

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St John the Apostle Catholic School
Tarneit West

2019

REGISTERED SCHOOL NUMBER: 2093



St John the Apostle
CATHOLIC PRIMARY SCHOOL, TARNEIT WEST

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Contact Details

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Minimum Standards Attestation

I, Simon Peter Dundon attest that St. John the Apostle Catholic 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.

22nd May, 2020

Our School Vision

*Through the guidance of God,
we at St John the Apostle aspire
to create a positive culture,
where all members of our
community are welcomed,
valued and empowered to
contribute and succeed*

School Overview

St John the Apostle Catholic Primary School is located in Tarneit West, approximately 28km from the city. The school opened in January 2015 with 105 students and has steadily grown to 265 students in February, 2019.

Whilst the local area population increases it is important to note that the community continues to be highly transient in nature with a total of 24 students moving school throughout the year.

In 2019, the school class structure was as follows:

- 2 X Prep classes
- 2 X Year 1 Classes
- 2 x Year 2 Classes
- 3 X Year 3/4 Classes
- 2 X Year 5/6 Classes

Each of these classes were culturally rich and diverse, with a high number of our families speaking languages other than English at home. Records indicated that our families speak many different languages including the following: Dinka, Arabic, Hindi, Punjabi, Tagalog, Sinhalese and Vietnamese. Catholic enrolments have grown steadily each year, with 55% of students being baptised Catholics in 2019. A further 7% belonged to Orthodox faiths and 21% belonged to other Christian denominations. Non-Christian enrolments made up 24% of our student population 2018.

As the school is surrounded by new estates there was a high demand for enrolments throughout the year.

The school staff for 2019 was:

Teaching Staff:

- Mrs. Jenny Fenech (Year Prep)
- Mrs. Leanne DalleMolle-Pigdon (Year Prep)
- Miss Charlotte Fava (Year 1)
- Miss Bernadette Wall (Year 1)
- Mr. Robert Heap (Year 2)
- Miss Ann Raj (Year 2 – Term 1 & 2)
- Miss Karen Serrano (Year 2 – Term 3 & 4)
- Miss Emily Arabajieva (Year 3/4)
- Miss Amelia Browne (Year 3/4)
- Mrs Alicia Hughes (Year 3/4)
- Ms. Kathleen Warr (Year 5/6)
- Mrs Nicole Tottle (Year 5/6)
- Mrs Leah Jozelijic (Release Teacher & STEM)
- Miss Alisha Keogh (Wellbeing Program / General Release)
- Mrs. Louise White (Specialist Phys. Ed.)
- Mrs Anne Cook (Specialist Visual Arts)
- Miss Elizabeth MacPherson (Learning Support)
- Miss Karen Serrano (Learning Support – Term 1 & 2)
- Miss Audrey Bongetti (Learning Support – Term 3 & 4)

Learning Support Staff:

- Mr. Cooper Trigg (Learning Support Officer)
- Mrs. Alison Holmes (Learning Support Officer)
- Mrs Paula Mallia (Learning Support Officer)
- Miss Olivia Williams (Learning Support Officer)

Administration Staff:

- Mrs. Grace Gingco (Finance Officer)
- Mrs. Michelle Dobai (Administration Officer)
- Mrs. Cynthia Moso (Administration Support)
- Mr. Toto Penaflor (Facilities Manager)

School Leadership Team

- Mrs. Rosalie Baldwin (Deputy Principal, Student Services, Religious Education)
- Mr. Simon Dundon (Principal)
- Mrs. Annette Palma (Director of Learning & Teaching, Literacy & Numeracy)

Principal's Report

In our fifth year of operation, the St John the Apostle School Community has continued to make outstanding achievements in the spheres of Learning and Teaching, Student Wellbeing, Education in Faith, Leadership and Management and the School Community.

These achievements can be attributed to the shared belief that student wellbeing is the foundation on which all learning is built. The school has strived to develop an organisation which is positive and provides opportunities for students to connect with each other.

Our school continues to be held in high regard within the City of Wyndham, with a large number of families from the local area seeking enrolment placements. Our community continues to work together to bring about the success of each other, building our school's reputation as a caring educational facility, with a focus on student wellbeing as the springboard to bring about high student outcomes in all areas of learning.

The experience of St John the Apostle School is one whereby the individual should encounter the risen Jesus within the everyday interactions of the school. Through the guidance of God, we aspire to create a positive culture, where all members of our community are welcomed, valued and empowered to contribute and succeed.



and we plan to further develop it in the coming years.

