



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St John's School

55 Cape Street, HEIDELBERG 3084

Principal: Alison Dean

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

Registration: 909, E Number: E1074

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## Principal's Attestation

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I, Alison Dean, attest that St John's 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 24 May 2024

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## About this report

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St John's 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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**"An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning."**

Our Mission is that students are actively engaged in their learning.

St John's Catholic Parish Primary School has a proud history and tradition within the Heidelberg community, and we strive to empower the school's motto, 'Labora et ora', through enacting our Vision, 'An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning.'

We enact this vision by engaging and inspiring students to have a commitment to being lifelong learners. We strive to develop confidence and a commitment to personal excellence in our students. As a dialogical Catholic community we support everyone's journey in faith and personal relationship with their God. Our commitment to our faith is lived out as we foster in our students' compassion for those in need, through Social Justice actions and are welcoming and inclusive of others.

Our Vision is proudly promoted and lived out. Our Vision is shared on our website and school stationery, shared at all staff meetings and parent meetings and promoted on our promotional materials.

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## School Overview

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St John's has a rich and proud tradition dating back to its establishment in 1851. The school's purpose and motivation has always been to give an expression of the Gospel values, guided by our school vision, "An inclusive Catholic Community fostering a commitment to faith and nurturing a love of learning."

St John's students come from the local parish and the surrounding community. We pride ourselves on our community's rich diversity, and we encourage respect and acceptance of all.

Our students are nurtured in a safe and loving environment, while stimulated by a rigorous curriculum with high expectations for all.

We have built a reputation as a welcoming school with high expectations, where students and teachers consistently achieve excellent results. Our school strives to provide high-quality educational and wellbeing opportunities for students. We provide a curriculum that is contemporary and responds to the needs of the whole child, spiritually, physically, socially, emotionally and intellectually. St John's provides a rich and engaging curriculum as well as excellent cultural and sporting opportunities. To extend our core learning opportunities, we also offer a wide range of extracurricular programs. Literacy and Mathematics remain a key feature of our learning program. We have STEM (Science, Technology, Engineering and Mathematics), Digital Technologies, Respectful Relationships, Better Buddies program and the SAKGP (Stephanie Alexander Kitchen Garden Program). Parental engagement is welcomed and encouraged as parents are the first educators of their children.

Providing learning support to our students is another area of high priority. Our school offers a Learning Diversity Leader, Learning Support Staff and an explicit Intervention program, in addition to extension opportunities. We have a number of initiatives that will develop our students' social and emotional learning and also promote a positive school environment.

Enrolments in 2023 were 313 students, consisting of 206 families. The school has 14 classrooms, Library, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics) room, Performing Arts room, new playgrounds and gardens with synthetic turf on our netball/basketball courts, sandpit, outdoor classroom area, an edible garden, outside lift, ramp with steps, new fencing, established trees, playground equipment, Parish tennis courts and Parish / School hall. As part of our recent Masterplan we have a safer school entry from Cape street for our students and families, around the hall with seating area and gardens.

The school composition for 2023 included 14 classes as listed below -

Two Prep classes

Two Year 1 classes

Two Year 2 classes

Two Year 3 classes

Two Year 4 classes

Two Year 5 classes

Two Year 6 classes

In 2023, we had a class average size of 23 students.

St John's is a feeder school to Marcellin College, Bulleen and Our Lady of Mercy College, Heidelberg. The majority of students attend these schools; however, some students do attend government secondary colleges, other Catholic and independent private schools, such as Ivanhoe Grammar, Parade College and Loyola College.



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## Principal's Report

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It is my pleasure to present to you our Annual Report to the Community for the 2023.

This Annual Report to the Community reflects on and highlights key decisions, events, achievements and learning of the 2023 school year. It provides an opportunity for the community to reflect on St John's achievements and experience a sense of collective pride.

