



Melbourne Archdiocese  
Catholic Schools

# 2025

## 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 2025 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 30 Mar 2026

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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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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 grown to 378 students in February, 2025.

**In 2025, 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

3 X Year 4 Classes

2 X Year 5 Classes

2 X Year 6 Classes

Catholic enrolments have grown steadily each year, with 58% of students being baptised Catholics in 2025. A further 15% belonged to Orthodox faiths and 11% belonged to other Christian denominations. Non-Christian enrolments made up 16% of our student population in 2025.

**The school staff for 2025 was:**

**Class Teachers**

Year Prep - Vee Bacon & Bianca Gomez

Year 1 - Wendy Gonsalves & Laura Haughin

Year 2 - Sarah Cauchi, Hannah Martin & Bella Nguyen

Year 3 - Erin Webb, Georgia Burston & Tiana D'Souza

Year 4 - Audrey Bongetti, Kara Lawson & Cooper Trigg

Year 5 - Keanan Van Hees & Jessica Gatt

Year 6 - Ashleigh Withers & Carolyn Dillon

### **Specialists Teachers**

Anne Cook (Visual Arts)

Carla Romero (Performing Arts)

Kelly Davies (LOTE)

Annette Palma (Library)

Nathan Geisler & Kerry Lowerson (Physical Education)

Gillian Stevenson (Bike Education)

### **Support Staff**

Eve Lupis (Speech Pathologist)

Chloe Ryall (Learning Support/Permission to Teach)

Viviana Failla (Learning Support Officer)

Olivia Williams (Learning Support Officer)

Sarah Pullin (Learning Support Officer)

Ella Archer (Learning Support Officer)

Rachel Magnolia (Learning Support Officer)

Monique Fegan (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 (Learning and Teaching)

Michelle Perceval (Learning Diversity)

Nathan Geisler (MHiPS & PBL Leader)

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## Principal's Report

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In 2025, the school proudly celebrated its 10-year anniversary, bringing together the community in Term One, to reflect on a decade of growth and achievement. The celebration was well attended by both current and former families and staff, highlighting the strong and enduring connections within the school. It was especially meaningful to welcome back inaugural students, who were able to witness the significant progress made over the years.

Since opening in 2015, the school has completed three major building phases, resulting in a well developed and engaging environment for students. Outdoor spaces now include landscaped gardens, a fully irrigated oval, infrastructure required to play a range of sports and an Adventure Playground. Inside, students benefit from modern, flexible learning spaces equipped with up to date educational technologies. The addition of the School Hall has enhanced opportunities for gathering as a whole school for Masses and assemblies, while also supporting parish events and housing the Before and After School Care Program.

The St John the Apostle community has continued to achieve strong outcomes across the areas of Learning and Teaching, Student Wellbeing, Education in Faith, Leadership and Management, and School Community. Central to this success is the shared belief that student wellbeing underpins all learning. Staff dedication throughout 2025 has ensured the delivery of high quality educational experiences while fostering a collaborative and supportive culture.

Aligned with the MACS Vision for Instruction and Vision for Engagement, the school remains committed to excellence in teaching and learning. Established practices, including the MultiLit literacy programs and Positive Behaviours for Learning (PBL), have supported consistent improvement. The school's commitment to using a synthetic phonics approach in the early years has contributed to our consistently strong Year 3 and Year 5 NAPLAN results.

The school greatly values the ongoing support of its parent community, evident in strong attendance at monthly Community Masses led by the liturgy team. Appreciation is also extended to the School Advisory Council, whose members met regularly to provide guidance and support strategic planning. Our Parent Friends Committee meet regularly and have overseen many initiatives and fundraising endeavors.

Overall, 2025 has been a highly successful year, as reflected in the positive feedback received from students, staff, and families, in our annual surveys. The continued support and shared commitment of the community remain central to the school's growth and success.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### GOAL

Maximising improvement

#### INTENDED OUTCOMES

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

### Achievements

During 2025 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. We have been working closely with Parish staff, to support our Community Mass Committee, 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. All staff attended a school closure day where they explored many of the elements associated with the church's celebration of a Jubilee Year. Over 2025 teaching staff participated in facilitated professional development and planning sessions connected to the Year C 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 Religion Leaders continued to create support materials for Religion Lessons and to plan upcoming Masses and Sacramental celebrations. These Leaders also oversaw the school's social justice initiatives such as Project Compassion and our Vinnies Christmas Appeal.

In pursuing accreditation to teach in a Catholic school, staff come to understand the distinctive purpose and mission of Catholic schools. In 2025 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.

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### **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
- Ensure that Religion Leaders and teachers are supported to adequately plan and prepare liturgies and create resources connected to 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

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

Our Curriculum Leader continues to facilitate planning with all level teams. During these planning sessions the Curriculum Leader works with staff to:

Ensure the school's Assessment Schedule is being adhered to

Track student progress using tools such as PAT Data, DIBBLES 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 continued involvement in 2025 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 was well placed to implement this initiative due to our existing 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 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 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 2025. All teachers new to the Prep - Year 2 area in 2025 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.