Our school is extremely multicultural in nature with 24 nationalities making up our community. This diversity was celebrated during our Multicultural Week. This is one of our largest school events and is highlighted by a National Dress Day and the disco which concludes the week. In 2019 we invited parents to assist in the providing students with various cultural experiences from their country of origin. We received extremely positive feedback from parents and students regarding this initiative

With increasing enrolments, the school's Stage 3 building project commenced construction in early Term 3. The building will provide our community with a multipurpose hall complete with retractable seating and a kitchen. Once finished, the before and after school care will move to this facility.

The Stage 3 project also includes a new learning space for Year Prep and One. This area has been designed to cater for the developmental needs of our younger students. It comprises four learning pods for classes and a shared learning space.

Landscaping to the play areas and school entrance is also included in the Stage 3 project.

Our year calendar had some minor adjustments in 2019 with the aim to more effectively communicate with parents. The inclusion of a parent information night was well received by our parents, particularly those of younger students. The evening provided families with crucial information on how the daily learning program of each year level runs.

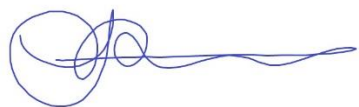
Parent teacher interviews were also adjusted back to early term 2 and late term 3. This allowed teachers to communicate with parents the most up to date assessment data on students. We also increase the allotted interview time to provide teachers and parents sufficient time to discuss each child's learning progress.

Another major development in our community engagement over 2019 was the increased independence of our School Support Group. This parent committee assists the school in managing functions, events and fundraising. I am very pleased in the way that this group is truly integrated with the daily organisation of the school. It indicates the continued development of our parents as partners in learning.

At the end of the year we farewelled three staff. Mrs Nicole Tottle who after 4 years' service to our school community moved on to MacKillop College in Werribee. Miss Bernadette Wall after 2 years at St John the Apostle moved to St Francis of Assisi, Tarneit. Toto Peneflor, our facilities manager since the commencement of the school retired. We would like to extend our gratitude to all these staff members for the contributions they have made to our school.

In all, 2019 was an extremely positive year for our school community. I thank you for contribution of all families to making our school a high performing organisation.

Yours sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'S' followed by a long, horizontal, wavy line.

Mr. Simon Dundon
(Principal)

Education in Faith

Goals & Intended Outcomes

For staff to have an increased understanding of scripture and doctrine

Develop a Religious Education Unit cycle which reflects the Sacramental calendar and liturgical events of the Church.

Achievements

Our Catholic faith is at the heart of St John the Apostle's school culture. We are a school where gospel values underpin all that we do. Over 2019 we began working with Dr Margaret Carswell to deepen the staff's understanding of scripture and broaden their pedagogical practises. Dr Carswell also supported the school with the process of beginning to develop a three year teaching cycle in line with the church's liturgical seasons and calendar.

2019 saw the development of a Staff Religion Team, which included the REL and two teaching staff. This team met fortnightly to plan upcoming Masses and Sacramental celebrations. The team also oversaw the school's social justice initiatives such as Project Compassion and our Christmas food hamper appeal for Vinnies.

The school's Community Masses celebrated every fourth Saturday of the month, were very well attended by the faith community over 2019. These liturgies were important ways for our school community to reflect on significant events over the year. They also promoted community involvement through the participation of the parent community in providing music at each Mass.

The students continue to embrace the Catholic tradition of service, through their generous support of Catholic aid agencies, including the local St Vinnies group and Caritas Australia.

The Sacramental Programs for Reconciliation, Eucharist and Confirmation were also implemented over 2019. Parent support in the preparation of students for these sacraments has been most welcome.

VALUE ADDED

- Staff Religion Team developing a series of prayer boxes for classes to use during their daily prayer ritual, ensured prayer times:
 - Were regular and consistent
 - Included traditional Catholic prayers
 - Used prayer cloths which matched the liturgical season
 - Included candles and religious icons and symbols
- Celebrating whole school Masses on the 4th Thursday of each month and Community Parish Masses on the 4th Saturday of each month, in the school's Community Space and covered outdoor area.
- Implementation of Sacramental Programs, linked to the Parish
- Development of a culture where traditional feast days and major liturgical events are celebrated including; Lent, Easter, Feast of the Sacred Heart, Feast of the Assumption, Advent and Christmas

Continued purchasing of resources including teaching materials, religious icons and liturgy essentials.