Our School Improvement 2022 - 2025 is guided by the strategic intent, "St John's uses evidence-informed pedagogical practices to optimise student outcomes and enhance school community partnerships, reflecting our Catholic Identity" focusing on the following four priorities;

**Priority 1** - Enhance Catholic Identity;

**Priority 2** - Embed consistent whole school approaches to learning and teaching;

**Priority 3** - Lead data informed instructional approaches;

**Priority 4** - Student enhanced learning and wellbeing.

St John's community appreciates the support of both the Parish, school and wider community as we work together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

Our school vision, "An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning" was exemplified by our school community in word and action. My sincere thanks are extended to our Parish Priest, Fr Vinh Ngyuen for his support and spiritual guidance in developing positive relationships between school and parish.

With the retirement of Mrs Maureen Stella, Ms Elizabeth Whiting led St John's School Community as Acting Principal for 2023. Our 2023 Leadership Team consisted of Ms Elizabeth Whiting Acting Principal; Mrs Connie Bandiera Acting Deputy Principal and Literacy Leader; Mr Paul Tarabay Mathematics Leader; Mr Frank Cotela; eLearning Leader and Mrs Judy Doupe Learning Diversity Leader, Mr Adam Salemme Education In Faith and Wellbeing Leader and Ms Nicky Dunne Learning and Teaching Leader. They continued to work together as an aspirational and supportive team who continued to lead our staff to provide a quality learning and teaching environment.

In 2023, we warmly welcomed our new staff to St John's - Maria Buttifant (Performing Arts) and Frank Cotela (eLearning Leader, STEM Digi Tech Teacher) and returning from parental leave Elise Mears (Year 4). In Term 2 we welcomed Sasha Fucile Year 5 teacher and new

Learning Support Officers; Alyssa Lim, Jesse Morrissy, Sally Tan. In Term 4 of 2023, Alison Dean was appointed Principal of St John's.

Melbourne Archdiocese Catholic Schools (MACS) continued their support of St John's through their governance of parish and diocesan schools in the Archdiocese on 1 January 2021. As the governor and operator of Catholic schools in the Archdiocese of Melbourne, Melbourne Archdiocese Catholic Schools (MACS) policies were implemented aligning with the vision, mission and strategic direction of Catholic Education. In support of the new governance model St John's continued work in implementing the new policies, which are published on the St John's School website.

Our next cycle of school improvement 2022-2025 continued with much eagerness in 2023. In Education in Faith we celebrated Confirmation for our Year 6 students at St Patrick's Cathedral. Staff Spirituality was a focus where our staff came together for our Spirituality Day exploring Scripture and The Arts, facilitated by Fr Elio Capra.

In Learning and Teaching, we continued to employ the services of Cyber Safety experts Martin & Carley McGauran from Inform and Empower, Promoting Healthy School Communities. Our partnership with MACS further strengthened by participating in the 2023 MACS Mathematics Intensive Partnership Initiative and the School Improvement Learning Collaborative under the direction of Dr Simon Breakspear; Agile Schools.

Student Voice and student action were a strong focus as we supported student wellbeing. Our SRC students met fortnightly to discuss improvements for our school.

A particular highlight of 2023 was the St John's Festival of The Arts in Term 3. St John's students, families and friends were invited to attend a special evening to view artworks on display, showcasing a wide range of techniques, skills, technologies and processes that the students have developed throughout the year. The artworks exhibited were a variety of 2D and 3D pieces. Through this learning students developed confidence, curiosity, imagination and enjoyment for the arts. In line with the Victorian Curriculum the focus was to create engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

We continued strong partnerships with OLMC and Marcellin through St John's students celebrating Footy Colours Day with students participating in a Footy Clinic Day run by OLMC. St John's students also viewed a performance of High School Musical performed by OLMC and Marcellin students.

Wellbeing, central to our work at St John's, continued with the continued employment of our School Chaplain Victor Bizzotto as part of the National School Chaplaincy Program (NSCP).

Parent engagement continued to strengthen through the partnerships between the school and parent members of the School Advisory Council (SAC) and Partners in Community (PIC). Great work was achieved with a significant financial investment in new technologies

across the school, supported by the SAC. The PIC continued to raise funds in support of the school and organised a number of major events including a well attended outdoor movie night and a PIC Trivia night.

As Acting Principal of St John Parish school, it is a great honour and privilege to work alongside our Parish Priest Fr Vinh, and a staff who take seriously their role in supporting and developing creative, confident and independent learners. The staff are committed to working collaboratively and to ongoing professional development, thus enabling them to provide engaging and stimulating learning opportunities which promote the full flourishing of all students.

