

St John the Apostle Catholic Primary School Tarneit West

2022 Annual Report to the School Community



Registered School Number: 2093

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Contact Details

ADDRESS	54 - 76 Kingbird Avenue Tarneit West VIC 3029
PRINCIPAL	Simon Dundon
TELEPHONE	03 8754 4300
EMAIL	principal@stjatarneit.catholic.edu.au
WEBSITE	www.stjatarneit.catholic.edu.au
E NUMBER	E1403

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

08/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

VISION STATEMENT

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

MISSION STATEMENT

Inspired by Christ, we partner with our community in the faith development and quality education of our students. We serve the community in the spirit of St John the Apostle; with integrity, mercy and fidelity.

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 358 students in February, 2022.

In 2022, the school class structure was as follows:

- 3 X Prep classes
- 3 X Year 1 Classes
- 2 X Year 2 Classes
- 2 X Year 3 Classes
- 2 X Year 4 Classes
- 2 X Year 5 Classes
- 2 X Year 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 - 19.2%
- Filipino - 18.8%
- Indian - 31.4%
- South Sudanese - 5.8%
- Ethiopian - 8.4%
- Other - 16.4%

Catholic enrolments have grown steadily each year, with 56.5% of students being baptised Catholics in 2022. A further 13% belonged to Orthodox faiths and 12.5% belonged to other Christian denominations. Non-Christian enrolments made up 18% of our student population in 2022.

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

The school staff for 2022 comprised:

Class Teachers

Jessica Gatt (Year Prep)

Amelia Browne (Year Prep)

Laura Couch (Year Prep)

Haydn Smith (Year 1)

Robert Heap (Year 1)

Vee Bacon (Year 1)

Lauren King (Year 2)

Carole Ahrens & Leah Joseljic (Year 2)

Audrey Bongetti (Year 3)

Karen Milkovic & Leah Joseljic (Year 3)

Tiana D'Souza (Year 4)

Ashleigh Withers (Year 4)

Joshua Archer (Year 5)

Cassandra Farrugia (Year 5)

Zach Lane (Year 6)

Jenny Fenech (Year 6)

Specialists Teachers

Anne Cook (Visual Arts)

Carla Romero (Performing Arts)

Kelly Davies (LOTE - Indonesian)

Nathan Geisler (Physical Education)

Gillian Stevenson (Bike Education)

Support Staff

Cath Morissy (Speech Pathologist)

Ann Raj (Learning Support Teacher)

Alisha Keogh (Learning Support Teacher)

Viviana Failla (Learning Support Officer)

Olivia Williams (Learning Support Officer)

Jorge Ibarra (Learning Support Officer)

Cooper Trigg (Learning Support Officer)

Hannah Martin (Learning Support Officer)

Administration

Michelle Dobai (Office Administrator, Assistant to the Leadership Team)

Grace Gingco (School Bursar)

Paula Mallia (School Registrar & Office Support)

Natacha Tsang (Business Manager)

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 eighth 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 2022, 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.

By the end of Semester One, we saw the completion of the long anticipated landscaping of all school grounds. The landscaping of the school's entrance and the installation of a large illuminated cross, highlights for visitors that our Catholic faith underpins all that we do at St John's. Our school now boasts a large irrigated oval and a designated staff car park. New fencing and gates have been installed along the Kingbird Ave and Cottesloe Blvd school boundaries.

The COVID 19 pandemic continued to present schools and their families with some challenges, including finding replacement staff during periods of mandated isolation. I am very proud of our school community and the way in which they have navigated these challenges. Our teachers have worked tirelessly to cater for the academic and social needs of the students as they returned to the routines and rigours of learning in person. It has been wonderful to again be able to work in person with parents as we partner together in the education of your children.

For our students it has been wonderful to once again offer a raft of extracurricular activities and celebrations. The lifting of restrictions enabled us to celebrate the Sacraments of Reconciliation, Eucharist and Confirmation within our St Andrew's Parish. As a school we were able to once again gather for assemblies, sporting competitions and celebrations including our Year 6 Graduation and our school Nativity concert. Our Year 5 and 6s were also able to attend the long awaited overnight camp, where they participated in a range of exciting activities including archery and flying through the air on a giant swing.

