

St John the Apostle Catholic Primary School Tarneit West

2020

Annual Report to the School Community



Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview4
- Principal’s Report6
- Education in Faith8
- Learning & Teaching10
- Student Wellbeing13
- Child Safe Standards16
- Leadership & Management17
- School Community20

Contact Details

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Minimum Standards Attestation

I, Simon 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 2020 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.

28/04/2021

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

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 277 students in February, 2020.

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 16 students moving school throughout the year.

In 2020, the school class structure was as follows:

- 2 X Prep classes
- 2 X Year 1 Classes
- 2 x Year 2 Classes
- 4 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 languages including the following: Dinka, Arabic, Hindi, Punjabi, Tagalog, Sinhalese and Vietnamese.

The student population is made up of the following nationalities:

- Anglo Australian - 23%
- Filipino - 17%
- Indian - 26%
- South Sudanese - 15%
- Ethiopian - 7%
- Other - 12%

Catholic enrolments have grown steadily each year, with 55% of students being baptised Catholics in 2020. A further 7% belonged to Orthodox faiths and 21% belonged to other Christian denominations. Non-Christian enrolments made up 24% of our student population in 2020.

As the school is surrounded by new estates there continues to be high demand for enrolments throughout the year.

The school staff for 2020 was:

Teaching Staff:

Miss Amelia Browne (Year Prep)

Mrs. Leanne DalleMolle-Pigdon (Year Prep)

Mrs Alicia Hughes (Year 1, Term 1-3)

Miss Ashleigh Withers (Year 1)

Mrs Tiana D'Souza (Year 1, Term 4)

Mr. Robert Heap (Year 2)

Miss Karen Serrano (Year 2)
Mrs. Emily Arabajieva (Year 3/4)
Mrs. Jenny Fenech (Year 3/4)
Ms. Kathleen Warr (Year 3/4)
Miss Audrey Bongetti (Year 3/4)
Miss Charlotte Fava (Year 5/6)
Miss Cassandra Farrugia (Year 5/6)
Mrs. Louise White (Specialist Phys. Ed.)
Mrs Anne Cook (Specialist Visual Arts)
Mrs Kelly Davies (LOTE - Indonesian)
Mrs Gillian Stevenson (Bike Education)
Miss Elizabeth MacPherson (Learning Support)

Learning Support Staff:

Mr. Cooper Trigg (Learning Support Officer)
Mrs Paula Mallia (Learning Support Officer)
Miss Olivia Williams (Learning Support Officer)
Mrs Viviana Failla (Learning Support Officer)

Administration Staff:

Mrs. Grace Gingco (Finance Officer)
Mrs. Michelle Dobai (Administration Officer)
Mrs. Cynthia Moso (Administration Support)
Mrs Paula Mallia (Administration Support)

School Leadership Team

Mr. Simon Dundon (Principal)
Mrs. Rosalie Baldwin (Deputy Principal, Student Wellbeing, Religious Education)
Miss Kahli Murtagh (Deputy Principal, Learning Diversity, Innovation)
Mrs. Annette Palma (Director of Learning & Teaching, Literacy & Numeracy)

Principal's Report

In our sixth 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 numerous 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.

In 2020, to cater for increasing enrolments, the construction of the school's Stage 3 building was completed in early Term 3. The building now provides our community with a multipurpose hall complete with retractable seating and a kitchen. The before and after school care program will use this facility as the numbers of children in put of school hours care continues to grow.

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

Unfortunately, we experienced delays in commencing the landscaping component of our Stage 3 project. We hope this will start mid 2021 with development to our school entrance, redevelopment and resurfacing of the oval and irrigation to all grass areas.

The COVID 19 pandemic presented schools and their families with many challenges. I am very proud of our school community in the way they navigated this difficult time. Our teachers worked tirelessly to cater for students by providing a seamless continuation of their learning during the two lock down periods. The issuing of one to one school devices to students in Year 3 to 6 this year was extremely timely. These devices during the lock-down periods allowed our learning communities to stay connected via online platforms such as Google Meet and Google Classroom.

Parents also showed great patience and dedication to make learning remotely successful. The support you gave your children and our teachers demonstrated family - school partnerships in its purest form. Your ability to manage the uncertainty of the year was outstanding and greatly appreciated by myself and the staff.