Elizabeth Whiting

Acting Principal (2022 & 2023)

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals

To enhance the Catholic Identity of our school community.

#### Intended Outcomes

That students are enabled to make meaningful connections between life, faith and context.

### Achievements

At St John's our mission continues as we follow Jesus, providing a welcoming and supportive learning environment, striving to live the Gospel values of love, compassion, forgiveness, justice and peace. The school actively promotes the values of honesty, trustworthiness, integrity, respect, understanding, tolerance and responsibility.

The Religious Education Program at St John's Catholic School sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope.

The Learning Progression at St John's in Religious Education has followed the Religious Education Curriculum which comprises three strands of learning:

- 1. Knowledge and Understanding*
- 2. Reasoning and Responding*
- 3. Personal and Communal Engagement*

Within these strands are the five content areas:

- 1. Scripture and Jesus*
- 2. Church and Community*
- 3. God, Religion and Life*
- 4. Prayer, Liturgy and Sacrament*
- 5. Morality and Justice As a Catholic school, it is important for us to celebrate as a Christ-centred community.*

In 2023 we:

- Delivered engaging and relevant Religious Education lessons and prayer experiences to complement units of Inquiry Learning which supported our students' ongoing knowledge acquisition and faith development.
- Prepared Year 6 students to receive the Sacrament of Confirmation.
- Prepared Year 3 students to receive the Sacrament of Penance (Rite of Reconciliation).
- Prepared Year 4 students to receive the Sacrament of Eucharist.
- Provided multiple opportunities for prayer, reflection and Christian Mediation. Prayer and sacred spaces are in all learning areas. The school acknowledges the role of liturgy and the sacraments in the Catholic tradition, leading to a deeper expression of faith.
- Continued to provide staff with further reading relevant to the teaching and learning in Religious Education, in order to ensure deeper understanding of what is being taught.
- Celebrated Catholic Education Week 2023 - 'Forming lives of faith, hope and love in the light of Christ'.
- Established a Pastoral Leadership Team.
- Facilitated Family Faith Nights - First Eucharist / Confirmation.
- Focused on Mary during the month of May.
- Celebrated the Holy days of Obligation - Ash Wednesday/Feast of the Assumption.
- Teachers continued to plan Inquiry Units to include a faith dimension.
- Continued Project Compassion and explored a community based fundraising.
- Established a school choir.
- Faith and Justice Student Leaders prepared and delivered prayer at our Whole School Assembly.

## Value Added

In 2023 we:

- Enacted the vision for the Religious Dimension of a Catholic School as identified in the Religious Dimension Foundation Statement of Horizons of Hope.
- Delivered engaging and relevant Religious Education lessons and prayer experiences to complement units of Inquiry Learning which supported our students' ongoing knowledge acquisition and faith development.
- Conducted a Staff Spirituality Day with Fr Elio Capra.
- Introduced Student leadership - FIRE Carrier Induction and Introduction to Sorry Day and Reconciliation.
- Through Professional Learning, staff used the Religious Education learning descriptors as a scope and sequence developed by MACS.

- Enhanced our Catholic identity in an ongoing way through a fortnightly Religious Education Newsletter item.

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## Learning and Teaching

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### Goals & Intended Outcomes

**Goal:** To build teacher efficacy in shared pedagogical practices and curriculum knowledge.

**Intended Learning Outcomes:**

- That agreed pedagogical practice is evident across all classrooms in the teaching of all curriculum areas.
- That student learning growth will continue to improve.

### Achievements

In 2023 we:

- Continued the school's commitment to a learner-centred approach by using feedback to inform practice which supports the development of life-long learners, equipped to engage in critical thinking and civic responsibility.
- Built teacher capacity in understanding where students are in their learning through the use of a range of data sources (NAPLAN/ACER PAT Literacy and Numeracy/Essential Assessment) as this informs the development of appropriately differentiated curriculum and teaching strategies to meet the needs of individual students and cohorts.
- Moderated student learning samples and provide opportunities for teachers to assess collaboratively.
- Conducted learning conversations to communicate student progress and goals to parents/carers.