As our school enrolments continue to grow, we welcome new staff each year. Mr Nathan Geisler took over the role of PE Teacher and comes to us with much experience in this field. As well as running the St John the Apostle Sports Program, Nathan oversees all interschool sports competitions in our region for both State and Catholic Schools. We also welcomed this year Ms Carla Romeo, who oversees our Performing Arts program. Carla is a trained vocalist, with many performances under her belt. Students have welcomed the opportunity to be part of

the school choir, which Carla runs. The choir performed throughout the year at school assemblies and were a sensational support to our Year 2s who presented the story of the Nativity to the school community in December.

I would like to extend our gratitude to all our staff members for the contributions they have made to our school. 2022 has proved to be an extremely welcome relief from the lock-downs and restrictions of the previous two years, for all in our school community. I thank you for the contribution all our families make which enable our school to be a high performing organisation.

At the request of Melbourne Archdiocese Catholic Schools Ltd (MACS) board, our governing body, St John the Apostle Catholic School established a School Advisory Council in 2022, to support the Principal, Parish Priest and leadership team of the school. Our School Advisory Council provides a forum for discussion and discernment, enabling parent voice and perspective.

The school has now established an Advisory Council. We thank the members of the Advisory Council for their time and dedication and their willingness to play an important guiding and supporting role to the principal. The inaugural members were:

- Donna Sandford
- Adrian Smith
- Akoc Adup
- Corrine Landicho
- Tiana D'Souza
- Michelle Dobai (Board Secretary)
- Kathleen Ah Kiow (School Business Manager)
- Simon Dundon (Principal)
- Fr Albert Yogarajah (Parish Priest)

Yours sincerely,

Simon Dundon (School Principal)

Catholic Identity and Mission

Goals & Intended Outcomes

Embed the tenants of the Catholic Faith

- Build capacity of staff to take up Faith Leadership
- Staff capacity to understand and interpret selected scripture and Catholic traditions

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 2022 we completed the work we began prior to the pandemic with Dr Margaret Carswell, on developing a three year Scope and Sequence of Religion Units of Learning. These units are based on the Liturgical Calendar of the church alongside the seven Sacraments. All units are based on church doctrine and help students to come to a deeper understanding of God and our Catholic faith.

Our Staff Religion Team met fortnightly during 2022 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 team members included the Deputy Principal, the REL and several class teachers.

In pursuing accreditation to teach in a Catholic school, staff come to understand the distinctive purpose and mission of Catholic schools. In 2022 St John's continued to offer all teachers the opportunity to gain and maintain Accreditation to Teach in a Catholic School, by providing access to a range of online and in person Professional Development opportunities.

It was wonderful to once again be able to celebrate our Sacramental programs fully. Throughout the year we celebrated the sacraments of Reconciliation, Eucharist and Confirmation. Parent support in the preparation of students for these sacraments has been most welcome.

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

- Reintroduction of whole school and classroom prayer rituals which were regular and consistent, including the reciting of traditional Catholic prayers, the use of liturgically coloured prayer cloths, candles and religious icons and symbols
- Reimplementation of Sacramental Programs, linked to the Parish
- Fostered 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
- Purchased Liturgical furniture for the school, which included specially made Altar, Lectern and Presider's Chair. These items were blessed during a School Mass.

- Provided staff professional development modules in Religious Education via the FRG Ministry Online Courses.

Learning and Teaching

Goals & Intended Outcomes

Build a school wide professional team of highly able teachers and leaders

- That consistent planning and teaching practices are evident.
- Data is strategically collected and analysed
- That moderation facilitates the reporting and assessment process.
- Systems exist for tracking and measuring the growth of each student.
- Learning opportunities are differentiated to cater for individual needs.

Achievements

With the return to onsite learning teachers were once again able to attend facilitated planning, when a member of the leadership team supported Year Level teams to plan and implement a rigorous program that addressed the developmental progress of each student. This progress is tracked using a range of summative and formative assessments. The data collected from these assessments is used to inform a more differentiated approach to student learning and was the basis of the data used to report to parents about student progress.

