



# St John's School Heidelberg

## 2020 Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Maureen Stella, attest that St John's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

20/05/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our School Vision

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

## School Overview

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."

Our vision maintains that effective learning encompasses every aspect of a person's life. 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 opportunities for students. St John's provides a diverse and rich 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, Education Support Staff and a Reading Recovery 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 have risen in recent years with 342 students enrolled in 2020, 164 boys and 178 girls, consisting of 230 families. The school has 14 classrooms, a 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, ball nets, playground equipment, Parish tennis courts and Parish / School hall. Also included in our master plan is the establishment of a safer school entry for our students and families, around the hall with seating area and gardens.

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 and other independent private schools.



## Principal's Report

It is with pleasure that I present to you the 2020 Annual Report to the Community. This report is written in relation to the 2020 school year, in line with the Australian Government accountability requirement. Our strategic intent in this cycle of School Improvement 2018-2021 is, "To nurture our Catholic identity and to work collaboratively to engage students by personalising the learning through contemporary teaching practices". This Annual Report to the Community is an opportunity to reflect on and highlight key decisions, events, achievements and learnings of the 2020 school year.

Our School Improvement Plan 2018-2021 guides us in further developing and enhancing our school across the five spheres - Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community. St John's Community is appreciative of 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.

School Context: In 2020, we had an enrolment of 342 students, with a total of 241 families. The class composition was 14 classes - two each of Prep, Years 1, 2, 3, 4, 5 and 6, with a class average size of 24 students. The 2020 school year was however a very different year due to the COVID-19 pandemic. The students spent many weeks away from school during the Remote and Flexible Home Learning periods. Throughout the year, I was inspired by the resilience, determination, teamwork and gratitude shown by our staff, students and their families.

Our school vision is "An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning" and it is this vision that has been exemplified by our school community in their words and actions in 2020. My thanks is extended to Fr Mario and Fr Joel, our Parish Priests for their support and spiritual guidance in developing positive relationships between school and parish. We said farewell to Fr Mario mid 2020 as he embarked on a new journey with his ministry as a priest, and we welcomed Fr Joel to St John's at the beginning of Term 3.

This year we welcomed to our school Leadership Team, a new Deputy Principal, Ms Elizabeth Whiting whose role also encompasses that of Student Wellbeing Leader and Learning & Teaching Leader. Two new staff joined our Leadership Team, Mr Wayne Daniell as Mathematics Leader, Mrs Nadine Jones as eLearning Leader and Mrs Judy Doupe, a current staff member, who joined our Leadership Team in her capacity as Learning Diversity Leader. Our existing Religious Education Leader, Mrs Connie Bandiera added the Literacy Leader role to her Leadership portfolio.

Positive relationships form the basis of strong learning partnerships and learning is strongest when learners feel a sense of belonging and connectedness within a community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self. Our students worked very well despite the circumstances with remote learning, and although they missed the face-to-face interactions with their teachers and classmates, the use of technology through Google Meets enabled a sense of connectedness and learning during this unprecedented time. Our staff

demonstrated their professionalism with their adaptability, positivity and ongoing learning throughout the 2020 school year with so many changes due to COVID-19. The staff always have our students at the centre of all they do, and it is this belief that drives our efforts and consistent work in improving student learning outcomes, across all areas of the curriculum.

The 2020 school year saw the commencement of our Masterplan for the playground and garden spaces. Under the direction of our Landscape Architect, following the plan which was collaboratively developed in 2019 (with school key stakeholders, including students, staff, parents, Leadership Team and Parish Priest, Fr Mario) we witnessed many changes to the students' play spaces on the Bottom Yard, including interactive playground equipment, sandpit, outdoor shaded classroom space and the installation of a designated ramp and outside lift, providing access to the bottom yard. There was much excitement amongst our students as they saw the improvements taking place and one class took on the role as our school newsletter reporters, updating the school community through the eyes of the students and sharing the development via the photos taken, during the process. This provided our students with another opportunity for student voice which is a key priority at our school, with students being at the heart of all we do at St John's.

Parent engagement was also a focus again this year and in spite of the COVID-19 challenges, we endeavoured to build on our trusting and respectful partnership between parents and the school. School Advisory Council (SAC) and Partners in Community (PIC) meetings were conducted remotely as well as family engagement with our Spelling Night, via Google Meets. Parent feedback was also sought in relation to the remote home learning experiences and this data was then used to improve the learning for our students at home.