Learning & Teaching

Goals & Intended Outcomes

To collect and analyse Literacy Data more effectively to inform future learning.

Develop consistent planning and teaching practises across the school.

Achievements

In 2019, the school created a model which provided the teachers within each planning team a facilitator. The aim of this structure was to ensure that consistent practise was evident across all classes within a cohort. It also enabled us to begin to provide a more developmental progression in learning approaches from Year Prep to Six.

Staff professional development was a high priority in 2019 and focused strongly on Literacy and Religious Education. The staff engaged in extensive training on the use of ACER assessment suite, which included Progressive Assessments Test in Reading and Mathematics (PAT- R & PAT-M). These sessions provided staff the opportunity to effectively analyse student progress using real and current data. This data was used to inform a more differentiated approach to student learning and was the basis of data used to report to parents about student progress.

In term 4 the staff engaged in intensive training in a Prep to Year 2 class based literacy program called Initialit. This research based program will provide a consistent and scaffolded approach to literacy in the junior school and will commence implementation in term 1, 2020.

The moderation of student writing was also a large focus during 2019. Writing samples collected under consistent conditions across levels allowed teachers to compare student samples, to ensure reliable and unbiased judgements were made when reporting to parents.

The school also subscribed to Mappen, an online inquiry resource. Mappen enabled the school to develop a two year inquiry unit cycle which ensures that all areas of the Victorian Curriculum are covered. It also provides teachers with high quality professional development modules to assist teachers in effective being users of contemporary thinking tools and graphic organisers.

STUDENT LEARNING OUTCOMES

Naplan trends continue to show positive signs at St John the Apostle score. However caution is required in interpreting these results due to the continued transient nature of our student population.

In 2019 the following trends are evident within our Naplan data:

- The mean Year 3 and 5 Naplan scores in Reading continue to rise and are now at or above the CEM average.
- The percentage of Year 3 students in the bottom two bands for Numeracy has improved dramatically from 26% in 2018 to 8% in 2019.
- The percentage of Year 3 students in the bottom two bands for Reading has improved dramatically from 26% in 2018 to 8% in 2019.
- The percentage of Year 5 students in the bottom two bands for Reading has improved dramatically from 27% in 2017 to 15% 2018 to 8% in 2019.

Student Wellbeing

Goals & Intended Outcomes

To collect and analyse behaviour data.

To embed a consistent understanding of the behaviour matrix across the school community.

Achievements

Over 2019 the school created a PBL (Positive Behaviours for Learning) Team calendar. This ensured regular and consistent times were allocated within school hours for the PBL Team to analyse school behaviour data respond to this by implementing strategies to target areas of need. The PBL Team was also provided released days from classes to attend professional development sessions through the Western Zone PBL cluster of schools.



The PBL team presented a summary of the school behavioural data to all staff as a regular agenda item at staff meetings. This information ensured that all staff could work consistently on communicating expectations and rewarding desired behaviours is focus areas of the behaviour matrix.

Each Monday afternoon a regular PBL assembly was held to discuss the behaviour matrix as a whole school. Teams shared the responsibility of presenting at these gatherings which were followed up by a class lesson exploring further the behaviour focus at the developmental level of each class.

A part of the PBL initiative, we work closely with Mrs Jane Bennett from Catholic Education Melbourne. Jane served as a critical friend conducting regular school walk throughs and audits to assess our progress with the program. As a school we very pleased with the success of the PBL approach and aim to continue with it into the future.

STUDENT SATISFACTION

The schools 2019 CEMSIS data collected from students indicates that student satisfaction is high. The school scored at or above the average score for CEM school in the following areas.

- Catholic Identity
- School Climate
- Teacher Student Relationships
- School Belonging

STUDENT ATTENDANCE

Due to the multicultural nature of our school community, student attendance data is effected considerably by families visiting relatives from their country of origin. In these cases of extended holidays during the school term, parents are required to inform the school and are expected to sign an extended absence form which makes parents aware of the implications this may have of the student's future learning.

School expectations and procedures for student absence are outlined in the parent handbook and are outlined at enrolment and school information evenings.

Attendance is monitored by staff and parents are contacted when a student has a lengthy absence. Daily attendance is also monitored each morning and afternoon. In the case of unexplained absences, parents are contacted by the office staff to confirm the reason for the student's nonattendance.

If required the school would put into place suitable procedures to support the student's speedy return to regular school attendance.

Late arrival and early collection of students is now been recorded digitally with the introduction of our school VPass visitor management system.