**In Literacy we:**

- Continued level collaborative learning teams both onsite and online Facilitated staff professional learning to further build teacher knowledge about the use of data in supporting the design of learning and teaching units.
- Used NAPLAN data to investigate, analyse and make decisions about how to strengthen student progress in literacy.
- Led professional learning in building consistent practices with Learning Intentions and Success Criteria.
- Introduced components of the MultiLit Suite to support literacy intervention.

**In Numeracy we:**

- Worked in partnership with MACS Eastern Region Maths Consultants to engage in MACS Mathematics Intensive Partnership Initiative.

- Completed Mathematics Diagnostic Heat Map.
- Continued Collaborative Planning with leaders to build teacher capacity.
- Maths Data Analysis and the 5 practices.
- Used NAPLAN data to investigate, analyse and make decisions about how to strengthen student progress in numeracy.

### **In Learning and Teaching we:**

- Introduced Cyber Safety at St John's - Inform and Empower - Promoting Healthy School Communities Martin & Carley McGauran.
- Continued work with the Eastern Region Office in SILC - School Improvement Learning Collaborative under the direction of Dr Simon Breakspear; Agile Schools.
- Continued work on The Learning Collaborative Parameters.
- Embed LI (Learning Intentions) & SC (Success Criteria) as part of consistent practice recorded in work programs, daily slides and student work samples.
- Students participated in the St John's Festival of The Arts.
- Provided learning opportunities outside of school - e.g, Year 5 / 6 students attended Camp Rumbug.
- Most importantly, we enhanced student engagement for learning through the use of Learning Intentions and Success Criteria. Learning Intentions being written as questions to create a culture of curiosity which supports a culture of inquiry pedagogy.

### **Student Learning Outcomes**

It was pleasing to see the high levels of proficiency in Reading for both Year 3 and Year 5 where 96% of Year 3 students and 97% of Year 5 students were 'proficient'. Contributing factors included the introduction of the MultiLit suite. A Tier Two intervention program MiniLit was implemented with groups of student being supported in the area of Reading.

It was also pleasing to note that in Numeracy 83% of Year 3 students and 89% of Year 5 students were at the proficient standard.

Staff continued to engage in professional learning in the area of mathematics.



<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	445	83%
	Year 5	511	72%
Numeracy	Year 3	455	83%
	Year 5	520	89%
Reading	Year 3	468	96%
	Year 5	541	97%
Spelling	Year 3	448	85%
	Year 5	498	81%
Writing	Year 3	443	83%
	Year 5	512	94%

\*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 enhance student ownership of learning and wellbeing.

**Intended Outcome:**

That students are actively engaged in their learning.

### Achievements

In 2023 we:

- Ensured the social and emotional wellbeing of all children continued to be of the utmost importance with staff embarking on significant learning via the Berry Street Education Model. This enabled staff to work collectively to support students with self regulation, social awareness and relationship building which supported student engagement and academic outcomes.
- Fostered a safe and positive learning and social environment through clear behavioural expectations for students which focuses on preventative strategies rather than consequences.
- Engaged students in whole school initiatives to highlight the importance of online safety and anti-bullying initiatives which led students to engage in whole school learning and action where every member pledged a commitment for the National Day of Action Against Bullying and Violence, building a sense of student voice and unity.
- Continue to implement the 'Rights, Responsibilities and Respectful Relationships Program' to support the social and emotional needs of students.
- Better Buddies initiatives continued including whole school key events;
  - Term 1 Better Buddies Friendship Day
  - Term 2 Better Buddies Caring for Others Day
  - Term 3 Better Buddies Grandparents Day and Book Week Parade
  - Term 4 Better Buddies celebrate St John's Feast & Diversity Day
- Strengthened Student Voice and Student Leadership through setting up Student Action Teams and leadership in the following areas: House Sports, Faith and Social Justice, Student Wellbeing, Environmental, STEM, Creative Arts & Cultural Diversity. The Cultural Diversity Student Action Team was introduced in 2023 promoting and building a strong sense of welcome and inclusion for all.