We continue to reflect, seek feedback and review all aspects of school life at St John's. We are proud of the quality of the learning and teaching, the positive and supportive relationships within our community as well as the warmth and welcome to all, for which St John's is highly regarded. I congratulate our school community on our many achievements throughout this extraordinary year and look forward with hope and optimism to 2021.

Mrs Maureen Stella

Principal

## Parish Priest's Report

Dear St John's Parish and school community,

The year 2020 will be a year to remember for a number of years to come. It will be known as the COVID-19 year and the year when we were forced into a new form of education, not in the classroom but in the virtual world. We always knew we had an excellent group of teachers at St John's, but this year our teachers were tested to their limits. It was not easy teaching from home, and also involved lots more work. Judging by the large amount of positive emails parents sent us, I am satisfied we came out well from this situation that has been forced on us.

This is my last message to you as your Parish Priest and friend. Thank you for allowing me to journey with you and with your children. Thank you for entrusting your children into our care as a school. I thank Mrs Stella, Ms Whiting and all our excellent staff for their hard work in educating our children. Their level of competence has been truly tested this year as they moved to home-based learning. Many of you have shown appreciation for this effort. It has been a pleasure working with our Parish primary school, School Advisory Council, Partners in Community, and with you all. 'It takes a village to raise a child,' and it takes a whole community to make a school and a parish successful.

As we entered the 2020 year, we farewelled our Deputy Principal, Mrs Carmel Armiento, welcomed Ms Elizabeth Whiting as our new Deputy Principal and also welcomed Fr Joel Peart as our new Parish Priest.

My time at St John's was great. I fully enjoyed it and I hope our great parish community continues to grow and flourish. Thank you all for your friendship and support and I hope we all can continue to grow in our Christian faith and share our faith with our children.

Go gently and God bless you all.

Mario mssp

Parish Priest 2013-2020



## School Education Board Report

The St John's Heidelberg School Advisory Council (SAC) works towards supporting the school in its role of developing the students' spiritual, intellectual, emotional, physical and social capabilities and capacities in an advisory role.

Membership of the SAC is made up of parent representation across each year level, a Partners in Community (PIC) representative, a Parish representative, a Classroom Teacher representative, the Principal, Deputy Principal and the Parish Priest. Through open discussion, putting child safety above all else, always striving towards best practice and with great consideration taken across the whole school community, the SAC provides sound counsel to the Parish Priest and Principal, so holistic decisions can be made.

The main areas in which the SAC provide reflection and counsel are on topics that include school policy formulation and planning for future school developments. Other responsibilities and expectations include: being a communication channel between the Principal/Parish Priest and groups of parents; to work cooperatively with other school groups and committees (ie, PIC, Parent Reps, Parish Council, Teaching staff etc.); to deepen school/community relationships amongst parents; to welcome parents and students new to the school (in partnership with other school groups); and to consider strategies for the school's promotion across our local community.

There is no doubt that 2020 has been a year unlike any other. The SAC commends our School Principal, Mrs Maureen Stella and Deputy Principal, Ms Elizabeth Whiting and the wider Leadership Team and Classroom Teachers, with special mention to Ms Nadine Jones (for sorting through all the technology challenges) for rolling out an ever-changing, innovative and impressive home learning program that helped our children learn and thrive the best they could, during a very difficult time.

Mrs Maureen Stella continued to provide the SAC with the Principal's Report at each meeting throughout the year and the focus was kept to the school goals that are broken down into five spheres. These spheres include Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community.

The biggest focus for the SAC this year was on the Playground Masterplan (which is so wonderful to see under development right now); the ever-changing challenges that COVID-19 presented (and still presents) along with the roll-out of home learning - twice; the farewell of Fr Mario and the welcome of Fr Joel.

I would like to take this opportunity to sincerely thank all the members of the SAC for their time, contribution and cooperation in 2020. Like all community based roles, this is a voluntary role, and the SAC can only achieve its goals, objectives and vision when a group of people are happy to come together to make a positive impact for our children and our wonderful school.

2020 made our school, like most other organisations, community groups and places of learning, do things we never thought possible. 2020 also showed us that most things can be done in new

and innovative ways. May we take the learnings from this year and embed them into the St John's of tomorrow.

