



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. John's School
Euroa

2018

REGISTERED SCHOOL NUMBER: 1136



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Contact Details

ADDRESS	37 Anderson Street Euroa, Victoria, 3666
PRINCIPAL	Mr. Paul Maher
PARISH PRIEST	Rev. Fr. Anthony Hill
SCHOOL BOARD CHAIR	Mr. Mike Adcock
TELEPHONE	(03) 5792 2937
EMAIL	principal@sjeuroa.catholic.edu.au
WEBSITE	www.sjeuroa.catholic.edu.au
E NUMBER	E3028

Minimum Standards Attestation

I, Paul Maher 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

28th May 2019

Our School Vision

IDENTITY STATEMENT

St John's Catholic school is a community, inspired by truth, love and service, that challenges and supports each person to be the best they can be.

VISION STATEMENTS

St John's School strives to be a community where...

Students build a relationship with God and Jesus' teachings are modelled and lived.
The total development of each person is nurtured; cultivating mind, spirit, body, character and imagination.

Home, school and parish work in partnership to create a vibrant learning community.
Difference is valued, risk-taking is encouraged and achievements are celebrated within a safe and supportive environment.

Our environment is child safe and all children are respected and are protected from harm.

GRADUATE OUTCOMES

St John's school endeavours to educate students to be...

Life-long learners, open to change, adaptable and willing to question
Capable learners with strong foundations and competencies in literacy and numeracy
Creative, engaged and collaborative
Responsible for their own learning
Compassionate, caring and responsive to social justice issues
Happy, optimistic and hope-filled

School Overview

St John's School is a Catholic primary school in the parish of Euroa, approximately 150 km north of Melbourne. The school was established in 1921 by the Sisters of Mercy and maintains a strong commitment to the Mercy core values of truth, love and service. St John's has an enrolment of approximately 186 students and caters for a variety of needs.

St John's School has an enrolment of 187 students with 128 families. In 2021 St. John's will celebrate its centenary and preparations and planning have already begun for this milestone celebration. St. John's offers a large number of curriculum areas, but at the forefront of our school is our religious education program. We are very proud of our Catholic identity and we encourage all of our students to live by Gospel Values.

Our School Improvement Plan is coming into its second last year and we have identified a strong focus of improving student outcomes in the areas of Literacy and Numeracy. We have enrolled in the Sandhurst Diocese Inquiry Mindset Professional Learning Project and our focus area is 'Vocabulary'. We hope our in depth analysis of what is happening with our learners will provide us with a number of strategies that we can implement to provide a more consistent approach to our teaching from Foundation to Year Six.

St John's provides specialist teachers for foundation to year six in Japanese, Physical Education, and Visual Arts. Our students participate in the Bluearth program, which teaches discipline, core strength and mindfulness. The year three to six students work with 1:1 laptops, to prepare them for future learning while our foundation to year two students have a 1:2 iPads available to them.

Our facilities, including an open learning space (resource centre), large indoor stadium and synthetic-turf basketball courts/play area enable the students to engage in an active lifestyle during their recess and lunch times. While we are very lucky to have these facilities we have applied for funding of \$1 900 000 to update our Administration area and to also construct a new Senior Learning Centre. We are situated on extensive grounds with an outdoor learning area and large expanses of play area.

Our student leadership program encourages participation, and encourages all senior students to become leaders in different situations. Our parent community is very closely involved within our school. Parents support with classroom activities and participate in many events including Mother's Day, Father's Day and sporting carnivals.

Members of the School Board take an active role in the future planning and direction of the school. Next year we will come to the end of our 2017-2019 School Improvement Plan and the School Board will have significant input in the review of this plan as well as the planning and preparation of the 2020 – 2022 School Improvement Plan.

Principal's Report

I would like to pay tribute to the wonderful students here at St. John's School. They are a joy to work with and are a lovely reflection of their families. I extend this thank you to all our parents and caregivers who have helped in numerous ways throughout the year including in classrooms, on excursions, with sausage sizzles and other fundraising activities, etc. We need to continue to work together to support the development of our students and community.