- School Wide Actions were embedded including the St John's values being reinforced through the rights and responsibilities;
  - *The Right to be Respected*
  - *The Right to be Safe*
  - *The Right to Learn*
- Individual classes co constructed Class Pledges highlighting actions reinforcing St John's Rights and Responsibilities.
- Implemented the MACS Behaviour Management Policy.
- Implemented the MACS Behaviour Expectation Matrix.
- Provided Parent Education: Cybersafety - Inform and Empower - Promoting Healthy School Communities Martin & Carley McGauran.
- Staff continued to build student engagement through a school wide approach to Inquiry Based learning, providing opportunities for greater student voice in the learning.
- In support of student engagement, students continued to participate in Student-led Conferences.
- Continued employment of a school chaplain supporting students two days per week.
- A Student Representative Council (SRC) was continued seeking to provide a forum for student voice Prep to Year 6.

## Value Added

- Implemented all Melbourne Catholic Archdiocese (MACS) Child Safe Policies in adherence to new governance guidelines.
- Completed Mandatory Reporting online modules.
- Continued literacy and numeracy intervention programs to support students identified as 'at risk'.
- We continued to build open and active partnerships between the Learning Diversity Team and Allied Health Professionals to strengthen understandings about diverse learning needs and how these can be identified and met.
- Continued our fortnightly assemblies hosted by class groupings.
- Continued our Prep Orientation Program to ensure that our 2023 Prep students experienced a positive transition from kindergarten to school.

## Student Satisfaction

It was pleasing to note that St John's student perception data was at or above all MACS averages, reflecting a culture of safety, learning and positive Catholic culture.

Highlights for student data include:

**Domain 1.** Rigorous Expectation Domain - Students feel that teachers hold them to high expectations - St John's student data 81% MACS average 77%

**Domain 6.** Learning Disposition Domain - Students' mindset about themselves as learners - St John's student data 75% MACS average 73%

**Domain 7.** Student Safety Domain - Students perception of students physical and pshchological safety while at school - St John's student data 60% MACS average 57%

**Student Attendance**

Attendance is recorded twice daily through the nForma portal. Non-attendance is monitored by the principal, class teachers and admin staff. Families are expected to provide reasons why children are absent from school. Latecomers and those who were dismissed early report to the School Office and have to log their attendance or early dismissal via 'Passtab'. Parents/carers logged student absences via the 'absentee line' on the school website to advise a reason for non attendance. The School continued to contact parents/guardians about unexplained absences via an automated text-message, on the same day. Classroom teachers continued to work in partnership with school leaders and parents or carers to promote attendance by addressing any factors which may be causing a reluctance to attend school. If necessary, a Support Plan is put in place by the principal and family to address inadequate attendance.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.7%
Y02	92.2%
Y03	93.5%
Y04	92.6%
Y05	92.1%
Y06	92.2%
Overall average attendance	92.4%

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## Leadership

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### Goals & Intended Outcomes

**Goals:** To build teacher efficacy in shared pedagogical practices and curriculum knowledge.

**Intended Outcomes:**

- That agreed pedagogical practice is evident across all classrooms in the teaching of all curriculum areas.
- That student learning growth will continue to improve.

### Achievements

In 2023 we:

- Promoted a performance and development culture with all staff enacted through weekly staff meetings and professional learning team meetings addressing the strategic intent of the school and its school improvement goals.
- Used the AITSL standards as a tool to set personal learning goals with staff in order to develop a professional learning plan.
- Continued the school's commitment to MACS network meetings as a means of building leadership capacity enhanced by the leadership team's involvement in the Agile Leadership Program initiative.
- Offered three way learning conversations whereby students are able to share personal learning goals with parents/carers and receive feedback on levels of achievement attained in key learning areas to identify areas of improvement and future growth considering the multiple perspectives of all.
- Purchased additional chromebooks and iPads to ensure greater access to technology was available to all students Prep - Year 6.
- Continued to upgrade information technology infrastructure throughout the school to assist with greater connectivity.
- Engaged with MACS Eastern Region Leadership Immersion Workshops, facilitated by Simon Breaksphere with the leadership team.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

A major focus for professional learning was building teacher and leadership capacity and developing a shared understanding and language of learning across the school. Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is informed and up to date. Professional learning is linked to the St John's School Improvement Plan Priorities.

