



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St John the Apostle Catholic Primary School

54 - 76 Kingbird Avenue, TARNEIT WEST 3029

Principal: Simon Dundon

Web: [www.stjatarneit.catholic.edu.au](http://www.stjatarneit.catholic.edu.au)

Registration: 2093, E Number: E1403

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## Principal's Attestation

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I, Simon Dundon, attest that St John the Apostle Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Feb 2023

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## About this report

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St John the Apostle Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **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.

### **Our School Mission**

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.

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## School Overview

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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 373 students in February, 2023.

In 2023, the school class structure was as follows:

3 X Prep classes  
3 X Year 1 Classes  
3 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 - 18%  
Filipino - 18%  
Indian - 30 %  
South Sudanese - 8%  
Ethiopian - 11%  
Other - 15%

Catholic enrolments have grown steadily each year, with 56% of students being baptised Catholics in 2023. A further 13% belonged to Orthodox faiths and 12% belonged to other Christian denominations. Non-Christian enrolments made up 19% of our student population in 2023.

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

The school staff for 2023 was:

### Class Teachers

Jessica Gatt (Year Prep)

Bianca Gomez (Year Prep)

Wendy Gonsalves (Year Prep)

Carole Ahrens (Year 1)

Tiana D'Souza (Year 1)

Vee Bacon (Year 1)

Audrey Bongetti (Year 2)

Karen Milkovic & Leah Jozeljic (Year 2)

Cooper Trigg (Year 2)

Ashleigh Withers (Year 3)

Sarah Cauchi & Leah Jozeljic (Year 3)

Joshua Archer (Year 4)

Cassandra Farrugia (Year 4)

Amelia Browne (Year 5)

Sherese King (Year 5)

Zach Lane (Year 6)

Jenny Fenech (Year 6)

#### Specialists Teachers

Anne Cook (Visual Arts)

Carla Romero (Performing Arts)

Kelly Davies & Simona Grippi (LOTE)

Nathan Geisler (Physical Education)

Gillian Stevenson (Bike Education)

#### Support Staff



Cecilia Pham (Speech Pathologist)  
Kerry Lowerson (Learning Support Teacher)  
Reuben Vander Kraats (Learning Support Teacher)  
Viviana Failla (Learning Support Officer)  
Olivia Williams (Learning Support Officer)  
Hannah Martin (Learning Support Officer)  
Mia Massese (Learning Support Officer)  
Ella Archer (Learning Support Officer)  
Aiden Smith (Learning Support Officer)  
Georgia Burston (Learning Support Officer)  
Chrystal Vander Kraats (Learning Support Officer)

#### Administration & Maintenance Staff

Michelle Dobai (Office Administrator)  
Grace Gingco (School Bursar)  
Paula Mallia (School Registrar & Office Support)  
Kathleen Ah Kiow (Business Manager)  
Mark Paige ( Maintenance Manager)

#### Leadership Team

Simon Dundon (Principal)  
Rosalie Baldwin (Deputy Principal, Student Wellbeing)  
Kahli Murtagh (Deputy Principal, Learning Diversity, Innovation)  
Karen Milkovic (Religious Education)  
Annette Palma (Curriculum & Compliance)

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## Principal's Report

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In our ninth 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 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 live out our strategic intent as outlined in 2023 Action Plan:

*To live as an interconnected and collaborative community. To reach out, welcome and value all, offering a place of belonging and acceptance.*

Our school continues to be held in high regard within the City of Wyndham, with numerous families from the local area seeking enrolment placements. As a school community we continue 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.

A formal school review is undertaken every four years by all Catholic schools in the Archdiocese of Melbourne. During 2023 this process was completed by our allocated reviewer Mrs Mary Lovelock. In her feedback Mary reflected on the 'Positive Vibe' she experienced as she moved around the school and met with students, staff and parents. Mary commented on the high level of commitment she encountered from all staff and the safe environment St John's provides for the students. From her discussions with families, Mary felt that the parents were extremely proud of the school their children attend and provided positive feedback about their child's education. This process has enabled us to develop our next 4 year School Improvement Plan.

In response to manufacturing issues the school uniform had to be redesigned. Our Uniform Subcommittee has been working tirelessly to finalise our new uniform options and update the uniform policy. The new options are both affordable and easy to launder and the students have fully embraced the new look.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### GOAL

Embed the tenants of the Catholic Faith

#### INTENDED OUTCOMES

Religious Education is a visible presence in the school

Parents are active participants in the school community

### Achievements

It was wonderful to be able to celebrate Masses and Sacraments fully as a school community. The school choir was involved in all school Masses and was a welcome support during our Sacramental celebrations of Eucharist and Confirmation. To reestablish parental involvement in Community Masses, we have been working closely with Parish Pastoral Worker Kemp Vinson, to establish a committee of parents who can oversee our monthly community Masses, which are held in the school Hall.

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 2023 we began to develop assessment activities which would support the school's 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 2023 to create support materials for Religion Lessons and 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 2023 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.

