

St John the Apostle Catholic Primary School Tarneit West

2021 Annual Report to the School Community



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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 2021 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 Schools.

28/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 316 students in February, 2021.

In 2021, the school class structure was as follows:

- 3 X Prep classes
- 2 X Year 1 Classes
- 2 X Year 2 Classes
- 2 X Year 3 Classes
- 2 X Year 4 Classes
- 3 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 - 14.9%
- Filipino - 16.8%
- Indian - 30.1 %
- South Sudanese - 12.7
- Ethiopian - 7.6%
- Other - 17.8

Catholic enrolments have grown steadily each year, with 55% of students being baptised Catholics in 2021. 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 2021.

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

The school staff for 2021 was:

Teaching Staff:

Miss Amelia Browne (Year Prep)

Mrs. Leanne DalleMolle-Pigdon (Year Prep)

Miss Jessica Gatt (Year Prep)

Mr Haydn Smith (Year 1)

Mr. Robert Heap (Year 1)

Miss Ashleigh Withers (Year 2)

Mrs Tiana D'Souza (Year 2)

Mrs. Jenny Fenech (Year 3)
Miss Carole Ahrens (Year 3)
Miss Karen Serrano (Year 4)
Miss Audrey Bongetti (Year 4)
Miss Cassandra Farrugia (Year 5/6)
Mr Joshua Archer (Year 5/6)
Mr Zachary Lane (Year 5/6)

Specialist Staff

Mrs. Louise White (Specialist Phys. Ed.)
Mrs Anne Cook (Specialist Visual Arts)
Mrs Kelly Davies (LOTE - Indonesian)
Mrs Gillian Stevenson (Bike Education)
Ms Julie McBride-Vanderkley (Performing Arts)

Learning Support Staff

Miss Elizabeth MacPherson (Learning Support)
Ms. Kathleen Warr (Learning Support)
Ms Alisha Keogh (Learning Support)
Ms Ann Raj (Learning Support)
Mr. Cooper Trigg (Learning Support Officer)
Mrs Paula Mallia (Learning Support Officer)
Miss Olivia Williams (Learning Support Officer)
Mrs Viviana Failla (Learning Support Officer)
Mr. Jorge Ibarra (Learning Support Officer)

Administration Staff

Mrs. Grace Gingco (Finance Officer)
Mrs. Michelle Dobai (Administration Officer)
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)

Mrs Susan Gurrie (Junior Literacy)

Principal's Report

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

These achievements can be attributed to the shared belief that student well-being 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 well-being 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 2021, to cater for increasing enrolment demands, the school once again required a third Prep class. This enabled us to provide placements for all Catholic students and siblings of current students. We believe that this trend will continue in the coming years.

Whilst the Stage 3 building construction was finished in 2020, we experienced many challenges in finalising the landscaping section of the project. This commenced in Term 4 and is expected to be completed by the end of Term 1, 2022.

The COVID 19 pandemic continued to present 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 lockdown periods. The expansion of one to one school devices to include students in Year 1 this year was extremely timely. During the various lockdowns over the year, over 300 school devices allowed our learning communities to stay connected via online platforms such as Google Meet and Google Classroom. The school upgraded its online education portal to Google Workspace for Education Plus which enabled students to work in small target groups as well as attend large whole school assemblies online.

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 especially proud of the way our children managed 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.

We were fortunate to have been able to celebrate our Sacramental programs late in Term 4. With some easing of restrictions, opportunity arose to allow students unable to make these Sacraments in 2020 to celebrate them with immediate family present. The ceremonies were 'live streamed' to extended family members in their homes.

At the end of the year we farewelled a number of staff members. Miss Kathleen Warr, an inaugural staff member, moved on to St James the Apostle School, Hoppers Crossing. Mrs Louise White and Miss Elizabeth MacPherson moved to St Joseph's, Werribee and our music teacher Miss Julie McBride Vanderkley also returned to a teaching position in regional Victoria.

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

In all, 2021 proved to be an extremely challenging year for all school communities. I thank you for the contributions all families made to maintain our school as a high performing organisation.

Yours sincerely,

Simon Dundon (School Principal)

School Advisory Council Report

The set-up process of our School Advisory Council took place over 2021. This included finalising the school Statement of Mission and Terms of Reference documents.