Staff completed Professional Learning in the following areas:

Child Safety

Emergency Procedures

New IR agreement regulations

Child information sharing

Risk Management

Mandatory Reporting

Assessment - Schedule, Data & Expectations

Inform and Empower - Student and Parent Sessions

New REL Induction and Orientation Professional Learning

Mathematics Intensive Partnerships

Improving Writing - Misty Adoniou

Women in Leadership

Eastern Region SILC Network

STEM Aviation Project

STEM Aviation Project practical session

NE Zone Principal Networks

Heide Gallery Arts Festival Professional Learning

Student Voice Symposium

## Expenditure And Teacher Participation in Professional Learning

School Closure - Mathematics- Facilitated planning

Pathways to Principalship

Mathematics - Facilitated Planning Days

BeYou Online Conference

User B Online Professional Learning

Deputy Principal, Mathematics, Wellbeing and Religious Education Leader Network Meetings

Responding to Disclosure PL

Igniting Leadership Potential

Effective Leadership in Mathematics

NCCD Quality Assurance

Principal Forum - Principal Standards

Education in Faith School Closure - Scripture and Art

Teacher Induction Sessions

Anaphylaxis Training

NCCD Quality Assurance

Fire Carrier online Professional Learning

Learning and Teaching Network - Dylan William

LineWize

SAKG New Program Members

Pathological Demand - Professional Learning

Learning Diversity Connect online PL

EduTech Conference

Workcover Training 101

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Teaching for Impact in Mathematics - Professional Learning	
Catholic Network Australia AI & Cyber Forum	
Education In Faith PL - Advent - The Role of John the Baptist	
Literacy - Initial Lit Training Workshop	
NAPLAN Online PL	
MOI Implementation 2024 - Online PL	
Parent helpers child safety inductions	
Number of teachers who participated in PL in 2023	38
Average expenditure per teacher for PL	\$474.00

### Teacher Satisfaction

Staff at St John's participated in the 2023 MACSSIS Survey with St John's teaching staff responding positively sharing pleasing results across the domains. St John's staff data sits above MACS average in a number of domains and the 2023 teaching staff results have shown growth from 2021 to 2023 in a number of domains. St John's staff all contribute to a positive professional work culture where student growth and wellbeing is at the centre. St John's staff feel well-supported by leadership and work well in teams as they meet the needs of students. The strongest results were recorded in the domain Collaboration in Teams Domain where St John's staff results sit above the MACS average in response to the following areas surveyed; the discussion of student data, the use of student assessment data for discussion about teaching, and teachers modifying their teaching based on data. These results are most pleasing as St John's staff continue explicit actions in working towards a strong culture of using student data in a consistent manner to inform learning and teaching programs. .

Highlights for staff data include:

**Domain 1.** Student Safety Domain - Discuss student wellbeing as a staff - St John's staff data 81% MACS average 76%

**Domain 2.** School Climate Domain - Students helping one another without being prompted- St John's staff data 79% MACS average 68%

**Domain 3.** Staff-Leadership Relationships Domain - My school leaders are friendly towards me - St John's staff data 93% MACS average 91%



**Domain 4.** Instructional Leadership Domain - The extent to which the school leadership team helps teachers address instructional issues in the classroom - St John's staff data 56% MACS average 49% - The extent to which school leadership invite input from families in discussion about learning and teaching - St John's staff data 39% MACS average 25%

**Domain 5.** Feedback Domain - Perceptions of the amount of feedback staff receive - St John's staff data 36% MACS average 31%

**Domain 8.** Psychological Safety Domain - To what extent making mistakes is considered part of the learning process - St John's staff data 68% MACS average 53%

**Domain 10.** Collaboration Around An Improvement Strategy Domain - Programs and initiatives implemented in the school align to the school improvement plan- St John's staff data 76% MACS average 66%

**Domain 11.** Collaboration In Teams - How easy it is to access student data - St John's staff data 90% MACS average 76% - How often teachers modify teaching based on student data - St John's staff data 75% MACS average 63%

**Domain 12.** Support For Teams Domain - How clear have your leaders been that the purpose of your work as a team is to improve learning and teaching - St John's staff data 85% MACS average 74%

**Domain 13.** Collective Efficacy Domain - How confident are you that teachers at this school can motivate their students - St John's staff data 88% MACS average 71%

**Domain 14.** Catholic Identity Domain - The extent to which Catholic Faith is emphasised at the school - St John's staff data 89% MACS average 81%

Teacher Qualifications	
Doctorate	0.0%
Masters	8.0%
Graduate	20.0%
Graduate Certificate	4.0%
Bachelor Degree	32.0%
Advanced Diploma	16.0%
No Qualifications Listed	20.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	25.7
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	10.8
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goals

To build and sustain a positive outward facing learning community.

