



Melbourne Archdiocese
Catholic Schools

2024

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

Registration: 2093, E Number: E1403

Principal's Attestation

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 2024 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 28 Apr 2025

About this report

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](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

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 grown to 362 students in February, 2024. Due to staff shortages and space constraints the school elected to reduce homerooms back to 16 classes from the previous 17, in 2023. This accounts for an 11 student decrease in enrolments in 2024.

In 2024, the school class structure was as follows:

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

Catholic enrolments have grown steadily each year, with 56% of students being baptised Catholics in 2024. 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 2024.

The school staff for 2024 was:

Class Teachers

Year Prep - Ms Jessica Gatt & Ms Bianca Gomez

Year 1 - Mrs Wendy Gonsalves/Mrs Annette Palma & Mrs Tiana D'Souza

Year 2 - Ms Audrey Bongetti, Mr Keanan VanHees & Mr Cooper Trigg

Year 3 - Miss Sarah Cauchi, Mrs Erin Webb & Miss Kara Lawson

Year 4 - Mrs Milkovic/Ms Georgia Burston & Ms Carolyn Dillon

Year 5 - Mrs Amelia Milton/Ms Nicola Folan & Mrs Rosalie Baldwin/Mr Rueben VandeKraats/
Ms Laura Haughin

Year 6 - Ms Ashleigh Withers & Mr Zac Lane/Mrs Kerry Lowerson

Specialists Teachers

Anne Cook (Visual Arts)

Carla Romeo (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)

Alicia Hughes (Learning Support Teacher)

Vee Bacon (Learning Support Teacher)

Annette Palma (Learning Support Teacher & Compliance)

Georgia Burston (Learning Support Teacher - Term 1 & 2)

Hannah Martin (Learning Support Teacher)

Reuben VandeKraats (Learning Support Teacher)

Chrystal VandeKraats (Learning Support Officer)

Viviana Failla (Learning Support Officer)

Olivia Williams (Learning Support Officer)

Mia Massese (Learning Support Officer)

Ella Archer (Learning Support Officer)

Aiden Smith (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 Page (Maintenance Manager)

Leadership Team

Simon Dundon (Principal)

Rosalie Baldwin (Deputy Principal Student Wellbeing)

Kahli Murtagh (Deputy Principal Data & Innovation)

Karen Milkovic (Religious Education)

Angela Anderson (Curriculum)

Michelle Perceval (Learning Diversity)

Zac Lane (MHiPS)

Principal's Report

In its tenth 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 2024 Action Plan:

To create a consistent teaching approach, implement processes for continuous improvement and ensure an inclusive environment that empowers all to learn effectively.

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.

The flexibility and dedication of our staff enabled the school to overcome the significant challenges posed by system-wide teacher shortages. I would like to acknowledge and commend the following individuals whose unwavering commitment played a vital role in navigating these difficulties:

- Mrs. Rosalie Baldwin, our deputy principal, skillfully balanced her leadership responsibilities with classroom teaching until a suitable Year 5 teacher was appointed.
- Mrs. Vee Bacon stepped up to full-time teaching to cover a classroom while we awaited the arrival of sponsored overseas teachers.
- Miss Laura Haughin travelled from New Zealand to join our team in Term 2, taking over the Year 5 class. This allowed Mrs. Baldwin to return to her full-time Deputy Principal role.
- Ms. Nicola Folan came all the way from Ireland to join us in Term 3. She admirably took charge of another Year 5 class after Mrs. Milton commenced parental leave.
- Mr. Zachary Lane, despite enduring a daily commute of over an hour, committed to staying with us for another year.

We are deeply grateful to these remarkable staff members for their sacrifices and dedication throughout the 2024 school year. Their efforts have not only upheld the quality of education but have also exemplified the true spirit of teamwork and resilience.

As part of its commitment to fostering continuous improvement, the school partnered with the Archdiocese of Melbourne's Western Regional Office to participate in the Flourishing Learner Pilot. This initiative provided invaluable support in implementing the Science of Learning framework, which emphasizes evidence-based practices to enhance student engagement, understanding, and achievement.

The Science of Learning focuses on key principles such as cognitive science, effective teaching strategies, and the development of metacognitive skills. It encourages the integration of research-driven approaches to improve how students process, retain, and apply knowledge. By embracing these principles, the school aims to create a dynamic and inclusive learning environment that caters to diverse student needs while fostering a love for lifelong learning.