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 2025 the following trends are evident within our Naplan data:

- In the area of Reading, we had 12 students in Year 3 who scored in the Exceeds Expectation Range and 12 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 77% of students scored in the Strong Range and two students scored in the Exceeds Expectation Range. In Year 5 in the area of Writing, 11 students scored in the Exceeds Expectation Range with 63% of students scoring in the Strong Range.
- In the area of Numeracy, we had six students in Year 3 who scored in the Exceeds Expectation Range with a further 52% of Year 3 students scoring in the Strong Range. 12 students in Year 5 scored in the Exceeds Expectation Range in Numeracy with a further 55% of Year 5 students scoring in the Strong Range.
- In the area of Spelling, we had 19% of students in Year 3 scoring in the Exceeding Expectation Range with a further 56% 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 57% of Year 5 students Spelling in the Strong Range.
- In the area of Grammar and Punctuation, we had seven students who scored in the Exceeds Expectation Range and a further 38% of Year 3 students who scored in the Strong Range. In Year 5 we had 16 students who scored in the Exceeds Expectation Range and further 45% of Year 5 students who scored in the Strong Range.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	396	49%	405	55%
	Year 5	537	78%	517	73%
Numeracy	Year 3	397	61%	402	63%
	Year 5	518	80%	512	77%
Reading	Year 3	396	63%	401	69%
	Year 5	522	88%	514	84%
Spelling	Year 3	420	75%	426	73%
	Year 5	521	88%	520	86%
Writing	Year 3	407	81%	400	78%
	Year 5	518	86%	512	86%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

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 2025 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, 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.

St John's is a participant in 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 2025. 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 2025, including:
  - Ride 2 School Day
  - Tabloid Sports & Colour Run Events
  - 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 69%  
This score reflects students' feelings that their teachers hold them to high expectations of their effort, understanding, persistence and performance
- 'School Belonging' score of 70%  
This score reflects students feeling they are valued members of the community
- 'Teacher Student Relationships' score of 71%  
This score reflects the strength of the social connection between teachers and students, within and beyond the school.
- 'Catholic Identity' score of 69%  
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	86.34
Y02	85.39
Y03	88
Y04	86.12
Y05	87.58
Y06	86.96
Overall average attendance	86.73

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## Leadership

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### Goals & Intended Outcomes

#### GOALS

Maximising improvement

#### INTENDED OUTCOMES

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

### Achievements

The Executive Leadership Team, of the Principal Mr Simon Dundon and the Deputy Principals Mrs Rosalie Baldwin Baldwin and Ms Kahli Murtagh, continued to focus on the vision and strategic direction of St John's while ensuring there was a positive learning environment. Throughout the year they mentored middle leadership team members which included the Curriculum Leader and the Learning Diversity Leader.

During weekly planning sessions, level teams work with the curriculum leader 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.

Our Learning Diversity Leader ensured that all NCCD requirements were met in 2025, 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 part of this role the Learning Diversity Leader oversaw all Parent Support Meetings (PSGs) and the collection of the associated minutes.

Our Religious Education Leader supported staff with the implementation of unit planning and ensured appropriate resources were available for all teachers. Under their guidance 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, ensuring that school wide behaviour initiatives were successfully implemented. Team members 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.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2025	
Description of Professional Learning undertaken in 2024 <ul style="list-style-type: none"> <li>• Religious Education               <ul style="list-style-type: none"> <li>◦ Gain and maintain accreditation to teach in Catholic schools</li> </ul> </li> <li>• Positive Behaviours for Learning</li> <li>• Flourishing Learners</li> <li>• Coaching Opportunities</li> <li>• Naplan Online Training</li> <li>• First Aid Training</li> <li>• Anaphylaxis Training</li> <li>• Mandatory Reporting training modules</li> <li>• Reportable Conduct Professional Development</li> <li>• Attendance by staff at Zone Network days</li> <li>• Graduate Professional Development Sessions</li> <li>• MultiLit Training Courses for relevant new staff</li> </ul>	
Number of teachers who participated in PL in 2025	34
Average expenditure per teacher for PL	\$467.14

## 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

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	8
Graduate	2
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	3
No Qualifications Listed	14

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	39
Teaching Staff (FTE)	33.2
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	10.63
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### GOALS

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

#### INTENDED OUTCOMES

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. Being a 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.

Our Parents and Friends committee have worked tirelessly throughout the year. The group has overseen many initiatives including our Mother's Day and Father's Day Stalls along with several treat days for students each term. Members of this committee were a great support during this year's Parish Fair.

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 82%  
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 78%  
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)