#### Intended Outcomes:

That community partnerships are strengthened to support student learning.

### Achievements

At St John's we endeavour to create a school environment that is warm and welcoming. The school promotes an openness and transparency that is embedded into our practice. There are high levels of trust and collaboration between staff and families.

There are many opportunities for families to be involved in our school whether it be through attending community building events, supporting staff in learning spaces, attending excursions and participating in school Masses. We pride ourselves on informing the school community of significant events via weekly newsletters and FlexischoolsApp. Class teachers use Seesaw to share student's learning as a means of engaging families in regular educational experiences.

In 2023 we :

- Provided ongoing communication of the processes and procedures in relation to COVID - School Operations Guide.
- Held Parent Education sessions- Cyber Safety - Inform and Empower Promoting Healthy School Communities.
- School Advisory Council representative worked in partnership with school leaders and established Parent Class reps (P-6) to enhance communication and connectedness.
- Invited families to provide feedback through Google forms and surveys.
- Used Google meets to facilitate PSGs (Parent Support Group) Meetings, Transition Meetings and Students Led Conferences.
- Facilitated Whole School Better Buddies Days - Friendship Day, St John's Day, Book Week.

- Facilitated Whole School Assemblies promoting Student Action Teams, Student Representative Council, Fire Carriers, Book Week Celebrations and Student Learning Presentations.

## Parent Satisfaction

The school uses both formal and informal surveys and feedback from staff, students and teachers regarding their satisfaction with the school to assist in the school's development for strategic planning and school improvement planning. These surveys aim to address satisfaction with student outcomes, student voice, student wellbeing, parent communication and involvement and the school mission and values.

Parent engagement in students' learning increases student academic achievement, therefore communication is paramount to this link between home and school. Parents are welcomed into the school for all events and open two-way communication is encouraged between parents, teachers and the school leadership team.

MACSSIS 2023 Overall and Domain Level Snapshot - Family; is an area for growth in a number of survey domains. In 2023 a larger number of families completed the Family feedback survey, providing the school a number of domains to be explored and identifying growth opportunities. St John's family data, although not as strong overall as the 2022 data, still reflected a number of individual items where the school was performing above the MACS average:

**Domain 1.** Family engagement - The degree to which families are involved in the school - St John's 50% MACS Average 36%

**Domain 3.** School fit - Families' perceptions of how well the school's overall approach to discipline works for the students - St John's 80% MACS Average 75%

**Domain 4.** School climate - Families' perceptions of welcome when entering the school - St John's 90% MACS Average 87%

**Domain 5.** Student Safety Domain -Family understanding of the school's approach to the care and safety of students - St John's 77% MACS Average 65%

**Domain 6.** Communication Domain - Family understanding of the school's goals- St John's 75% MACS Average 69%

**Domain 7.** Catholic Identity Domain - Families' understanding of the Catholic mission underpinning the policies and practices of the school - St John's 73% MACS Average 62%

These results were evidence of the many opportunities for families to be involved in their child/rens faith, academic and social development. Parents and carers meet formally with teachers twice a year at Student-Parent-Teacher learning conversations, Student Led

Conferences. There is ongoing communication throughout the year about student learning with parents using Seesaw Digital portfolios, the school newsletter, Flexischools communication app and regular conversations with classroom teachers. Parents are invited to become involved in school life in a range of ways including being a classroom helper, joining the PIC (Partners in Community) or being elected to the School Advisory Council. All parents are invited to provide feedback via the School Advisory Council level representative at the monthly School Advisory Council meeting.

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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.sjheidelberg.catholic.edu.au](http://www.sjheidelberg.catholic.edu.au)