected for distribution through St Vincent De Paul.
- Parents were invited as guest speakers where appropriate, to share their expertise with students.
- Teachers used the Seesaw App and blogs to share student learning.
- Continued use of FlexiBuzz app to communicate information to school community.
- Year 5 and 6 students participated in Interschool Sport activities and regional athletics.
- Inquiry units made links with broader community
- Developed closer links with OLMC by providing opportunities for their students to work with our students
- Extra-curricular Music Program provided by h feeder school OLMC
- Grandparents Day/Special Friends day
- Puberty Parent Night (Kate Wilde)
- Maths/Digital Technologies family night
- Year Six Graduation ceremony hosted by Year 5 parents
- Participation in a wide range of district and regional sporting events
- Continued use of FlexiBuzz to communicate with our our school community
- Support from parents with Interschool Sport and regional athletics.
- Inquiry units make links with broader community
- Developing closer links with OLMC by providing opportunities for their Maths, Psychology and P.E. students to work with our students
- Music program with feeder school OLMC

- Mother's Day Stall & Father's Day Stall
- Continue to support Social Justice causes in partnership with parents e.g. Caritas, St Vincent's De Paul
- Year Six Graduation ceremony

### PARENT SATISFACTION

Our parent community believe that St John's is a faith-filled community where people are warmly welcomed. We continue in our commitment of sharing our Catholic faith and deeply embedding our Catholic identity.

The survey indicates that parents at St John's believe that they have many opportunities to engage in their child/children's learning.

The survey results indicate that parents value the processes in place to ensure student safety.

Parents highly value our communication practices. The school survey shows that the parents believe that the school values their opinions and feedback. Parents appreciate Principal and Leadership Team's willingness to work in partnership, where all voices are valued and respected.





## 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 2019 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.
- Further empowering our teachers' curriculum knowledge and professional practice.
- Strengthening our student wellbeing and teaching and learning practices to motivate, engage and empower our students.
- Continued parental engagement in their children's learning.
- Enhancement of our garden and play space areas.

*TE: 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)*