These documents were shared with the community as we sought nominations from the community as board representatives. The members of the School Advisory Council will be finalised early in 2022 with meetings to commence in Term One. The group will formally meet six times over the year and will offer advice to the principal and school leadership team on matters such as:

- Religious Education Programs
- School Policy
- School Resources
- Capital Improvements in the School
- Annual Reports to the School Community
- Family Partnerships

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. Throughout 2021 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 provided 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 with 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. Staff participated throughout the year in online professional development, including:

- Exploring scripture from Year B's Gospel of St Mark
- Investigating elements of the Sacrament of Eucharist and its connection to the Last Supper
- Comparing and contrasting the Sacraments of Baptism and Confirmation, while exploring scripture associated with the Holy Spirit

Due to ongoing restrictions, Community Masses and School Masses were unable to be celebrated. Our Year 3 students made their First Reconciliation during Term 1. In Term 4 we were able to hold two First Holy Communion celebrations for students in Year 4 and Year 5. Our Year 6 students received the Sacrament of Confirmation in December, with the Principal standing in as a proxy sponsor, for the candidates whose sponsors were unable to attend. Due to density limits all our sacramental celebrations were live streamed for extended family members and friends unable to attend in person.



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

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
- In line 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 complied with government regulations such as lockdowns, social distancing mandates or density limits and where possible 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 a Chromebook, laptop or iPad and families had access to a range of technical support options including Year Level Help Desks. Parents could also call the school office directly during business hours for further 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 remote learning staff also tracked student progress using Essential Assessment, 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

The following points outline significant achievements in Numeracy and Literacy as identified in our school Naplan data over the past five years.

Five Year Trend (Year 3 & 5 Reading)

Reading - Year 3

- Reading has consistently improved over the 5 years to rise from below the state average to above the state average in the last two assessment years (2019 & 2021)

Reading Year 5

- Reading has steadily improved over the 5 years until 2021 where COVID 19 restrictions in 2020 may have impacted student performance.
- The lowest 10th percentile of students has consistently been raised over the last 5 years suggesting that our school intervention strategies are highly effective.

Five Year Trend (Year 3 & 5 Grammar & Punctuation)

Grammar & Punctuation - Year 3

- Grammar and Punctuation has improved over the 5 years to rise from being below the state average to above the state average in the last two assessment years (2019 & 2021)
- The lowest 10th percentile of students has consistently been raised over the last 5 years suggesting that our school intervention strategies are highly effective.

Grammar & Punctuation - Year 5

- Grammar and Punctuation has improved over the 5 years to rise from being below the state average to above the state average in 2021.
- The lowest 10th percentile of students has consistently been raised over the last 5 years suggesting that our school intervention strategies are highly effective.

Five Year Trend (Year 3 & 5 Spelling)

Spelling - Year 3

- Spelling has improved over the 5 years and has been consistently above the state average for the last 5 years.

Spelling - Year 5

- Spelling has improved over the 5 years and has been consistently above the state average for the last 5 years.
- In 2019 and 2021 our spelling results were well above the state average.

Five Year Trend (Year 3 & 5 Writing)

Writing - Year 3

- Writing in Year 3 was showing consistent improvement until 2021 which saw a drop in this area. This may be due to the impact of COVID 19 lock downs in 2020.

Writing - Year 5

- Writing has improved consistently over the last four years of assessment to rise from below the state average in 2018 to well above the state average in 2021.
- The top 10% of students have consistently made improvement in writing since 2018, suggesting that we are now catering well for high achievers in this area.
- The scores of the lowest 10% of students have also risen consistently since 2017 suggesting that we are supporting learners with high needs in writing well.

Five Year Trend (Year 3 & 5 Numeracy)

Numeracy - Year 3

- The lowest 10% of our Year 3 students have shown consistent improvement over the last 5 years indicating that our support for high needs learners in numeracy is effective.