Our students showed independence and resilience throughout this challenging year. I was particularly proud of the way our children manage the constant disappointments as event after event was either cancelled or rethought. Particularly our seniors who stayed positive despite the cancellation of the school camp, and adapted Confirmation and graduation ceremonies.

At the end of the year we farewelled two staff members. Miss Charlotte Fava, after three years' service to our school community, moved on to St Peter the Apostle School, Hoppers Crossing. Mrs Alicia Hughes and Mrs Emily Arabajeiva also commenced maternity leave during year. We

would like to extend our gratitude to all these staff members for the contributions they have made to our school.

In all, 2020 proved to be an extremely challenging year for all school communities. I thank you for the contribution of all families to making our school a high performing organisation.

Yours sincerely,

Simon Dundon

(School 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 2020 we were faced with the challenges associated with managing a Global Pandemic. Through our faith we were able to take comfort in God's guiding presence in our lives.

Staff adapted the Religion Education program to ensure students continued to develop their understanding of our Catholic Faith. Online support materials were created for students to use during Remote Learning. Staff worked closely with our Parish Priest to create a series of informative videos about the parish and the sacraments celebrated by the church. This provided an opportunity for families to stay connected to the St Andrew's Parish. During Remote Learning teachers embedded prayer routines into their morning online class meeting.

The Staff Religion Team, which includes the REL and three teaching staff continued to work with Dr Margaret Carswell on developing a three year teaching cycle in line with the church's liturgical seasons and calendar. Dr Carswell provided staff with professional development around the theology of Mary being the Mother of God (Theotokos) and worked with staff in developing a Marion unit of work.

Due to ongoing restrictions Community Masses and School Masses were unable to be celebrated. With the easing of restrictions in December the school was able to celebrate two sacraments. Our Year 3 students made their First Reconciliation during the school day and the celebration was live-streamed to families to view. Our Year 6 students were able to receive the Sacrament of Confirmation prior to commencing secondary school. The Principal stood in as a proxy sponsor for all the students, with immediate family members being able to attend the celebration in person. The event was live-streamed for sponsors and extended family members to watch.

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.

VALUE ADDED

- Ensured Prayer Rituals were:
 - Regular and consistent during the extended periods of remote learning
 - Reinforced the Liturgical Seasons of the Church Year
 - Included traditional Catholic Prayers such as the Hail Mary and Our Father

- Adapted the Sacramental Celebrations to comply with Government Mandated Restrictions while maintaining the sacredness of each celebration
- Redeveloped Religion Units in response to Lockdowns, ensuring they were:
 - Accessible online during Remote Learning
 - Inline with Catholic Doctrine & Teachings
- Adapted the celebration of traditional feast days and major liturgical events including; Lent, Easter, Feast of the Sacred Heart, Feast of the Assumption, Advent and Christmas, to ensure they were accessible via online platforms

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

Term 1 2020 saw the introduction of the InitialLit literacy program from Prep - Year 2. This evidence based synthetic phonics program, provided a consistent and scaffolded approach to literacy in the junior school. Teachers were able to continue offering this program during Remote Learning.

With the move to Government mandated Remote Learning in Term 2, staff continued to provide high quality programs, using the Google Classroom Platform. Teachers met with their class three times a day via a Google Meet Link and students could access daily teaching videos and submit work tasks through their level's Google Classroom. As online learning was extended, staff began working with small groups of students throughout the day, inviting them individually to attend scheduled Meets.

In 2020 the school purchased 1:1 devices, with all Year 3 - 6 students having access to a chromebook. During Remote learning more chromebooks were purchased so that the program could be extended to Year 2s.

The school ensured pupils had access to a range of devices during periods of online learning. All students were issued with chromebook, laptop or iPad and families had access to a range of tech support options including Year Level Help Desks. Parents could also call the school office directly during business hours, for in person support.

Teachers continued to work in Year Level Planning Teams throughout the year, ensuring a developmental progression in learning approaches from Year Prep to Six. Staff used the ACER assessment suite, which includes Progressive Assessment Tests in Reading and Mathematics (PAT- R & PAT-M) to effectively analyse student progress and enable a differentiated approach to student learning. During online learning staff also tracked student progress using Essential Assessments, an online platform providing summative and formative assessment tools.

Parent Teacher Interviews were successfully adapted to conform with Stage 4 Restrictions. Families were offered the opportunity to attend an online meeting, to discuss their child's progress and to view work samples digitally.