Through this pilot program, the school has been able to engage in professional development, access expert guidance, and collaborate with other schools to share best practices. These efforts have empowered educators to refine their teaching methods, prioritise student well-being, and promote deeper learning experiences.

The partnership reflects the school's dedication to excellence, innovation, and the holistic development of every learner, ensuring they are equipped to flourish both academically and personally.

In 2024, in-school coaching became a key focus for the organisation, reflecting our commitment to continuous professional growth and excellence in teaching. Throughout the year, teachers collaborated with Sarah Morgante from One Red Apple, benefiting from her expertise and guidance.

Sarah worked closely with staff, observing classroom practices and providing tailored mentoring to enhance mastery of teaching skills. Her coaching was instrumental in fostering optimal conditions for student learning within our open learning environment at St. John the Apostle. This partnership not only elevated teaching practices but also reinforced our dedication to creating a dynamic and supportive space where both educators and students can thrive.

The school deeply values the unwavering support of our parent community, which has been evident throughout the year. This support was particularly showcased in the strong attendance at our monthly Community Masses. These Masses, thoughtfully planned and led by our dedicated school liturgy team, Maria Ferma, Daniel Bernardo, Shanty Mullokose, and Ruth Viernesa have been a beautiful expression of our shared Catholic faith.

I am also profoundly grateful for the incredible guidance and insight provided by the members of the School Advisory Council. This dedicated group met six times over the year, offering thoughtful advice and contributing to strategic discussions on how the school can continue to move closer to achieving its vision. Their commitment has been instrumental in

shaping a path forward for our community, ensuring the best outcomes for our students and families.

As we reflect on the year, 2024 stands out as a highly successful and rewarding period for our school community. This success is evident in the positive feedback received through our parent, student, and staff survey data, which highlights the strength of our shared commitment to excellence.

In closing, I would like to extend my heartfelt gratitude to everyone who has supported St. John the Apostle School over the past 12 months. Your unwavering dedication and contributions have been integral to our achievements and to fostering a thriving and vibrant school community.

Catholic Identity and Mission

Goals & Intended Outcomes

GOAL

Maximising improvement

INTENDED OUTCOMES

Refine and maintain effective, efficient improvement processes that draw on the strengths of all

Achievements

During 2024 school Masses were celebrated each month and Community Masses occurred regularly throughout the year. Students participated in Sacramental programs throughout the year which involved class work and family evenings. 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 2024 teaching staff participated in facilitated professional development and planning sessions connected to the Year B Religion Units of Learning in the school's three year Scope and Sequence. 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 continued to meet fortnightly during 2024 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 Vinnies Christmas Appeal. 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 2024 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.

Learning and Teaching

Goals & Intended Outcomes

GOAL

School wide consistent approach to teaching

INTENDED OUTCOMES

- Embed a consistent pedagogical approach across all learning areas by all staff
- Empower all to be responsible for their learning

Achievements

The appointment of a Curriculum Leader in 2024 saw the formalisation of Facilitated Planning. During planning time all level teams attend a Facilitated Planning session with our Curriculum Leader, where staff:

- Ensure the school's Assessment Schedule is being adhered to
- Track student progress using for example PAT Data, DIBELS and InitialLit Assessments
- Use data to inform curriculum planning
- Ensure consistent delivery of curriculum across all levels
- Monitor and model the use of High Impact Teaching Strategies

Through our involvement this year with the Flourishing Learners Initiative offered by MACS, teachers have received regular professional development and coaching. Flourishing Learners requires the use of evidence-based teaching resources and high impact teaching strategies. St John's has been well placed to join this initiative due to our use of the MultiLit suite of programs.

Our use of the InitialLit program in all Prep - Year 2 classes ensures there is a systematic approach to synthetic phonics, phonemic awareness, fluency, vocabulary and comprehension. The program provides all students with the essential core knowledge and strong foundations to become successful readers and writers. This is complimented by the school's use of the Language Lift, MiniLit, MacqLit and Reading Tutor Intervention programs.