Mrs Kim Vespa - School Advisory Council Chair

## Education in Faith

### Goals & Intended Outcomes

#### Goals

To strengthen and enrich our school as a contemporary Catholic community.

#### Intended Outcomes

That students are able to understand and make meaningful, relevant connections between the Catholic tradition and their own lives.

That students are engaged in a contemporary Religious Education curriculum

### Achievements

Our mission continues to be to follow Jesus by providing a welcoming and supportive learning environment where we strive 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. St John's Catholic School continued to take every opportunity to celebrate and share our Catholic Faith and Identity through liturgies such as the Staff Commissioning Mass where we welcomed new families, Preps and new staff members, Opening School Mass and the Burning of the Palms to Ashes Liturgy.

Whilst our church closed due to COVID-19, St John's School continued to echo the Easter message of hope, joy and love. Through the school newsletter, our families were encouraged to keep up and facilitate the daily routines the students were accustomed to as members of the St

John's catholic community. The teachers continued to provide opportunities for daily prayer and Christian meditations and families were encouraged to join in when possible.

The teachers and students demonstrated their flexibility and creativity in the way they continued to keep a focus on Religious Education. This was done through the Remote Learning Matrix and through prayer/Christian meditation every morning.

The St John's Parish community welcomed a new parish priest, Fr Joel Peart and also welcomed back mass in the classroom.

#### VALUE ADDED

- Demonstrated the living faith through our online Liturgical Celebrations including school liturgies and community Memorials. Learning events and opportunities also included:-
- Family Week — 'Building Connections in the Spirit of Hope'
- ANZAC day memorial
- Focus on Mary during the month of May
- Feast Day of Mary Help of Christians
- Taking part in the prayerful Light in the Dark experience
- Feast of the Assumption
- Farewell and thanks liturgy to our Parish Priest Father Mario Zammit
- Principal attended monthly online Parish Pastoral Council meetings and presented the Principal's School Report as an agenda item
- Our School Prayer continued to be made and used at all online assemblies and virtual classrooms
- The practice of whole school Christian Meditation continued twice a week
- Through Professional Learning, staff used the Religious Education learning descriptors as a scope and sequence developed by CEM
- Staff participated in Professional Learning about making meaning of concepts and using provocations in Religious Education, when planning for Inquiry Units
- Teachers continued to plan Inquiry Units to include a faith dimension
- There was an ongoing level of support for Social Justice Projects including Project Compassion and the St Vincent's De Paul's grocery voucher Appeal.
- Staff were provided with an opportunity to interpret the most recent St John's data in Religious Education and discuss the implications of this data in practice
- Faith and Justice Student Leaders prepared and delivered prayer at our online Assembly
- Our Catholic identity was enhanced in an ongoing way through a fortnightly Religious Education Newsletter

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

To improve student learning outcomes

#### Intended Outcomes

That there will be continuous improvement demonstrated by measured growth in Literacy & Numeracy.

That there will be a systematic approach to the planning, implementation and evaluation of our Inquiry Based Learning.

That contemporary teaching and learning strategies will engage and challenge our students.

### Achievements

#### Literacy

- Designed professional learning to build teacher knowledge about the learning and teaching of spelling
- Continued to promote a whole school approach and framework in Reading
- Facilitated the implementation of a whole school Benchmark Assessment Strategy using Fountas and Pinnell
- Continued assessment in PAT Reading and PAT Spelling
- Introduced PAT eWrite assessment
- Continued level collaborative learning teams both onsite and online
- Consolidated professional knowledge about how to analyse PAT R, PAT Spelling and eWrite
- The Reading Recovery program continued

#### Numeracy

- Designed professional learning to build teacher knowledge about the learning and teaching of spelling
- Worked in partnership with MACS Eastern Region Maths Consultants to deliver professional learning to staff
- Continued to promote a whole school approach and framework in planning and teaching of Numeracy
- Facilitated the implementation of a whole school Assessment Strategy using Essential Assessment
- Continued assessment in PAT Maths and Essential Assessment
- Continued level collaborative learning teams both onsite and online
- Consolidated professional knowledge about how to analyse PAT M and Essential Assessment