After the completion of our two sacramental programs I have been most impressed with the support we have received from our St. John's Parishioners. There is an assumed knowledge about the sacraments and the Sacramental program that some of our parents don't have and I want to continue to work with Louise to develop this understanding further as our sacramental program is central to our faith.

Amongst these celebrations we also had a number of Children's Parish masses, many Friday Prayer Assemblies and special celebrations. Our visits to Granite Hill have been a great success and a wonderful example of Jesus at work in our students.

I would like to thank my staff. They are a hard working group of people who have always had the best interests of their students in their hearts and minds. Over the last two years we have implemented a number of learning programs such as Maths Pathway, Stepping Stones Maths, SMART Spelling, Mappen and Inquiry Learning. All of these programs have been implemented after significant consultation and we believe we're making excellent progress with each of them. The building works are becoming loud at times although the staff have accepted the noise as something that we just have to deal with so that we can upgrade our facilities to provide the best possible learning environment for our school community.

I would like to thank you, the School Board for the work you have done to support the school during such a huge transition in our story. The decisions we have made have been with the understanding that sometimes decisions aren't arrived at with one hundred percent agreement but when they are made we take responsibility for them and support each other in the community. I am very confident that this will continue to happen as we work together in 2019. I would like to extend a special thank you to Mike, our Board Chair who has displayed great leadership to our team and has been extremely supportive of myself and the direction that the Leadership Team is looking to take St. John's learning and teaching in the future. Mike has also had the courage to ask some challenging questions about our direction and I have always valued his honesty and willingness to have a conversation.

Finally, I'd like to thank Fr. Tony for his support and encouragement this year. The children enjoy mass with Fr. Tony and respond well to his sense of humour. Fr. Tony has been extremely supportive of the building process and the learning and teaching programs here at St. John's and the fact we have combined to address Child Safety as one committee has been a very positive initiative. I look forward to our continued partnership next year.

School Education Board Report

It is wonderful to have had another year to develop the students and shape the future of our community. It's exciting to see both the seniors to move on and to see the new preps coming in.

Thank you to all the teachers for your concerted efforts. For doing your best and continually improving. Paul is hitting his stride and with two new teachers this year I think we are building a strong foundation.

To Fr. Tony, we thank you for your leadership, guidance, perseverance and support. We also thank St John's Parish for your support through the year, this helps build a stronger and more spiritual community.

A special thank you to all our board members, for your commitment to the school and your diverse skills which all help build the school. Thankyou Fr. Tony, Libby Hamilton, Sally Redfern, Louise Frewen, Kim Saxon, Steven Hill, Clarissa Pittock , Lisa Crowe, Claire Taylor, Jaime Hamill, Gerri Embling and Mick Hamill. Also, a thank you to the board members who finished up in the middle of the year - Keesha Stephens, Liz Grogan, Rob Haub.

The building project is now underway, which is exciting. It introduces some short term inconvenience so please be patient and supportive and keep the end goal in mind. New rooms for students and a refurbishment of the administration area will be of great benefit to all.

Thank you to Paul for all your time and energy. It's a big job. With the building project it increases the workload substantially. It's tough, but keep focused and by the middle of 2019 we'll be enjoying the rewards.

It is amazing to see all the work being performed by different people throughout the year for the school. Every month I read about all the efforts in leadership, catholic identity, curriculum, learning diversity and pastoral well-being. There are weekend activities like masses and Wool Week. Long days when there are breakfasts in the Mercy Centre. Parents assist as well during the week and for activities such as excursions. Every week is different. That's a huge effort and I think we should all be proud of what we are producing.

Thank you all for your outstanding efforts.

Best Wishes

Mike Adcock
St Johns School Board Chair

Education in Faith

Goals & Intended Outcomes

To provide the staff of St. John's School with a spiritual formation opportunity in Echuca under the expert guidance and leadership of Maria Weatherill and Fr. Joe Taylor.