Our membership with Ochre ensures our teachers have access to high-quality curriculum resources in Literacy and Numeracy, that include daily reviews, explicit instructions and rich activities. Ochre Lessons are the basis of all Maths sessions throughout the school and have become the basis of our Year 3 - 6 Literacy Program. Ochre Education Resources are fully

aligned with the Victorian Curriculum and enable our teachers to develop effective, sequenced and evidence-based instructions for students.

Staff professional development continued to be a high priority in 2024. All teachers new to the Prep - Year 2 area in 2024 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.

Through our strong commitment to Coaching this year, all staff are provided with numerous opportunities for this personalised professional development. Teachers meet regularly with both in house and external coaches. These sessions provide opportunities for modelling, reflection and feedback.

Student Learning Outcomes

Naplan trends continue to show 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 2024 the following trends are evident within our Naplan data:

- In the area of Reading, we had 10 students in Year 3 who scored in the Exceeds Expectation Range and 17 students in Year 5 who were working in the Exceeds Expectation Range. 92% of our Year 3 and Year 5 students' results showed that they did not fall in the Needs Additional Support Range in Reading.
- In Year 3 in the area of Writing 73% of students scored in the Strong Range and one student scored in the Exceeds Expectation Range. In Year 5 in the area of Writing, 8 students scored in the Exceeds Expectation Range with 69% of students scoring in the Strong Range.
- In the area of Numeracy, we had five students in Year 3 who scored in the Exceeds Expectation Range with a further 57% of Year 3 students scoring in the Strong Range. 19% of students in Year 5 scored in the Exceeds Expectation Range in Numeracy with a further 54% of Year 5 students scoring in the Strong Range.
- In the area of Spelling, we had 32% of students in Year 3 scoring in the Exceeding Expectation Range with a further 38% of Year 3 students Spelling in the Strong Range. 31% of our Year 5 students scored in the Exceeding Expectation Range for Spelling with a further 52% of Year 5 students Spelling in the Strong Range.
- In the area of Grammar and Punctuation, we had six students who scored in the Exceeds Expectation Range and a further 50% of Year 3 students who scored in the Strong Range. In Year 5 we had six students who scored in the Exceeds Expectation Range and further 58% of Year 5 students who scored in the Strong Range.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	60%
	Year 5	497	67%
Numeracy	Year 3	406	65%
	Year 5	506	73%
Reading	Year 3	406	75%
	Year 5	506	80%
Spelling	Year 3	431	70%
	Year 5	518	83%
Writing	Year 3	393	75%
	Year 5	506	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Student Wellbeing

Goals & Intended Outcomes

GOAL

Enabling all to learn

INTENDED OUTCOMES

- Empower all to be responsible for their learning
- Refine and maintain effective, efficient improvement processes that draw on the strengths of all

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 when new games are released.

In 2024 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 student cyber safety sessions and provide regular cyber safety material for families
- Using the Classwize platform to give teachers real-time visibility and control over students' online activities
- Enabling all families access to the St John's 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 our Learning Diversity Leader meets fortnightly 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.

In 2024 St John's joined the Mental Health in Primary Schools (MHiPS) program. Developed by paediatricians, educators, psychologists, researchers and teachers, the MHiPS program upskills experienced teachers to become Mental Health and Wellbeing Leaders and aims to increase the capacity of Victorian primary schools to support the mental health of their students. Our MHiPS leader supports students and teachers and provides links to all available wellbeing resources.

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. This team was led by our MHiPS Leader. 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 2024. 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 2024, 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 used 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 67%
 - This score reflects students' feelings that their teachers hold them to high expectations of their effort, understanding, persistence and performance
- School Belonging' score of 66%
 - This score reflects students feeling they are valued members of the community
- 'Teacher Student Relationships' score of 74%
 - This score reflects the strength of the social connection between teachers and students, within and beyond the school.
- 'Catholic Identity' score of 66%
 - 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.

Average Student Attendance Rate by Year Level	
Y01	86.3
Y02	85.4
Y03	88.0
Y04	86.1
Y05	87.6
Y06	87.0
Overall average attendance	86.7

Leadership

Goals & Intended Outcomes

GOALS

Maximising improvement

INTENDED OUTCOMES

- Refine and maintain effective, efficient improvement processes that draw on the strengths of all
- Establishment of clear roles, responsibilities and 'not negotiables' for: Middle Leadership Roles, Class Teachers, Specialist Teachers
- Middle Leadership regularly facilitate meetings with staff and model High Impact Teaching Strategies (HITS)

Achievements

The Executive Leadership Team, consisting of the Principal Mr Simon Dundon and the Deputy Principals Mrs Rosalie Baldwin Baldwin and Ms Kahli Murtagh, inducted several middle leadership team members in 2024 and mentored them throughout the year. The Executive Leadership Team continued to focus on the vision and strategic direction of St John's while ensuring there was a positive learning environment.