#### Inquiry

- Revisited Lynn Sharratt's 14 Parameters of Learning
- Continued professional learning with CEM Eastern Region Office and Lynn Sharratt
- Strengthened learning to utilise the Inquiry Process through Student Led projects
- Embedded LI (Learning Intentions) & SC (Success Criteria) as part of consistent practice recorded in work programs, daily slides and student work samples
- Provided descriptive feedback to students in response to Hapara and Seesaw uploads reflecting LI (Learning Intentions) & SC (Success Criteria) during the Remote and Flexible Home Learning period and beyond

#### Digital Technologies

- Significantly increased the use of digital technologies across the school with teachers building and consolidating skills and knowledge using Hapara, Seesaw, Google Meets and various online programs
- Used Seesaw particularly in P-2 to engage students with daily lessons and provide overviews of daily programs for parents
- Engaged students during Remote Home Learning with use of Bitmojis and virtual classrooms
- Used Screencastify to record lessons, reading books and introducing concepts during Remote Home Learning
- Produced videos for individual students to help them navigate the online learning platforms and to differentiate their learning program

### STUDENT LEARNING OUTCOMES

Assessment and Reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning. During 2020 at St John's, assessment was an ongoing process of gathering, analysing and interpreting, using and reflecting on evidence to make informed and consistent judgements to improve future student learning. Teachers utilised formative and summative assessment to inform their learning and teaching programs. Student progress was also tracked using PAT-Reading, PAT-Mathematics and the Fountas and Pinnell BAS (Benchmark Assessment System).

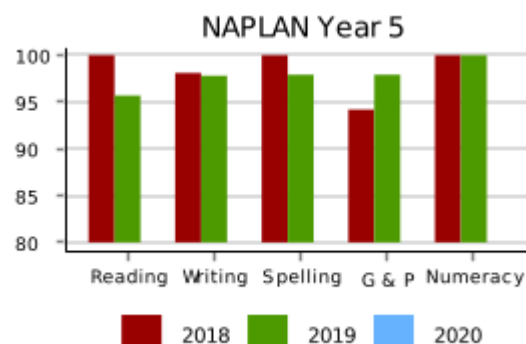
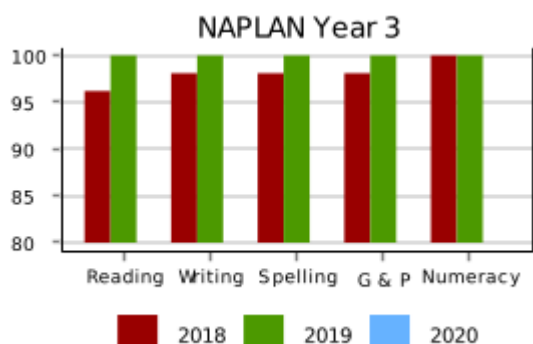


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.1	100.0	1.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	96.2	100.0	3.8		
YR 03 Spelling	98.1	100.0	1.9		
YR 03 Writing	98.1	100.0	1.9		
YR 05 Grammar & Punctuation	94.2	97.9	3.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	95.7	-4.3		
YR 05 Spelling	100.0	97.9	-2.1		
YR 05 Writing	98.1	97.8	-0.3		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goals

To continue to develop a school-wide approach that will reinforce and strengthen positive relationships within the school community.

#### Intended Outcome

That the wellbeing of all students at St John's School will continue to improve.

### Achievements

The Student Wellbeing Core Team continued to work with the Student Wellbeing Leader to develop a whole school approach in promoting wellbeing, with a focus on prevention and early intervention linked to the School Improvement Framework.

#### VALUE ADDED

- St John's maintained the Better Buddies initiative which included two whole school key events and the Prep and Year 6 buddies working together on other activities regularly throughout the year. Better Buddies Friendship Day was celebrated Monday 2 March.
- The "Getting to Know You" program was conducted in each class during the first few weeks of the school year to establish a positive and welcoming learning community.
- School Wide Actions were practised including the St John's values being reinforced through the rights and responsibilities;
  1. The Right to be Respected
  2. The Right to be Safe
  3. The Right to Learn
- The Behaviour Management was reinforced in consultation with Berry Street with Professional Learning completed on BSE Unit 3 Stamina and Engagement
- A new St John's Behaviour Management Policy
- A new St John's Behaviour Expectation Matrix
- Teachers met with their students 2-3 times a day during Remote Home Learning
- Students in the Senior School were asked to fill out Google forms to inform their teachers how they were feeling about their learning during Remote Home Learning
- Feedback from teachers, informing students about their submitted work was provided daily to students and parents via Seesaw and Hapara
- Yr 6 students still celebrated their Big Day Out in December and participated in a Graduation ceremony