Staff professional development was a high priority in 2022 and focused strongly on Literacy, Numeracy and Religious Education. All new staff were in the Prep - 2 area engaged in intensive training in our literacy program 'InitialLit'. This research based program provides a consistent and scaffolded approach to literacy in the junior school. Support staff attended training around a number of literacy support programs from MultiLit, including MiniLit and MacqLit. These reading intervention programs are used by staff to support students in Years 1-6 and are offered in small group settings.

This year we continued working with our Maths Coach Genovieve Grouios. Genovieve supported teachers with the development of a P - 6 Maths Scope and Sequence, based on the Victorian Curriculum. Staff have also been developing Unit planners under the guidance of Genovieve. These planners include; Educational Research, Curriculum Links, Teacher Reflection, Differentiated Tasks and Enabling and Extending prompts. To support the learning and teaching of Maths, the school purchased maths equipment trolleys for each class, under the professional guidance of our Maths Coach, to ensure the equipment purchased was appropriate and would enhance the learning experience of the students.

The school renewed our subscription to Mappen, an online inquiry resource. Mappen enables 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 being effective users of contemporary thinking tools and graphic organisers.

STUDENT LEARNING OUTCOMES

Naplan trends continue to show some 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 2022 the following trends are evident within our Naplan data:

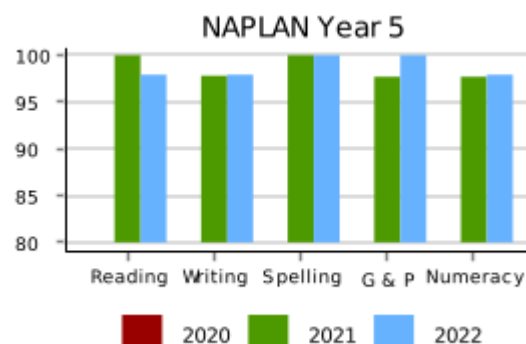
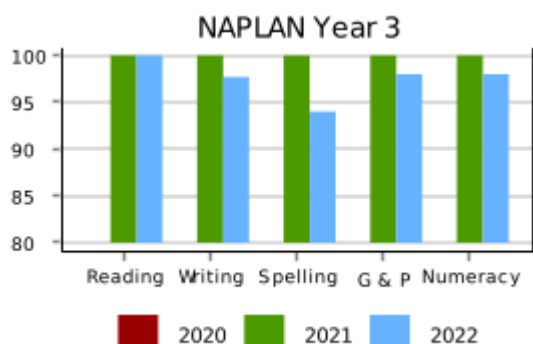
- In the area of Reading our Year 3 students in the bottom 25th percentile performed better than the state and our median score was similar to that of the state. In Year 3 four students who were working above Band 6. Whilst in Year 5 the students in the bottom 10th percentile outperformed the state. We also had three students who were working above Band 8 in Year 5.
- The Writing assessment was an area of challenge for our students, particularly in Year 3. In the area of Writing our Year 5 students in the bottom 50th percentile outperformed the state and our mean (508) was better than that of the state (498). In Year 5 there was one student working above Band 8.
- In the area of Numeracy we had no students below the National Minimum standard in Year 3 and we had one student working above Band 6. Our Year 5 students in the bottom 50th percentile outperformed the state and we had two students working above Band 8.
- In the area of Spelling the Year 5 students scored higher at all points including the top 10th percentile (508 - school, 498 - state). In Year 3 spelling there were six students who were working above Band 6.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	98.0	-2.0
YR 03 Numeracy	-	100.0	-	98.0	-2.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	94.0	-6.0
YR 03 Writing	-	100.0	-	97.7	-2.3
YR 05 Grammar & Punctuation	-	97.7	-	100.0	2.3
YR 05 Numeracy	-	97.7	-	97.9	0.2
YR 05 Reading	-	100.0	-	97.9	-2.1
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	97.8	-	97.9	0.1

* 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

Enable students to experience success

- Collect and analyse behaviour data using the SWIS suite.
- The PBL School Behavioural Matrix will be embedded into the curriculum.
- The behavioural flowchart is consistently implemented

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 with Well-being Staff from MACS.. They support the school and serve as critical friends who are available to conduct regular school walk throughs 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".