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**

- Support teachers to embed daily classroom prayer rituals which include; traditional Catholic prayers, the use of liturgically coloured prayer cloths, candles and religious icons and symbols, by providing a prayer kit and script for each class
- Release members of the RE Planning Team fortnightly, so that they can adequately plan and prepare liturgies and create resources to support levels to plan their Religion units
- 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
- Provided staff professional development modules in Religious Education via the FRG Ministry Online Courses.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### GOAL

To build a school wide professional team of highly able teachers and leaders

#### INTENDED OUTCOMES

High levels of student engagement and success

Embedded school-wide approach to ensure Maths and Literacy Program are followed with fidelity

Use of data to plan and implement teacher focus groups and interventions

### Achievements

Teachers at St John's are supported with four hours of planning time per week (pro rata). This is timetabled to enable all members of a level to meet together, ensuring the team has adequate opportunity to prepare and plan lessons. In 2023 levels followed the Assessment Schedule to enable them to monitor student progress. Staff used student data during planning time and in PLTs to identify where individual adjustments were required and to plan their teacher focus groups.

Staff professional development was a high priority in 2023 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 'Initialit'. 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 to use the St John's Maths Scope and Sequence, based on the Victorian Curriculum, to develop Unit Planners. These planners included; Educational Research, Curriculum Links, Teacher Reflection, Differentiated Tasks and Enabling and Extending prompts.

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. However caution is required in interpreting these results due to the continued transient nature of our student population.

In 2023 the following trends are evident within our Naplan data:

- In the area of Reading, we had four students in Year 3 working above Band 6 and three students in Year 5 who were working above Band 8. All of our Year 3 students were working above the National Minimum Standard with only one of our Year 5 students not achieving this standard.
- In the area of Writing one Year 5 student was working above Band 8. One student in Year 3 and one of our Year 5 students did not achieve the National Minimum Standard.
- In the area of Numeracy, we had one student in Year 3 working above Band 6 and two students in Year 5 who were working above Band 8. All of our Year 3 students were working above the National Minimum Standard and only one of our Year 5 students did not achieve this standard.
- In the area of Spelling, we had six students in Year 3 working above Band 6 and four students in Year 5 who were working above Band 8. Three of our Year 3 students were working below the National Minimum Standard with all of our Year 5 students achieving this standard or above.
- In the area of Grammar and Punctuation, we had three students in Year 3 working above Band 6 and four students in Year 5 who were working above Band 8. All of our Year 5 students were working above the National Minimum Standard and only one of our Year 3 students did not achieve this standard.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	440	60%
	Year 5	504	63%
Numeracy	Year 3	423	77%
	Year 5	516	79%
Reading	Year 3	432	77%
	Year 5	515	89%
Spelling	Year 3	441	81%
	Year 5	513	79%
Writing	Year 3	439	85%
	Year 5	520	89%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### GOAL

To build high levels of student engagement and success

#### OUTCOMES

Formation of a Student Voice and Indigenous Perspectives Team

Use of data to plan and implement teacher focus groups and interventions

Provision of a range of Cyber Safety programs and supports

### Achievements

At St John's we embed child safe practices throughout the school, cybersafety being an integral element of this. As part of our ongoing commitment to child safety, we have an Online Safety Parent Hub. The Parent Hub provides a wealth of online safety resources such as; digital parenting guides, app reviews and articles. These are developed by a team of leading digital safety and wellbeing experts. Plus, families have access to free parental control tools to help keep children safe while using their personal devices. Content on the hub is constantly updated and added to, so parents keep informed about new online social media platforms and games are released.

In 2023 we supported students and their families to embed safe online practices in a range of ways, including:

- Working with Staff from Inform and Empower to facilitate parent and student cyber safety sessions
- Using the Classwize platform to give teachers real-time visibility and control over students' online activities
- Enabling all parents access Online Safety Parent Hub

At St John's we develop a range of learning plans for students identified as having needs in the Nationally Consistent Collection of Data (NCCD). We provide regular Parent Support Group Meetings (PSGs) for the families of these students and staff from our Learning Diversity Team meet with teachers to support them to develop appropriate personalised



programs. Our school Speech Pathologist, Cecilia Pham, completes language assessments and works with groups of students on a range of language development programs.

The school 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.

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".

Members of the PBL Team worked with senior students to form Student Voice and Indigenous Perspectives Groups. These groups of students have led the school in a number of initiatives during 2023. These included Student Voice groups developing and regularly presenting:

- A Flag Raising Ceremony
- An Acknowledgement of Country component for the weekly Assembly
- Eddie the School Teddy weekly PBL award
- Support with Prayer, Liturgy and Social Justice initiatives

### **Value Added**

A range of curricular and extracurricular activities were completed throughout 2023, including:

- Ride 2 School Day
- Tabloid Sports Day
- Offsite Excursions to engage students in their learning
- Positive rewards systems which encourage safe and positive interactions, are by all staff and Class Dojo Rewards are embedded in each Learning Centre.