- During Remote and Flexible Home Learning the school remained open for students whose parents were essential workers
- Vulnerable students were permitted onsite during Remote and Flexible Home Learning
- Book Week was celebrated with online illustrators and performances. Students who were still working from home were also able to participate in these activities
- Parent Education: Cyber safety- Managing Technology in Your Home 24 February
- Parent Education: Puberty Night 29 October
- Teachers 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, student continued to participate in Student Led Conferences
- St John's established a partnership with 'Disha Psychology Consultancy' in order to have a psychologist visit the school once a week, supporting the needs of students in our care
- Student Voice was further enabled through student leadership in Year 6 with the continuation of Student Action Teams
- A Student Representative Council (SRC) was continued seeking student voice Prep to Year 6

## STUDENT SATISFACTION

During Remote Home Learning in 2020 two Google forms were sent home to parents to provide the school with feedback on a myriad of areas around students accessing the Curriculum and about their child's wellbeing during this challenging time.

When asked, 'My child completed school work each day,' of the 171 responses, 106 responded 'always' and there were 61 responses that answered 'usually' or 'with support.' These results show that students were engaged with their learning which indicates high student satisfaction.

Parents reported that about 160 students actively participated in daily Google Meets which showed that students wanted that connection to their peers and teachers during Remote Home Learning.

When asked, 'My child had a positive attitude to Remote Home Learning,'

76 responses said 'usually' and 59 replied 'always,' which shows that student satisfaction was high despite a challenging time for them.

Students embraced the opportunity to provide feedback and contributed to school based decisions. The Student Representative Council from Prep to Year 6 gave our students the opportunity to voice their opinions about what matters to them in our school.

## STUDENT ATTENDANCE

Education is a sequential process. Absences often means that students miss important stages in the development of topics, causing them to find "catching up" difficult and therefore absenteeism contributes significantly to student failure at school.

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.

Parents have a further responsibility to communicate with the school explaining why an absence has occurred.

The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.

All student absences are entered into N-Forma by the teachers

Admin staff, review the data entered into N-Forma and make contact with the parent of any child marked absent without confirmation of non-attendance from a parent

A copy of the attendance is printed and keep it in the office until the end of the year, and then it is archived

Staff are asked to inform the Principal if a student is away for more than 2 days.

The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.

The Principal will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.

Parents need to notify the Principal if their child/children are will be away for more than one week and the Principal will provide the parents with an attendance letter notification.

Ongoing unexplained absences or lack of cooperation regarding student

Non — attendance may result in a formal conference being organized.

Unresolved attendance issues may be referred to D.H.S.

"IT'S NOT OK TO BE AWAY" will be promoted on a regular basis

Student absences will be noted on the formal school report - Semester 1&2.

During Covid-19 the role was taken every morning on Nforma as per usual practice, students were recorded as absent if they did not attend their morning Google Meet.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.4%
Y02	96.3%
Y03	95.8%
Y04	95.2%
Y05	96.6%
Y06	95.8%
Overall average attendance	96.0%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals

To continue to improve the care and safety wellbeing of all students

#### Intended Outcomes

That the wellbeing of all students at St John's School will continue to improve.

### Achievements

Received compliance for Child Safe policies and procedures through the VRQA review process (Ministerial Order No. 870) in 2017.

Staff meetings which included:

- Review of Child Safe Standards, Mandatory Reporting, Risk Management, Cybersafety, Behaviour Management, Parish Pastoral Council.
- Principal and Parish Priest meetings where Child Safety is an agenda item.
- Processes for visitors and contractors were fully implemented including an induction process.
- Risk Management processes continued to be implemented.
- The School Community continued to be informed of the Child Safe Standards through the School Advisory Council and newsletter items
- Child Safe policies made accessible through the school website
- Staff Professional Learning included: Student Wellbeing Cluster Meetings with Child Safety focus (leadership team)



## Leadership & Management

### Goals & Intended Outcomes

#### Goal

To grow and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.

#### Intended Outcomes

That staff learning and teacher confidence will improve.