Prior to the return of onsite learning in 2022, staff identified the important issues faced by children, associated with prolonged periods of online learning. Teachers identified the need to work with students during the year on re-establishing classroom routines, building up work stamina and ensuring students had a variety of opportunities to reconnect socially with their peers. Over the year the school continued its focus on providing playground options which engage students in positive play. Reward systems were implemented encouraging students to be respectful and cooperative, to be safe and achieve their best.

VALUE ADDED

A range of curricular and extracurricular activities were completed throughout 2022, including:

- Ride 2 School Day
- Tabloid Sports Day
- Offsite Excursions to re-engage students in their learning

Positive rewards systems which encourage safe and positive interactions, were reintroduced with all classes using Class Dojo Rewards.

Members of the PBL Team designed and implemented a data collection system to record and track outside behaviours.

STUDENT SATISFACTION

The MACSSIS Data Student Results snapshot indicates:

- 'Overall Endorsement' 66% (2022) which held steady from the previous year.
- This results reflects the schools ability to maintain a sense of continuity, expectation and belonging when transition from the previous two years of remote learning to sustained onsite learning
- 'School Belonging' 79% (2022) grew from 77% (2021)
- This indicates that students return to onsite learning in 2022 further developed the students belief that they were valued members of the St John the Apostle community

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 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 recorded digitally with the introduction of our school VPass visitor management system.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.1%
Y02	88.3%
Y03	89.1%
Y04	89.2%
Y05	86.2%
Y06	92.0%
Overall average attendance	88.8%

Child Safe Standards

Goals & Intended Outcomes

To ensure child safety and remain compliant with the requirements of Ministerial Order No 1358 - Child Safe Standards which came into effect in June 2022, St John the Apostle Catholic School has strived to complete the following:

- Refine the implementation the 11 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

At St John the Apostle, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

Ministerial Order No. 1359 came into effect in June 2022 and specified how every Victorian school would manage child safety and comply with the prescribed 11 minimum child safe standards. Over 2022 St John's has reviewed and updated all relevant Policies including our Code of Conduct for staff, volunteers and parents.

The school regularly completes a risk management assessment and implemented changes such as:

- Updating and maintaining the visitor sign in procedure
- Installation of additional video surveillance
- 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 11 Child Safety Standards
- Ensured that all staff have completed the annual mandatory reporting online training module
- 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

Goals & Intended Outcomes

Develop an explicit school improvement agenda

- Clarity by staff of Position of Leadership role descriptions
- An expansion of the members of the school leadership team

Achievements

With the transition this year from online learning to learning again in person, the Leadership Team continued to use an agile mindset, to address dynamic challenges such as; isolation periods required by staff and students who tested positive to COVID, implementation of government requirements and managing the expectations of all stakeholders within our school community.

Our Learning Diversity and Innovation Leader Miss Kahli Murtagh ensured that all NCCD requirements were met in 2022, including overseeing the creation of Personalised Learning Plans (PLPs) and the tracking of adjustments made by staff to support students with a PLP. Kahli worked with staff to complete 'In school assessments' and where necessary made referrals to the Catholic Education Office and other support agencies. As Learning Diversity Leader Kahli oversaw all Parent Support Meetings (PSGs) and the collection of the associated minutes. Her role in mentoring middle leadership has enabled the school to establish a Learning Diversity Team, where two staff have been given a Position of Leadership and are supported in tracking the progress of students requiring supplementary support.

During 2022 we warmly welcomed Mrs Susan Gurrie to the Leadership team, to replace Mrs Annette Palma (Leader of Learning and Teaching) during her maternity leave. Susan's appointment ensured all programs continued to run smoothly in Annette's absence. Susan oversaw the continued roll out of the synthetic phonics program 'InitialLit' in the junior school. The support of Susan ensured teachers were able to implement the program throughout the year.