To provide the Year Six students of St. John's School with a spiritual retreat that would be supported by our regional Catholic Secondary School in FCJ Benalla.

Achievements

The feedback from staff regarding the opportunity to participate in a staff sabbatical on the 21st and 22nd of June, was very positive. Fr Joe Taylor and Maria Weatherill were the facilitators and brought a wealth of experience and knowledge allowing staff the chance to, reflect, renew and restore based on the scripture reading from Ephesians 3:16, *"Out of his infinite glory, may he give you the power through his spirit for your hidden self to grow strong, so that Christ may live in your hearts through faith..."*

Our year six students attended a retreat at FCJ college led by year 10 students. The theme of our retreat was, 'Journeying with Jesus.' FCJ's Catholic Identity Leader, Jane Branigan, along with FCJ students from the year 10 social justice group led us in small groups. After the huge success of the day this will be an annual event.

Every third Thursday, we have participated in a prayer service with the residents of Granite Hill. This has been extremely successful benefiting not only the residents but staff and students alike. After leading everyone in prayer we then share a few songs or stories with the residents. The staff at Granite Hill are very keen for this to continue. Our choir has also been visiting and are hoping to continue this several times a semester. One of our goals will be to develop and expand our connection with Granite Hill.

Our Sacramental program continues to be a focus, with the Sacraments of Reconciliation being offered to students in year 2 and Bishop Les, once again booked in to visit Euroa for the Sacraments of Confirmation and communion in term 3 of 2019. Small groups will be led following our Sandhurst 'Steps in Faith' program.

VALUE ADDED

- 'Social Justice' Day at St. John's School, Euroa.
- A great response also to our annual St Vincent De Paul collection which is based around the Feast of the Sacred Heart.
- Project Compassion campaign, which along with several fundraising campaigns and our weekly cake raffle, saw a large amount of monies raised for Caritas.
- Whole School Liturgies were also held around National Reconciliation week, World Environmental Day, Social Justice Sunday & Remembrance Day.
- Make available professional and individual spiritual development - Staff
- Audit and plan ongoing professional development for staff on Fire Carrier program.

- Continue with class Masses in School
- Develop the Catholic Identity Leaders Role
- Face of Mercy Awards
- Founders / Name Day
- Mothers Day Lunch and Pamper Day / Father's Day Breakfast
- Brekky for Brain Cancer
- Carols on the Oval

Accreditation Studies – Emily Naish, Megan Shiner

Learning & Teaching

Goals & Intended Outcomes

To implement the SMART Spelling program from Foundation to Year Six to enhance consistency of implementation in regards to the key learning area of Spelling.

To continue embedding the Inquiry Mindset practice as we move away from our 2017 focus area and utilise the spiral of inquiry approach in other curriculum areas.

Achievements

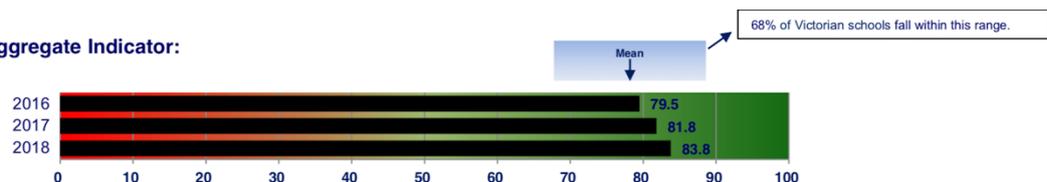
It has been a busy year in all things curriculum here at St John's. There is a sense of positivity around the momentum we are gaining in the way we are delivering the curriculum for our students. The highlights for the year have been many. The mathematics programs initiated in 2017 have been embedded in 2018 and are providing greater consistency of curriculum implementation which is also leading to better professional conversations among staff regarding student learning.