Child Safe Standards

Goals and Intended Outcomes

To ensure child safety and remain compliant with the requirements of Ministerial Order No 870 – Child Safe Standards which came into effect on 1 August 2016, St John the Apostle Catholic School has strived to complete the following:

- Refine the implementation the Seven Child Safety Standards
- Create and maintain a child safe environment
- Promote a cultural change in how we manage the risk of child abuse and neglect

Achievements

Ministerial Order No 870 – Child Safe Standards came into effect on 1 August 2016 and specified how every Victorian school would manage child safety and comply with the prescribed seven minimum child safe standards. Over 2019 St John's has;

Reviewed and up dated all relevant Policies and further developed a Code of Conduct for staff, volunteers and parents.

Regularly completed a risk management assessment and began to implement changes such as:

- Updating and maintaining the vPass visitor sign in procedure
- Compiling a list of Stage 3 construction workers and their working with children check documentation.
- Implementing clear procedures for worker onsite during the construction of the Stage 3 building.
- Installation of additional video surveillance to the Stage 3 building.
- Limited areas of the school grounds accessible by the public
- Created a record of parent and volunteers working with children checks
- Continued to provide staff professional development outlining the seven child safety standards.
- Ensured that all staff have completed the annual mandatory reporting online training modules.
- Continued to implement parent education sessions with new families outlining the school's child safety requirements.
- Continued to implemented professional development sessions with staff in relation to reportable conduct.

Leadership & Management

Goals & Intended Outcomes

Formalise Leadership Team Protocols so that the school leadership team is a collaborative and high functioning.

Achievements

Over 2019 the school implemented strategies which would develop leadership capacity across the school. As a result, Mrs Annette Palma was appointed as the Leader of Learning Teaching. The Religious Education Team was extended to include Miss Bernadette Wall and Miss Amelia Browne, and the PBL Team continued with Mr Robert Heap, Mrs Jenny Fenech and Miss Charlotte Fava.

This expansion of these leadership teams provided increased guidance and support for teachers in planning the implementation of the curriculum. All teams are now engage in facilitated planning which brings a consistency of approach across the school. It also ensured a cycle of assessment to provide data which informs the differentiation of learning.

The leadership team engaged in regular professional development via the various Western Zone Networks. These networks were diverse in nature and included Wellbeing, Learning Diversity, Data Literacy, Religious Education, and Learning and Teaching. These networks provide guidance for leaders and keep them abreast of best practise and compliance requirements.

As a leadership team we also sort the expertise of external professionals including Mr Frank Servello and Mrs. Andrea O'Byrne. These sessions focussed on developing the leadership team's ability to enhance role clarity across the school.

At the administration team level the school welcomed Natacha Tsang as our school business manager. Natacha worked onsite one day each week provided guidance and advise on the administration procedures and processes within the school. The success of our administration team was evident in the fact that the school has only receive one audit point from the last two years financial audits conducted by Deloitte.

To broaden our schools ability to manage the financial and administration procedures, Mrs Paula Mallia was inducted as a support office administrator one day per week in the latter half of the year. This will safeguard the school's ability to function at a high level in the event of office personnel taking leave.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- InitialLit Two Day Training Course
- Religious Education – Scripture (Marg Carswell)
- Positive Behaviours for Learning
- Naplan Online Training
- First Aid Training – Office Personnel
- Anaphylaxis Training – Office Personnel
- ACER – Pat Testing Suite Professional Development Modules
- Writing Assessment and Moderation
- Parish Religious Education Professional Development
- Mandatory Reporting training modules
- Reportable Conduct Professional Development
- NCCD training modules
- Attendance by staff at Zone Network days
- nForma administration training
- Matific Training
- Mappen Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

20

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$979

TEACHER SATISFACTION

The staff CEMSIS data for 2019 suggests that additional professional development and focus is sort in the following areas:

- Catholic Identity
- Collaboration of the school improvement process with staff

School Community

Goals & Intended Outcomes

To increase opportunities for parent participation in learning

Achievements

At St John the Apostle our school aims to build strong partnerships between our families, the Parish of St Andrew's and the wider community of Tarneit. As a relatively new school in an area surrounded by new housing estates, we endeavor to make our school a community hub, where people can gather and meet. Some examples of this are our weekend community Masses, our annual St John's Grand Prix and our school's Christmas Stall and Dance Performance at the Parish Fair each year.