### Achievements

- CIPLPs (Customised Individual Professional Learning Plans) Goal setting by staff, including the support and coaching by leaders
- Annual Review Meetings with Principal and Staff
- Professional Learning-Leadership Team and Principal and Deputy Principal Professional Learning with Nesli - Building High Performance Leadership Teams and Advanced Women's Leadership
- Staff-Spelling Professional Learning, including the Learning Collaborative work with Catholic Education Melbourne, Eastern Region
- Collaborative Learning Team Meetings with staff continued, using Google Meets as the platform during COVID
- Frequent Staff Wellbeing Check Ins by Leadership Team
- Leadership explored Feedback through The Learning Collaborative - Waterfall Assessment Chart
- Curriculum Leaders allocated a dedicated Curriculum Leaders Meeting to address learning teaching

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

30 Jan	School Closure Day Child Safety	St John's Leadership Team
4 Feb	Emergency Procedures Risk Management Mandatory Reporting	St John's Leadership Team
31 Jan	ICON Teleconference - admin staff	ICON
4 Feb	ICON Teleconference - admin staff	ICON
6 Feb	ICON Teleconference - admin staff	ICON

13 Feb	Learning Collaborative -14 Parameters	Catholic Education Eastern Region
14 Feb	North East Principal Network Meeting-Vision/Spirituality	Paul Spence
20 Feb	Principal's Governance Meeting	Catholic Education Melbourne
21 Feb	Building High Performance Teams	Paul Larkin - Nesli
18 May	Building High Performance Teams	Paul Larkin - Nesli
29 July	Building High Performance Teams	Paul Larkin - Nesli
6 Aug	Building High Performance Teams	Paul Larkin - Nesli
27 Feb	Mathematics Leader Network	
2 Mar	Child Information Sharing Scheme (CISS)	Catholic Education Melbourne
5 Mar	eLearning Leaders Network	Catholic Education Melbourne
28 May	eLearning Leaders Network	Catholic Education Melbourne
3 Sep	eLearning Leaders Network	Catholic Education Melbourne
3 Dec	eLearning Leaders Network	Catholic Education Melbourne
11 Mar	Student Wellbeing Leader Network	Catholic Education Eastern Region
12 Mar	Developing Mathematical Understanding	Catholic Education Melbourne
6 May	Advanced Women's Leadership: Mindful and Authentic Leadership	NESLI
13 May	Reading Recovery Cluster	
5 Aug	Reading Recovery Cluster	
2 Sep	Reading Recovery Cluster	
19 May	Advanced Women's Leadership: Adaptive Leadership	NESLI
20 May	Consistent Reporting in an Adaptive School Environment	DEET
17 Jun	Wellbeing Network	Catholic Education Eastern Region
18 Jun	Religious Education Network	Catholic Education Eastern Region
31 Jul	Religious Education Network	Catholic Education Eastern Region
18 Aug	Religious Education Network	Catholic Education Eastern Region
9 Sep	Religious Education Network	Catholic Education Eastern Region
23 Jun	Advanced Women's Leadership: Conflict and Feedback	NESLI
25 Jun	Principal Wellbeing Program	Catholic Education Melbourne
21 Jul	Principal Wellbeing Program	Catholic Education Melbourne
15 Jul	Advanced Women's Leadership: Influence and Negotiation	NESLI
21 Jul	The Learning Collaborative	Lyn Sharratt
14 Oct	The Learning Collaborative	Lyn Sharratt
27 Jul	Advanced Women's Leadership: Innovation and Change	NESLI
27 Jul	Literacy Network	Catholic Education Eastern Region
3 Aug	Literacy Network	Catholic Education Eastern Region