We began the year attending the Inquiry Mindset Professional development days, focussing on "Increasing our students vocabulary, evidenced through writing". The team took their learning from these days and skilled staff to implement the focus within their everyday teaching. After seeking advice and investigating a number of spelling programs, we decided to invest in the program, SMART spelling. All classroom teachers undertook professional development and have successfully implemented this program. Feedback from teachers about the program and its ability to meet student's needs has been very positive.

Over the year we have built on our relationships with Catholic Education support staff, in particular Maureen Cann and Maree Findlay. Maureen and Maree have provided invaluable support to the Curriculum team and delivered useful professional development to staff at staff meetings.

One of the challenges we have faced in the latter half of 2018 was continuing the Inquiry Mindset focus and ensuring that teachers continued to make it a focus, not only during learning times, but at any opportunity in the school day. One way we helped give it a focus was the "tickled pink" stickers that we give to students when they have used a 'tickled pink' word.

Teaching Climate Aggregate Indicator:



STUDENT LEARNING OUTCOMES

There are no significant trends that have been identified through our data. Spelling was the area that required attention in Year 5 although our transition into the SMART Spelling program has provided the school with a consistent approach to spelling from Foundation to Year Six and our professional conversations are already showing signs of improvement.

Our 2018 results reflect some very positive movement in all areas in Year Three except spelling so this will form the basis of further professional learning in 2019. We believe the improved results in Mathematics is due to the commitment to the Maths Pathway program with some excellent results in Year 5 over the last two years. In Year Five our results in reading, writing and grammar and punctuation all improved slightly except for Spelling which has been pleasing.

Our continued work with Maureen Cann from the Sandhurst Catholic Education Office in providing staff with professional learning in grammar in 2018 has been key to improved data in both Year 3 and Year 5. We believe this professional learning update will continue to support teachers in their teaching of the key areas of grammar and punctuation by updating their own knowledge and understandings.

Student Wellbeing

Goals & Intended Outcomes

To support staff in the implantation of NCCD protocols and to establish an NCCD register for St. John's School, Euroa.

To begin the Sandhurst Diocese SWPBS review led by Mr. Jaime Edwards from the Catholic Education Office – reviewing our existing framework to enhance our approach to the development of School Wide Positive Behaviours.

Achievements

The change from SWD (Students with Disabilities) to NCCD (Nationally Consistent Collection of Data) protocols. This was a huge undertaking from all members of staff, and although a lot of work, I think the whole process was fairly streamlined.

The establishment of the NCCD register. This register was developed by Brenton Noye and allows us to have a central and shared location for all documents, reports and evidence we have on our children with special needs. This register is also where we house the evidence of the learning adjustments we make for our students that we then use to try and access funding. The Professional Development days I have attended this year have been very beneficial and worthwhile. If you have to give up a day in the classroom to attend a PD day, it's definitely a positive if you actually get something out of it.

Regular visits from an Occupational Therapist, a Psychologist and a Speech Therapist throughout the year have been, without a doubt, the biggest highlight of the year in learning Diversity, with a number of our students being able to access professional help whilst still on the school premises. Hopefully this will continue in some form over the coming 12 months.

Two Seasons for Growth Programs have supported students who have experienced grief and loss, offering them a place where they can express their feelings, support each other, and realise they are not alone. Feedback from parents has been positive.

SWPBS - School Wide Positive Behaviours Support Team has met regularly throughout the year, reviewing the existing Behaviour Framework. Research shows students can operate in a positive way with their peers, teachers, and families, will be happier more connected members of their community, and will achieve higher results in their education, opening the way to their chosen career path. With advice from CEO Pastoral Wellbeing Officer Jamie Edwards, the Team has attended professional learning days, shared ideas with other schools on the same journey, and sought input from all staff members, to develop our revised School Wide Positive Behaviour Support Framework. This Framework supports our teaching of positive behaviours, provides knowledge of problem behaviours and places where they are occurring throughout the school, and individual plans for students who are experiencing difficulties with their behaviours.