Engaging the parent community is seen as a priority by all staff. They endeavour to build relationships with the parents during informal daily encounters and through formal parent support programs. By combining the community space with the staff meeting area, bonds can develop between all members of the St John School Community. Initiatives supported by the parents include special lunch order days, regular building and grounds

maintenance and the organisation of the Mother's Day and Father's Day stalls.

In 2019 the School Support Group was highly efficient in the way it liaised with the school in the planning of school events. The capacity of the group has been built over the previous years of partnering with school



leadership. With the support of this parent group additional fundraising initiatives were implemented over 2019, including weekly lunchtime icypole sales over terms 1 and 4 and popcorn sales over terms 2 and 3.

To acknowledge our success, the parents were invited to an evening of celebration and thanks, which was hosted by staff. This event took the form of a trivia night which allowed staff and parents to mingle informally. At this gathering the parents were thanked for the trust they had placed in us, when they enrolled their children. It was also an opportunity to thank the families for the many ways they had supported the school throughout the year, ensuring the continued successful of St John the Apostle Primary School Tarneit.

Engaging the parent community is seen as a priority by all staff. They endeavour to build relationships with the parents during informal daily encounters and through formal parent support programs. By combining the community space with the staff meeting area, bonds can develop between all members of the St John School Community. Initiatives supported by the parents include special lunch order days, regular building and grounds



PARENT SATISFACTION

Results from the 2019 CEMSIS surveys of parents suggest that families are highly satisfied with the school. The data received from parents places the school at or above the CEM average in the following areas:

- Family Engagement
- School Fit
- School Climate
- Student Safety
- Communication
- Catholic Identity

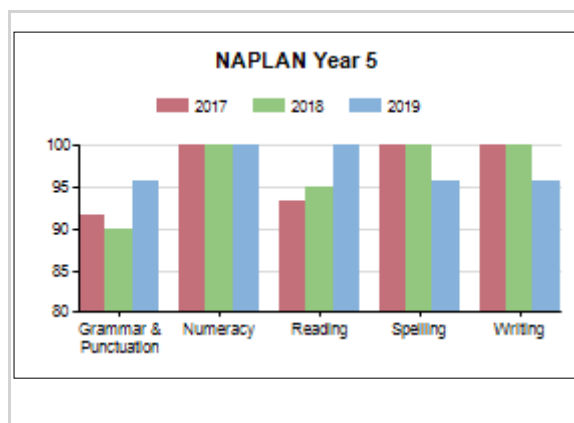
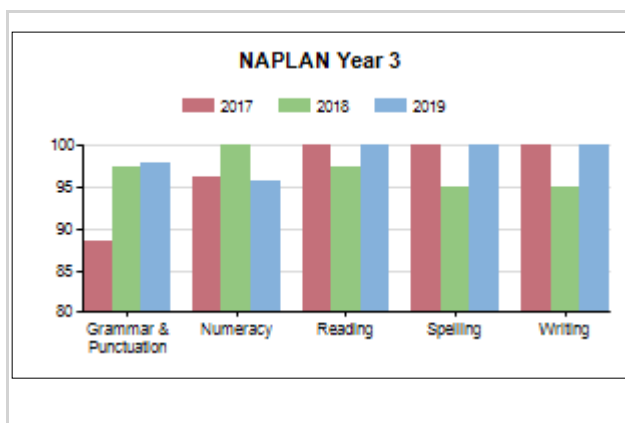
School Performance Data Summary

E1403

St John the Apostle Catholic Primary School, Tarneit West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	88.5	97.4	8.9	97.9	0.5
YR 03 Numeracy	96.2	100.0	3.8	95.8	-4.2
YR 03 Reading	100.0	97.4	-2.6	100.0	2.6
YR 03 Spelling	100.0	94.9	-5.1	100.0	5.1
YR 03 Writing	100.0	94.9	-5.1	100.0	5.1
YR 05 Grammar & Punctuation	91.7	90.0	-1.7	95.8	5.8
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	93.3	95.0	1.7	100.0	5.0
YR 05 Spelling	100.0	100.0	0.0	95.8	-4.2
YR 05 Writing	100.0	100.0	0.0	95.8	-4.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	91.7
Y03	93.8
Y04	90.6
Y05	92.8
Y06	93.0
Overall average attendance	92.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	87.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	12.5%
Graduate	18.8%
Graduate Certificate	6.3%
Bachelor Degree	50.0%
Advanced Diploma	25.0%
No Qualifications Listed	6.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	20.1
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	6.2
Indigenous Teaching Staff (Headcount)	0