3 Aug	Information Sharing and Family Violence	Catholic Education Melbourne
11 Aug	Advanced Women's Leadership: Wellbeing and Resilience	NESLI
17 Aug	School Closure - Spelling	St John's Leadership Team
20 Aug	Principal's Governance Meeting	Catholic Education Melbourne
25 Aug	Cultivating stability, calm and presence: leading through change and uncertainty	
25 Aug	Advanced Women's Leadership: Creating My Path	NESLI
2 Sep	Transition Support - Prep students requiring additional adjustments	CEM
2 Sep	Cultivating Resonant and Resilient Leadership	Maggie Farrar
16 Sep	Advanced Women's Leadership Program: The Next Step NESLI	
6 Oct	CEM Governance	
14 Oct	School Wide Improvement Network Catholic Education Eastern Region	
19 Oct	Spelling in Context - Webinar	Misty Adinou
26 Oct	Spelling in Context - Webinar	Misty Adinou
16 Nov	Spelling in Context - Webinar	Misty Adinou
20 Oct	From Data to Action for School Improvement - Understanding the ECSI Standard Report for your School Catholic Education Melbourne	
6 Nov	ROSEA (Record of Student Adjustment and Evaluation Training)	CEM
26 Nov	PAT Data Workshop for Literacy and Numeracy	
Number of teachers who participated in PL in 2020		25
Average expenditure per teacher for PL		\$500

### TEACHER SATISFACTION

Results from the 2020 School Improvement Survey were not available due to COVID. Staff responded to a school based survey seeking information regarding student safety, school climate, staff/leadership relationships, instructional leadership, professional learning and collaboration. In the school based survey, staff reported under the theme of Student Safety that student wellbeing is discussed at St John's and that when dealing with difficult students that they receive support from other staff. In School Climate staff responded extremely positively with staff stating that St John's has an orderly school environment where students and staff are respected, where leadership has the best interest of the school community in mind. Staff reported that they felt comfortable approaching leadership and that they trusted leadership were motivated to work with leadership. Most positively the staff reported that during the Remote Home Learning Period the professional learning provided great support.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	76.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	75.0%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	12.0%
Graduate	16.0%
Graduate Certificate	0.0%
Bachelor Degree	48.0%
Advanced Diploma	36.0%
No Qualifications Listed	20.0%

### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	25.5
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

**Goal:**

To build and sustain a positive outward facing learning community.

**Intended Outcomes:**

That community partnerships are strengthened to support student learning.

### Achievements

- Parent Education provided included using Hapara during Remote and Flexible Home Learning, Managing Technology at Home with Kate Wilde, Puberty Parent Education with Kate Wilde and Spelling
- Technology loan out for student requiring digital devices during Remote and Flexible Home Learning
- School Advisory Council representative worked in partnership with school leaders and established Parent Class reps (P-6) to enhance communication and connectedness
- Parish-school partnership continued with a strong sense of community through welcome masses, sacraments, year level masses and Christian Meditation
- Invited families to provide feedback through Google forms and surveys
- Google meets utilised to facilitate PSGs (Parent Support Group) Meetings, Transition Meetings and Students Led Conferences
- Whole School Better Buddies Gratitude Day online - Essential Workers Superheros
- Whole School Assemblies online during the Remote and Flexible Home Learning Period

### 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 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.

Parents 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 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.

The 2020 St John's Remote and Flexible Home Learning survey completed by parents after Term 3 provided an insight into the level of student tenement in the teaching and learning program during the COVID lock down period. The parent survey revealed that 74% of the 87 respondents believed the learning provided during the home learning period was motivating. 89% of respondents reported that the staff were very approachable and 94% believed that the feedback provided to students was timely.

Many parents congratulated the school and staff through comments like "well done to all staff". Further, examples of feedback from parents included, "grateful to all staff for their hard work and dedication to the kids", "the teachers and school did an amazing job" and "congratulations to you and your team on such an impressive 2.0 roll out! Incredibly impressive to have all specialty programs in full swing and so much more interaction for the kids." Overall the Remote and Flexible Home Learning Period was a great success at St John's.



## Future Directions

St John's Catholic Primary School Heidelberg will continue to enhance our students' learning opportunities across the spiritual, academic, social and emotional and physical areas of the curriculum.

We will be guided by our vision, "An inclusive Catholic community, fostering a commitment to faith and nurturing a love of learning". In 2021, there will be a focus on:

- Further strengthening and enriching our school as a contemporary Catholic community
- To continue to improve the safety and wellbeing of all students, in particular as they transition back to school in 2021, after Remote and Flexible Learning
- Improving student learning outcomes through personalised, effective and stimulating teaching that builds student engagement and success as a learner
- Sustaining a staff culture, characterised by shared vision, a strong sense of teamwork and continuous improvement
- Continuing to develop positive relationships within our school community, post COVID-19 Remote and Flexible Learning
- Strengthening community partnerships to support student learning and engagement, including the completion of our Gardens/Playground Master Plan in 2021