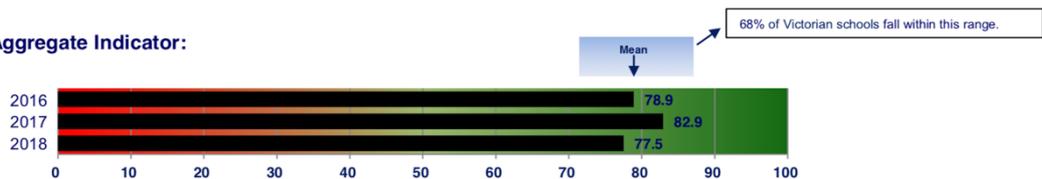
Our Mercy Wall continues to celebrate students following our 4Bs - Be Safe, Be Responsible, Be Respectful, Be Like Jesus. This is an example of the SWPBS in action.

Students are offered supported quiet places to spend their Lunchtimes, in the Library, at Chess Club, as well as being part of St John's Choir.

VALUE ADDED

- Support for children with learning difficulties – provision of teacher assistants for all classrooms but more time for classes with funded children.
- PD for staff- all staff completed ABLES Online modules- Sue King presented about preparation of PSGs- Sally completed online PD focussing on the importance of Oral Language.
- Preparation of PLPs for all children with Special Needs (whether or not they meet criteria for funding) then filed in Special Needs Filing Cabinet and stored on Google Docs
- Speech Pathologist Arti Shan provided by CEO- fortnightly visits worked with small groups with articulation concerns but generally language building with Classes F, 1, 3, and 5 where the need was greatest. Arti also presented at staff meeting re colourful semantics and developing oral language.
- Preparation of Data for submissions for SWD funding.
- Craig Wilson- Psychologist attended St John's on weekly basis and worked with children needing support- this was funded by Medicare but facilitated by school
- Time at PLTs and some staff meetings to work together to find solutions to some challenging learning problems experienced by some students.
- PSGs each term for all students on PLPs.
- Inclusion On-Line learning- all staff completed (8hours)
- Special Needs Leaders Virtual Meeting each term with Joy Ready

Student Wellbeing Aggregate Indicator:



STUDENT SATISFACTION

Data from the Student Insight SRC surveys revealed the following:

Students at St. John's feel:

Positive and energised about their school life and feel like they belong to the school community and this has been reinforced by the positive increase in student engagement. Specific questions in the survey revealed that disruptions and student behaviour can impact on their learning and I believe this has impacted on the drop from 2017 to 2018.

The schools involvement in the PBIS review with Jaime Edwards will address this further in 2019.

STUDENT ATTENDANCE

If a student is absent from school, it is the parent's responsibility to contact the school and give an explanation. This can be done by a written note, email, phone call or through the schools 'app.

If the school does not hear from the family by completion of the roll call, our principal or administration officer makes a call to the family to follow up on the student. This process is completed by 10.00am each morning and a log of the contact is registered on SIMON.

All attendance is recorded electronically and total days absent are recorded on student semester reports.

Child Safe Standards

Goals and Intended Outcomes

To finalise and embed the St. John's Child Safe Action Plan in co-operation and consultation with our staff, leadership team and School Board.

To continue our review of the school behaviour management practices with Jaime Edwards from the Catholic Education Office to come in line with the PBIS (Positive Behaviours in Schools) program to empower students further and enhance their capacity to be 'resilient' young people.

Achievements

All staff have received Child Safe training throughout the year, with support given to those who make a Report to Police, DHHS, or Child First. An important part of Child Safe, all children have received lessons in Resilience, Rights and Respectful Relationships, growing their self-respect, and knowledge of what to do if they feel uncomfortable or threatened by another person.

St. John's has also begun developing 'Risk Management Strategies' that will have a specific area of focus around Child Safety whenever we leave the school grounds for school excursions, camps, swimming programs or any other out of school programs.

St. John's School Leadership has also presented the new St. John's 'Code of Conduct' to all staff, parents, volunteers and all contractors and visitors to the school.