Numeracy - Year 5

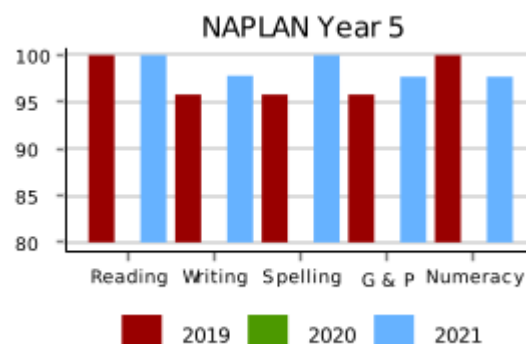
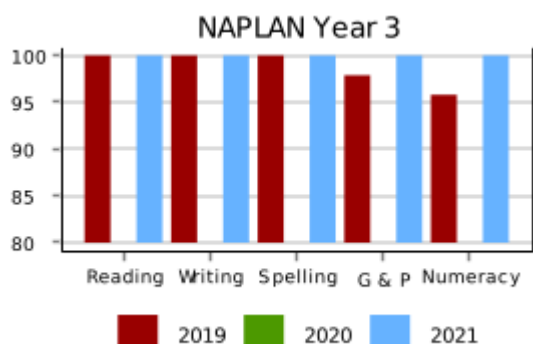
- The lowest 10% of our Year 5 students have shown consistent improvement over the last 4 years indicating that our support for high needs learners in numeracy is effective.
- Our numeracy scores at Year 5 have been consistently at or above the state average for the past 5 years.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.9	-	-	100.0	-
YR 03 Numeracy	95.8	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	95.8	-	-	97.7	-
YR 05 Numeracy	100.0	-	-	97.7	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	95.8	-	-	100.0	-
YR 05 Writing	95.8	-	-	97.8	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

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 evidence-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.

The PBL Team continued its 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 at staff meetings a summary of behaviour data which had been tracked using our school based applications. This ensured a consistent, whole school approach to implementing the school's behaviour matrix, while rewarding desired behaviours. School signage is regularly upgraded to promote our PBL mantra, "Respect and Cooperate To Achieve and be Safe".

During Remote Learning the priority for staff was to support families as they entered their second year of navigating online learning and extended periods of restrictions. 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, staff identified the important issues faced by children, associated with prolonged periods 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 2022, including:

- Ride 2 School Day
- Special Activities throughout Remote Learning to ensure students remained engaged and socially connected.
- Developing high interest whole school inquiry units during remote learning which included interactive elements such as live-streaming the hatching of baby chicks from the school incubator
- Investing in Google Workspace for Education to enable children to socialise and work collaboratively and address the social emotional needs of students and their families were experiencing due to the second year of lockdowns and social restrictions.
- A school celebration day during the final week to celebrate the amazing achievements of our community during the challenges faced due to the pandemic. This day incorporated carnival rides and free dress.

STUDENT SATISFACTION

The MACSSIS Data Student Results snapshot indicates:

- 'Overall Endorsement 66% (2021) increasing from 64% (2019)
 - This reflects the significantly improved data as shown in the response area of 'Rigorous Expectations' which indicates a culture where students perceive that teachers have high expectations of their effort, understanding, persistence and performance
- 'School Belonging 77% (2021) sustained at 77% (2019)
 - This indicates that through a turbulent 2 year period the students continued to believe they were valued members of the St John the Apostle community
- 'Teacher Student Relationships 77% (2021) increasing from 76% (2019)
 - This indicates that school was able to maintain social connections with students and their families during extended periods of remote learning.

STUDENT ATTENDANCE

Due to the multicultural nature of our school community, student attendance data is affected 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 ensures parents are aware of the implications this may have on 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 non attendance.

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 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.

The attendance of students eligible to complete remote learning from the school site was also recorded daily for each of the lockdown periods.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	94.5%
Y02	96.2%
Y03	94.0%
Y04	95.9%
Y05	96.9%
Y06	95.6%
Overall average attendance	95.5%

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 of 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 2021 St John's has reviewed and updated all relevant Policies including our Code of Conduct for staff, volunteers and parents.

The school 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 workers onsite during the construction of the Stage 3 building.
- Installation of additional video surveillance to the Stage 3 building.
- Limiting areas of the school grounds accessible by the public
- Creating a record of parent and volunteers Working With Children Checks
- Continued to provide staff professional development outlining the seven Child Safety Standards.
- Ensuring 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 implement 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 collaborative and high functioning.

Achievements

With the continued uncertainty of mandated Stage 4 Restrictions throughout the year, the Leadership Team developed an agile mindset, when faced with dynamic challenges such as; extended periods of remote learning, staggered returns to onsite learning and the requirement to implement the ever evolving Covid expectations within our school community.

With the continuation of Remote Learning, our Learning Diversity and Innovation Leader Miss Kahli Murtagh was a vital component of the school's success throughout the year. She oversaw our remote Learning Platforms, which included Google Classrooms for all levels and ensured students and staff had access to our online assessment platforms. 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 2021 the school's Leader of Learning and Teaching, Mrs Annette Palma oversaw the continued roll out of the synthetic phonics program 'Initialit' in the junior school. Her support ensured teachers were able to continue implementing the program throughout the extended periods of remote learning. We warmly welcomed Mrs Susan Gurrie to the team, to replace Annette during her maternity leave. Susan's appointment ensured all programs continued to run smoothly in Annette's absence.