Members of the PBL Team regularly monitor and analyse the data collected on the St John Behaviour App and use this to identify focus behaviours. The team then creates support material for teachers to use during SEL lessons.

## Student Satisfaction

The MACSSIS Data Student Results snapshot indicates that overall students are very positive about their learning here at St John's: This is reflected in the results below:

- 'Rigorous Expectations' score of 73% - This score reflects students' feelings that their teachers hold them to high expectations of their effort, understanding, persistence and performance
- 'School Belonging' score of 69% - This score reflects students feeling they are valued members of the community
- 'Teacher Student Relationships' score of 67% - This score reflects the strength of the social connection between teachers and students, within and beyond the school.
- 'Catholic Identity' score of 65% - This score reflects student perceptions about the Catholic identity of the school

## 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	88.8%
Y02	92.8%
Y03	92.0%
Y04	90.9%
Y05	92.0%
Y06	89.1%
Overall average attendance	90.9%

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## Leadership

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### Goals & Intended Outcomes

#### GOALS

To build a school wide professional team of highly able teachers and leaders

Develop an explicit school improvement agenda

#### INTENDED OUTCOMES

Executive Leadership Team developing Middle Leadership roles

Participation in the School Review Process offered by MACS

Embed school-wide approach to ensure Maths and Literacy Program are followed with fidelity

Use of data to plan and implement teacher focus groups and interventions

#### Achievements

Members of the Leadership Team prepared all required documentation for the School Review which took place in May. The review process was facilitated by MACS staff and Mrs Mary Lovelock. The process provided us with an opportunity to celebrate our successes and achievements over the past four years and presented us with recommendations for the way forward. As a result of this process we have been able to develop our next School Improvement Plan (SIP).

Our Learning Diversity and Innovation Leader Miss Kahli Murtagh ensured that all NCCD requirements were met in 2023, 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 MACS and other support agencies. As Learning Diversity Leader Kahli oversaw all Parent Support Meetings (PSGs) and the collection of the associated minutes. Kahli supported staff on the Learning Diversity Team who played a key role in ensuring that the specific needs of students with diverse learning and support needs were met.

The Religious Education Team members including Miss Amelia Browne, Ms Cassandra Farrugia and Mrs Tiana D'Souza continued to work with the Religious Education Leader Mrs

Karen Milkovic, throughout the year. The team oversaw the implementation of our 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 Miss Ashleigh Withers, Miss Audrey Bongetti 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 provided guidance for leaders and kept 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.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Religious Education	
Positive Behaviours for Learning	
Flourishing Learners	
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	
Number of teachers who participated in PL in 2023	29
Average expenditure per teacher for PL	\$1666.00

## Teacher Satisfaction

The MACSSIS Data Staff Results snapshot indicates that overall staff are very positive about St John the Apostle Primary School: This is reflected in the results below:

- 'Overall Endorsement' score of 78% - This reflects the significantly improved data as shown in the response areas of 'School Leadership', 'Staff Safety', 'Collective Efficacy' and 'Instructional Leadership'
- 'School Climate' score of 92% - This reflects staff's perceptions of the overall social and learning climate of the school
- 'Collaboration in Teams' score of 76% - This reflects how well teachers work together in teams to improve teaching and learning.
- 'Catholic Identity' score of 85% - This reflects teachers perception of the principal's faith leadership and of particular dimensions of Catholic identity in school life

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	5.9%
Graduate	5.9%
Graduate Certificate	2.9%
Bachelor Degree	26.5%
Advanced Diploma	8.8%
No Qualifications Listed	50.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	31.0
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	13.3
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

#### GOALS

Embed parent partnership in student learning

#### INTENDED OUTCOMES

Role clarity for members of the school advisory board

Members of the school community participating in weekday and weekend Liturgies

Increased parent participation in a variety of school events and celebrations

### 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 2023 included the organisation of the Mother's Day and Father's Day stalls. The Uniform Committee worked in consultation with staff from Noones Imagewear, (school uniform supplier), to develop the new uniform options available for families. These garments have been well received by families and have been designed to be both durable and affordable.

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



Weekly Assemblies live streamed

Video messaging to parents, included as feature of each Newsletter

The use of the Operoo platform to send notification to families and keep them informed

Offering Parent Teacher Interviews in online and in-person formats, to give working parents greater flexibility

## **Parent Satisfaction**

The MACSSIS Data Parents Results snapshot indicates that overall parents are very positive about St John the Apostle Primary School: This is reflected in the results below:

- 'School Fit' score of 83% - This result indicates families' perceptions of how well the school matches their child's developmental needs.
- 'School Climate' score of 94% - This indicates families' perceptions of the social and learning climate of the school.
- 'Catholic Identity' score of 75% - This indicates families' perceptions of and engagement with the overall Catholic identity of the school.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stjatarneit.catholic.edu.au](http://www.stjatarneit.catholic.edu.au)