A register of Working With Children checks is kept in the Principal's Office and is updated and maintained. St. John's School requires all volunteers and parent helpers to have a valid 'Working With Children Check'. When volunteers and parent helpers are working with students they are doing so under the direct supervision of a school staff member. All staff are required to complete the Mandatory Reporting Module and receive certification upon completion. A copy of all certificates is kept in the Administration area.

Students at St. John's will not be left under 'one-to-one' supervision and the administering of First Aid or assistance will always be undertaken in the full view of the Administration area or other staff members. St. John's has modified its process for the administering of medications to students. Now two adults are required to be present during any procedure.

In respect to screening practices St. John's will implement another layer of accountability for candidates who are applying for positions at our school. Our process is now in line with Diocesan expectations in regard to the recruitment and employment of staff.

St. John's School seeks to provide its students with the skills and strategies to enhance their decision making opportunities. We do this through our -

- Lunch Time Activities - Chess Club, Library, Lego
- Implementation of our Student Leadership program &
- Our encouragement of Social justice programs initiated by student leaders.

St. John's implementation of PBIS across the school has provided students with a very clear structure from which they can make informed, positive choices. Strategies within the PBIS framework that support the empowerment of students are –

- Understanding the 'escalation scale'.
- Involvement in CICO (Check-in / Check-out)
- Whole school weekly Mantra's

At St. John's clear and consistent two-way communication is encouraged to build up the relationship of trust between teachers and students. We utilise programs such as 'Ditto', 'Day for Daniel' and the 'Life Relationships' program to empower and involve children in issues and decisions that may directly affect them. All information is provided to children in a clear, honest and age-appropriate manner.

Child Safe policies and procedures are now a part of the induction program at St. John's and the school community receives updates via the school newsletter and can access the St. John's website for more information regarding Child Safety Policies.

Leadership & Management

Goals & Intended Outcomes

To review the current model of Leadership at St. John's School, Euroa with the goal of implementing a 'Plus One' model of learning and teaching support that would enhance curriculum implementation and enhance learning outcomes.

To provide the staff of St. John's School with a spiritual formation opportunity in Echuca under the expert guidance and leadership of Maria Weatherill and Fr. Joe Taylor.

Achievements

Student Leadership

Our senior students continued to fulfil their role as a Leadership group in our school. Collectively and individually they have undertaken many Leadership responsibilities such as: buddies for the new Foundation

students, hosting whole school assemblies, representing the school in our community, accepting lead roles in our masses and liturgies and being able to be called upon to fulfil any task with respect and pride.

Staff Leadership

Our staff continued to encourage our students to be leaders by being leaders themselves. Our positions of leadership in 2017 were;

Principal – Paul Maher

Deputy Principal - Libby Hamilton

Religious Education Co-Ordinator - Louise Frewen,

Learning Diversity Leader – Sally Redfern,

Child Safe Worker – Karen Dunn

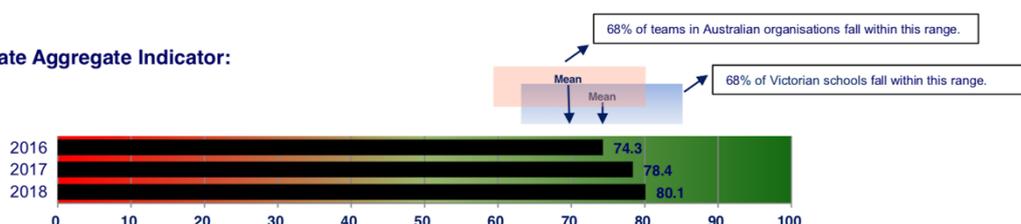
Information and Communication Technology - Katherine King and Brenton Noye

Learning and Teaching - Briony Clarke.