The appointment of Mrs Angela Anderson as our Curriculum Leader in 2024 saw the formalisation of Facilitated Planning. During planning time level teams were able to track student progress and use this data to inform curriculum planning. Through our involvement this year with the Flourishing Learners Initiative offered by MACS, the Curriculum Leader was able to support teachers to deliver lessons which included explicit instructions where complex skills are introduced to students in small steps, supported by clear explanations and demonstrations of what students are expected to learn.

Ms Michelle Perceval in her role as Learning Diversity Leader, ensured that all NCCD requirements were met in 2024, including overseeing the creation of Personalised Learning Plans (PLPs) and the tracking of adjustments made by staff to support students with a PLP. Where necessary the Learning Diversity Leader made referrals to MACS and other support agencies. As Learning Diversity Leader, Michelle oversaw all Parent Support Meetings (PSGs) and the collection of the associated minutes.

Mrs Karen Milkovic led Religious Education at St John's with the support of the Religious Education Team members Mrs Amelia Milton, Ms Bianca Gomez and Mrs Tiana D'Souza. The team supported staff with the implementation of unit planning and ensured appropriate resources were available for all teachers. Under the guidance of the Religion Leader the school was able to successfully celebrate the sacraments of Reconciliation, First Holy Communion and Confirmation during the year. The Religion Leader ensured that sufficient Professional Development opportunities were offered to staff to gain and maintain accreditation to teach in Catholic schools.

The PBL Team was led by our MHiPS Leader Mr Zac Lane, ensuring that school wide behaviour initiatives were successfully implemented. Team members included Miss Ashleigh Withers and Miss Audrey Bongetti. The PBL team ensured that student behaviour data was tracked and monitored and where required initiatives were developed and implemented.

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.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Description of Professional Learning undertaken in 2024</p> <ul style="list-style-type: none"> • Religious Education <ul style="list-style-type: none"> ◦ Gain and maintain accreditation to teach in Catholic schools • Positive Behaviours for Learning • Flourishing Learners • Coaching Opportunities • 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 	
Number of teachers who participated in PL in 2024	28
Average expenditure per teacher for PL	\$1588.00

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 79%
 - This reflects the positive data as shown in the response areas of 'Professional Learning', 'School Climate', 'Collaboration around Improvement Strategy' and 'Support for Teams'
- 'School Climate' score of 94%
 - This reflects staff's perceptions of the overall social and learning climate of the school
- 'Collaboration in Teams' score of 79%
 - This reflects how well teachers work together in teams to improve teaching and learning.
- 'Catholic Identity' score of 82%
 - This reflects teachers perception of the principal's faith leadership and of particular dimensions of Catholic identity in school life

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	2
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	2
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	35.24
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	11.33
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

GOALS

Refine and maintain effective, efficient improvement processes that draw on the strengths of all

INTENDED OUTCOMES

The Parent Liturgy Committee and the Parish Community develop effective Community Mass Processes and guidelines

The School Advisory Council continues to provide a forum for consultation and participation of the parish and school communities, supporting the principal in leading the school's mission and to foster a sense of community.

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.

I would like to extend a heartfelt thanks to the Parent Liturgy Committee members for their dedication and hard work in organising the readers, offertory, and music for the weekend community Masses each month. Their efforts ensure that each Mass runs smoothly and is a meaningful experience for all who attend. We are deeply grateful for their commitment to our school community and for their invaluable contribution to the spiritual life of the Parish.

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 School Council members for their dedication and support.

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 79%
 - This result indicates families' perceptions of how well the school matches their child's developmental needs.
- 'School Climate' score of 91%
 - This indicates families' perceptions of the social and learning climate of the school.
- 'Catholic Identity' score of 72%
 - This indicates families' perceptions of and engagement with the overall Catholic identity of the school.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.stjatarneit.catholic.edu.au