The Religious Education Team members including Miss Amelia Browne, Miss Karen Serrano and Mrs Tiana D'Souza continued to work with the Religious Education Leader Mrs Rosalie Baldwin, throughout the year. The team oversaw the continued development of online religion resources and ensured the school was able to successfully celebrate Confirmation and First Holy Communion 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 Mr Zach Lane.

During facilitated planning sessions, school leaders guided and supported individuals and teaching teams. This has 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, 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 2021

Numeracy became a major focus for staff professional development over 2021 as outlined in our Annual Action Plan. The school sought the expertise of the Maths Association of Victoria and the Australian Catholic University to engage Genovieve Grouios as a facilitator and coach in mathematics across the school.

The school commenced work in Term 2 on creating a unified, whole school pedagogical approach to mathematics using a common instructional model. This included opportunities for teachers at all levels to be coached by Genovieve on a cyclic basis.

The school also became part of the Western Region Exploring Multiplicative Thinking work group. This provided teachers from Year 4 to 6 with guidance on implementing and assessing high quality mathematics learning tasks. The group will also assist the school in developing a Mathematics Improvement Plan to implement over 2022.

Below is a list of the main professional development the school staff participated in over 2021.

- Religious Education - Sacraments (Run by RE Team)
- Mathematics Grant Schools Network Meetings
- 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
- Google Classroom Training (Google Workspace Subscription Features)
- Kami Training (New staff)
- Parent Teacher Interviews Online Training (New staff)

Number of teachers who participated in PL in 2021	22
Average expenditure per teacher for PL	\$1358

TEACHER SATISFACTION

The MACSSIS Staff Results snapshot for 2021 indicates the following in regard to teacher satisfaction. (Please note that no surveys data is viable for 2020 due to the pandemic)

- 'Overall Endorsement' 64% (2021) increasing from 56% (2019)
 - This reflects the significantly improved data as shown in the response areas of 'School Climate' and 'Staff Leadership Relationships'
- 'Collaboration in Teams' 65% (2021) decreasing from 70% (2019)
 - This reflects the challenges experienced by all staff working during extended periods of remote learning
- 'Catholic Identity' 69% (2021) increasing from 57% (2019)
 - This reflects the school's commitment to the area of Religious Education as evidenced by the establishment of the RE Team

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.1%
Graduate	11.1%
Graduate Certificate	5.6%
Bachelor Degree	38.9%
Advanced Diploma	16.7%
No Qualifications Listed	33.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	25.7
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	11.2
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 prolonged government mandated school closures occurring throughout 2021 combined with ongoing density limits and social restrictions, 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 2021 have meant many of the school's regular initiatives such as special lunch order days, regular building and grounds maintenance and the organisation of stalls such as the Father's Day stall 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
- Use of the School App to ensure easy access to information by all families
- The restructuring of Parent Teacher Interviews and Parent Information Nights, to online formats so that families could still access school information
- Providing virtual tours of the school with accompanying audio guides
- Redeveloping the Prep 2022 Transition Program to ensure kinder students could safely become familiar with the school environment
- 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

The MACSSIS Data Family Results snapshot indicates:

- 'Overall Endorsement' 81% (2021) decreasing from 82% (2019),
 - This is extremely pleasing in light of the 2 years of Government Restrictions and ongoing extended periods of online learning

- 'School Fit' 94% (2021) increasing from 81% (2019)
 - This indicates that families highly rate the school's ability to meet their child's developmental needs
- 'Communication' 94% (2021) increasing from 83% (2019)
 - This indicates a high level of satisfaction by parents in relation to the school's timeliness, frequency and quality of communication.

Future Directions

With the easing of pandemic restrictions the school into the future will place high importance on the following:

- Re-engage students in all aspects school life at St John the Apostle
- Expand leadership structure to include middle leadership
- Build capacity of Middle Leaders
- Continue to develop a school-wide approach to the learning and teaching of mathematics
- Ensure the fidelity of the MultiLit Program (InitiaLit, MiniLit, MacqLit, Reading Tutor Program)
- Finalise the 3-year Religious Education unit cycle
- Formation of a School Advisory Board
- Increase opportunities for parent participation