School Board Membership

Parish Priest Rev	-	Fr. Tony Hill
Principal	-	Paul Maher
Deputy Principal	-	Libby Hamilton (Secretary)
School Board Chair	-	Mike Adcock
Deputy Principal	-	Libby Hamilton
Catholic Identity Leader	-	Louise Frewin
Staff Representative	-	Sally Redfern
Parent Representatives	-	Rob Haub, Michael Hamill, Liz Grogan, Keesha Stephens, Clarissa Pittock

Organisational Climate Aggregate Indicator:



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

CEO Facilitated Network Days

- ⇒ Inquiry Mindset Project
- ⇒ Religious Education Accreditation
- ⇒ Irene Gilliland- Reading Recovery Network Meetings
- ⇒ Rachel Timperley Indigenous Network Meetings
- ⇒ Principal Meetings- Paul Maher
- ⇒ DP Meetings/Days- Libby Hamilton
- ⇒ SMART Spelling Training
- ⇒ Observation Survey PD
- ⇒ REC Days- Louise Frewen
- ⇒ Graduate Teacher Induction Days
- ⇒ St. John's Spiritual Retreat - Echuca

Professional Development facilitated at St John's

- ⇒ Arti - Speech Pathology on-going support
- ⇒ Bluearth PD- Drew Barnes
- ⇒ Anaphylaxis / First Aide – whole staff
- ⇒ First Aide – Level 2
- ⇒ Bluearth Physical Education
- ⇒ Japanese Conference – Ayako Mizushima

Dyslexia PD

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$779.98

TEACHER SATISFACTION

Data from the Staff Insight SRC surveys revealed the following:

Very positive movement has taken place in all areas of the survey with significant increases in the four pillars of clarity, empathy, learning and engagement. There is an agreed philosophy on student management and that the responsibilities are well understood by both parents and students.

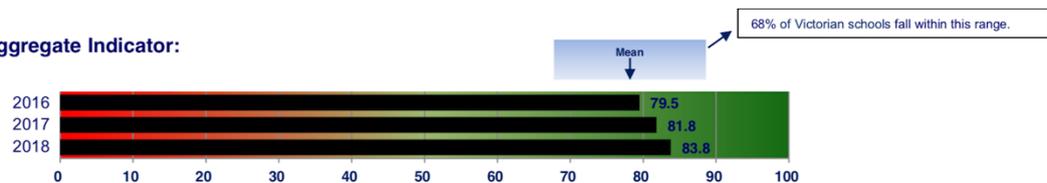
The students are generally encouraged to experience success, are well behaved and treated with respect.

The staff at St. John's challenge each other to improve their learning and teaching practice.

The staff believe there are more frequent times of anxiety and stress within the workplace.

The staff value the opportunity to participate in prayer life and celebrate mass and liturgies.

Teaching Climate Aggregate Indicator:

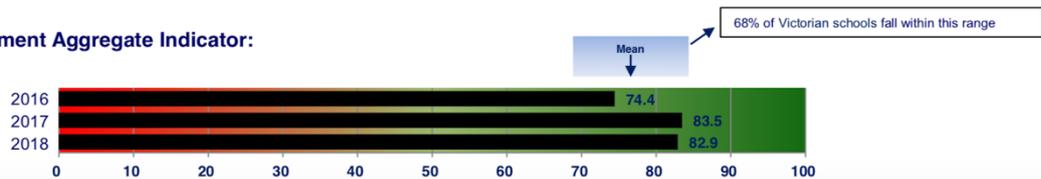


School Community

Achievements

1. Renovation & Refurbishment of the Year 1/2 Classroom.
2. New Hand Rail along Mercy Centre and Stairway to Foundation and Library.
3. New enclosed steps up to loft in Mercy Centre.
4. Construction of a new Toilet Block
5. Relocation of Sacred Space - Grotto
6. One Year review from Eastman Lynch Consultants on St. John's compliance with OH&S
7. School Board decision to begin transition to iPad program instead of MacBook Air program.
8. \$25 000 renovation to BER Learning Centre to provide a new Foundation Classroom and separate Library space.
9. 1.9 million dollars of Capital Works begun in October, 2018 – renovation and refurbishment of Administration Area, Staff Room, Principal's Office, Deputy Principal's Office, Board Room, Sick Bay and school entrance.
1.9 million dollars of capital works begun in October, 2018 – new Senior Learning Centre.
9. Application process begun for Stage Two works of St. John's Master Plan, including renovation and refurbishment of Junior School, Middle School and BER building.
10. Relocation of ground water pump to relay bore water into existing tanks to provide a stronger and more efficient spray to the main oval. And to also replace a number of existing sprays with new heads.