The Religious Education Team members including Miss Amelia Browne, Mrs Karen Milkovic, Ms Cassandra Farrugia and Mrs Tiana D'Souza continued to work with the Religious Education Leader Mrs Rosalie Baldwin, throughout the year. The team oversaw the completion of the 3 Year Scope and Sequence Planning Document and ensured the school was able to successfully celebrate the sacraments of Reconciliation, First Holy Communion and Confirmation during 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 Zac 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 Kathleen Ah Kiow, our school business manager. Kathleen 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 Child Safety Policies and Procedures, in accordance with Ministerial Order No. 1359 which came into effect in June 2022.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Religious Education
- Positive Behaviours for Learning
- Naplan Online Training
- First Aid Training
- Anaphylaxis Training
- Mandatory Reporting training modules
- Reportable Conduct Professional Development
- Attendance by staff at Zone Network days
- Graduate Professional Development Sessions
- MultiLit Training Courses for relevant new staff
- Maths Coaching Sessions
- Parent Teacher Interviews Online Training

Number of teachers who participated in PL in 2022

18

Average expenditure per teacher for PL

\$1634

TEACHER SATISFACTION

The MACSSIS Data Staff Results snapshot indicates:

- 'Overall Endorsement' 74% (2022) increasing from 64% (2021)
- This reflects the significantly improved data as shown in the response areas of 'School climate', 'Support for teams' and 'Staff Leadership Relationships'

- 'Collaboration in Teams' 79% (2022) increasing from 65% (2021)
 - This reflects a return to onsite learning and an ability to work collaboratively with colleagues for class planning, NCCD planning and to work with leaders in a variety of instances. This improvement moves us ahead of our 2019 figure of 70%.
- 'Catholic Identity' 81% (2022) increasing from 69% (2021)
 - This reflects the school's ongoing commitment to the area of Religious Education as evidenced by the ability for us to pray together regularly as a school through assemblies, Sacraments and school Masses.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	7.4%
Graduate	7.4%
Graduate Certificate	3.7%
Bachelor Degree	37.0%
Advanced Diploma	11.1%
No Qualifications Listed	44.4%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	27.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	9.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Embed parent partnership in student learning

- That there is higher parent engagement in student learning.
- Increased parent participation in a variety of learning opportunities

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 endeavour to make our school a community hub, where people can gather and meet.

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.

With St John's now under the guidance of Melbourne Archdiocese Catholic Schools Ltd (MACS) we have established a School Advisory Council. This gives parents a chance to be involved in the school and offer advice and support in areas such as school policies, capital improvements and community partnerships. We are very grateful to the nine inaugural council members for their dedication and support.

Initiatives supported by the parents during 2022 included the organisation of the Mother's Day and Father's Day stalls. A uniform committee was established in Semester 2 in response to fabric shortages being experienced by our school uniform manufacturer. This committee has met several times to investigate viable uniform options, particularly for the winter uniform. They are currently working in consultation with staff with Noones Imagewear, who supply our school uniform.

To ensure that strong links were maintained with the school community, many online initiatives were maintained in 2022 including:

- Weekly Assemblies live streamed
- Video messaging to parents, included as feature of each Newsletter
- Use of the School App to ensure easy access to information by all families
- Offering Parent Teacher Interviews in online and in person formats, to give working parents greater flexibility
- Redeveloped the Prep 2022 transition Program to ensure kinder students could safely become familiar with the school environment

PARENT SATISFACTION

The MACSSIS Data Family Results snapshot indicates:

- 'Overall Endorsement' 79% (2022) slightly decreasing from 81% (2021)
 - This is not an unexpected result given that though we had a return to onsite schooling we still experienced Government restrictions around gathering in groups and inviting members of the community into the school
- 'Family Engagement' 45% (2022) increasing from 41% (2021)
 - This result indicates that St John's parents still felt in partnership with the school with the return to onsite learning. It was also pleasing given the MACS average was 46%.
- 'School Climate' 95% (2022) remained relatively steady from 96% (2021)
 - This indicates that St John's families have a high level of satisfaction for the social and learning climate of the school.

Future Directions

Future directions of school improvement will be guided by the recommendations which come from our four yearly external review scheduled for early 2023.