STUDENT LEARNING OUTCOMES

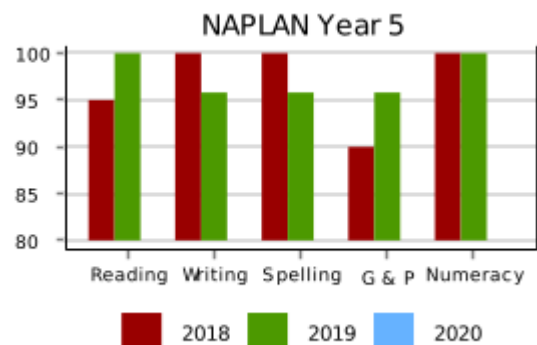
Due to the Covid 19 Pandemic the NAPLAN Program was suspended for 2020. Running records and Progressive Assessment Tests (PAT) indicate that, despite the pandemic the majority of student showed progression in literacy and numeracy over 2020. Students identified as being disadvantaged by the pandemic will be given targeted support over the coming year.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.4	97.9	0.5		
YR 03 Numeracy	100.0	95.8	-4.2		
YR 03 Reading	97.4	100.0	2.6		
YR 03 Spelling	94.9	100.0	5.1		
YR 03 Writing	94.9	100.0	5.1		
YR 05 Grammar & Punctuation	90.0	95.8	5.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	95.0	100.0	5.0		
YR 05 Spelling	100.0	95.8	-4.2		
YR 05 Writing	100.0	95.8	-4.2		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To collect and analyse behaviour data.

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

Achievements

St John the Apostle continues to be a Positive Behaviours for Learning (PBL) school. The PBL framework is an evidenced-based, whole-school practice, that enhances learning outcomes for students. This framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

As part of the PBL initiative, we continue to work closely with Mrs Jane Bennett from Catholic Education Melbourne. Jane serves as a critical friend conducting regular school walkthroughs and audits to assess our progress with the program.

In Term One and Four of 2020, the PBL Team had scheduled fortnightly meetings to oversee the collection and review of student behaviour data and to facilitate the implementation of specific behaviour management strategies. The team regularly presented a summary of behaviour data at staff meetings. This ensured a consistent, whole school approach to implementing the school's behaviour matrix, while rewarding desired behaviours

The introduction of Remote Learning during Term Two and Three required a change of focus. The priority for staff was to support families to navigate the uncharted waters of online learning. This support took a variety of forms, including:

- Providing Onsite Learning for those students whose parents were essential workers
- Providing Onsite Learning for vulnerable and at risk students
- Adapting online tasks to meet the individual needs of families
- Communicating with families via video messages to address the language difficulties faced by some members of the school community
- Tracking online student attendance and providing individual support for families struggling to access learning
- Adapting the Personalised Learning Plans (PLP) of those students receiving support and where needed providing regular personalised check ins and meetings
- Linking families to outside agencies and services as needed
- Tracking student motivation and engagement during Government Lockdowns

Prior to the return of onsite learning in October, staff participated in Professional Learning, to identify the important issues faced by children, associated with a prolonged period of online learning. Teachers identified the need to work with students on re-establishing classroom

routines, building up work stamina and ensuring students had a variety of opportunities to reconnect socially with their peers.

VALUE ADDED

A range of curricular and extra-curricular activities were completed throughout 2020, including:

- Ride 2 School Day
- Cultural Week Activities, including live-streaming National Dress Parade
- Year 6 Graduation Breakfast and Celebration Day
- Special Activities throughout Remote Learning to ensure students remained engaged and socially connected eg Wear Crazy Hair to an online meet
- Developing a high interest whole school inquiry unit, where the students received collectable badges in the mail after submitting projects online and live-streaming the hatching of baby chicks from the school incubator

STUDENT SATISFACTION

Due to the Covid 19 Pandemic the CEMIS Survey's were not completed by Catholic Education Melbourne. Other data taken from communications with parents and students via email and discussions indicate an extremely high level of satisfaction within the community during what was an extremely challenging year for families.