Community Engagement Aggregate Indicator:



PARENT SATISFACTION

The parents at St. John's School feel:

The educational standards at school provide adequate challenge and the subjects taught meet the needs of their child.

Overall data indicates a slight drop on last years data although this was after an increase of nearly 10% from 2016 to 2017.

There is good two-way communication between school and staff and the school takes parent concerns seriously.

That while school student reports are reasonably helpful the schools move to include a parent teacher handover of the report to clarify the results has been most effective.

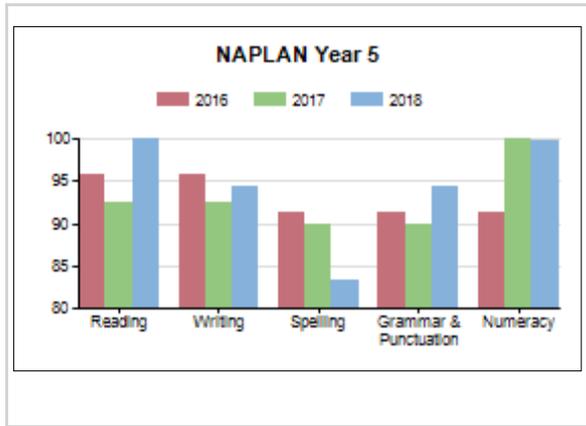
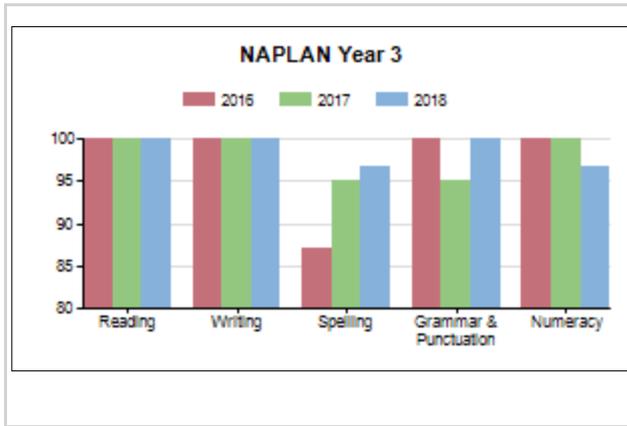
That their child attending a Catholic school and reflection on their faith holds higher priority than attending mass and liturgies.

School Performance Data Summary

E3028
St John's School, Euroa

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	95.2	-4.8	100.0	4.8
YR 03 Numeracy	100.0	100.0	0.0	96.8	-3.2
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	87.0	95.2	8.2	96.8	1.6
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	91.3	90.0	-1.3	94.4	4.4
YR 05 Numeracy	91.3	100.0	8.7	100.0	0.0
YR 05 Reading	95.7	92.5	-3.2	100.0	7.5
YR 05 Spelling	91.3	90.0	-1.3	83.3	-6.7
YR 05 Writing	95.7	92.5	-3.2	94.4	1.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.5
Y02	91.7
Y03	93.3
Y04	90.7
Y05	92.9
Y06	90.8
Overall average attendance	92.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.7%

STAFF RETENTION RATE

Staff Retention Rate	87.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	15.4%
Graduate Certificate	0.0%
Bachelor Degree	84.6%
Advanced Diploma	23.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	13.8
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.2
Indigenous Teaching Staff (Headcount)	0

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