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.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Teachers kept records of student attendance at daily Google Meets and contacted families who were having difficulty accessing remote learning and provided appropriate assistance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.9%
Y02	92.1%
Y03	91.0%
Y04	93.5%
Y05	90.4%
Y06	92.1%
Overall average attendance	91.5%

Child Safe Standards

Goals & 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

With the school continuing to grow, 2020 saw the expansion of the leadership team. The school welcomed Miss Kahli Murtagh to oversee the areas of Learning Diversity and Innovation. With the introduction of Remote Learning Kahli became a vital component of the school's success during this period. She oversaw the introduction of our remote Learning Platforms, creating Google Classrooms for all levels and ensuring all students had the required access. Kahli's calm and organised approach ensured all tech issues were addressed in a timely manner and that staff, students and their families had easy access to support.

During 2020 the school's Leader of Learning and Teaching, Mrs Annette Palma oversaw the introduction of the synthetic phonics program 'InitialLit' in the junior school. Her support ensured teachers were able to continue implementing the program during the two terms of Remote Learning.

The Religious Education Team members including Miss Amelia Browne, Miss Karen Serrano Mrs Tiana D'Souza and Mrs Emily Arabajeiva continued to work with Religious Education Leader throughout the year. The team oversaw the development of online religion resources and ensured the school was able to successfully celebrate two sacraments late in the year.

The PBL Team continued to work with the Principal Mr Simon Dundon, ensuring that school wide behaviour initiatives were successfully implemented. Team members included Mr Robert Heap, Mrs Jenny Fenech and Miss Charlotte Fava.

During facilitated planning sessions, school leaders have guided and supported individuals and teaching teams. They have ensured there is a consistent school wide approach in the areas of:

- Planning and implementing the curriculum
- Assessing individual student progress
- Interpreting whole school data trends
- Developing Personalised Learning Plans for students requiring extra support

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.

The administration team continues to be supported by Natacha Tsang, our school business manager. Natacha worked onsite one day each week providing guidance and advice on the administration procedures and processes within the school. The success of our administration team was evident in the fact that the school was successful in their financial audit conducted by Deloitte.

Throughout the year the leadership team actively implemented and updated the school's relevant COVID Policies and Procedures, in accordance with Government mandates and regulations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Religious Education - Scripture (Marg Carswell)
- Positive Behaviours for Learning
- Naplan Online Training
- First Aid Training
- Anaphylaxis Training
- Mandatory Reporting training modules
- Reportable Conduct Professional Development
- Online Attendance by staff at Zone Network days
- Graduate Professional Development Sessions
- Online Essential Assessments Training
- Google Classroom Training
- Google Education Suite Training
- Kami Training
- Parent Teacher Interviews Online Training

Number of teachers who participated in PL in 2020

15

Average expenditure per teacher for PL

\$521

TEACHER SATISFACTION

Due to the Covid 19 Pandemic the CEMISIS Survey's were not completed by Catholic Education Melbourne.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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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)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	21.1
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	9.7
Indigenous Teaching Staff (Headcount)	0.0

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. With the first government mandated school closures occurring in March 2020 and students not returning fully until October 2020, most of the year's scheduled community events were unable to proceed.

Engaging the parent community is seen as a priority by all staff. While they endeavour to build relationships with the parents, social distancing requirements along with other government restrictions enforced throughout 2020 have meant many of the school's regular initiatives such as special lunch order days, regular building and grounds maintenance and the organisation of the Mother's Day and Father's Day stalls could not go ahead.

To ensure that strong links were maintained with the school community, many online initiatives were undertaken throughout the year. A number of these have been so successful we aim to continue with them in the coming years. Some of the initiatives included:

- Weekly online assembly during remote learning, where students were invited to be interactive and families were encouraged to participate
- Live-streaming of major school events such as Graduation, Sacraments and Friday School Assemblies
- Video messaging to parents, particularly during Remote Learning
- The establishment of the School App to ensure easy access to information by all families
- The restructuring of Parent Teacher Interviews and the Prep 2021 Information Nights, to online formats so that families could still access school information
- The development of virtual tours of the school with accompanying audio guides
- Providing a 'Drive Thru' show bag collection system for Prep 2021 enrolments
- Creating and publishing a Pictorial Snapshot of Life at St John's in lieu of being able to do in person tours
- Senior students selling icy poles for the parent support group as restrictions meant they were unable to come onsite

PARENT SATISFACTION

Due to the Covid 19 Pandemic the CEMISIS Survey's were not completed by Catholic Education Melbourne.