



# 2023

## Annual Report to the School Community



### St John's School

37 Anderson Street, EUROA 3666

Principal: Therese Stewart

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

Registration: 1136, E Number: E3028

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## Principal's Attestation

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I, Therese Stewart, 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 21 Mar 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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The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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**School 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.

**School Vision Statement:**

St John's is a community where we build a relationship with God and Jesus' teachings are modelled and lived. Home, school, and Parish work in partnership to create a vibrant learning community.

**School Improvement Priority:**

At St John's we work to embed a culture of inclusivity that celebrates diversity and partners with the community to provide relevant and authentic learning opportunities for all.

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## School Overview

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St John's School is a Catholic primary school, established in 1921 by the Sisters of Mercy. The school continues to maintain a strong commitment to the Mercy core values of Truth, Love and Service. The town of Euroa, where the school is situated is located 150 kms north of Melbourne and has a population of approximately 5,000 residents.

In 2023, St John's School had an enrolment of 189 students with 130 families. Approximately half of the student population travelled to St John's each day from areas such as Strathbogie, Violet Town, Locksley and Ruffy.

St John's places a high priority on being a caring and respectful community where each student is recognised for their individual worth. There is a positive community culture and rich co-curricular program that aims to nurture the development of well-rounded young people.

This year, St John's continued to implement our current School Improvement Plan which guides us in the forward planning of our school until the end of this year. The Plan addresses the 5 key areas of; Catholic Identity, Leadership, Learning and Teaching, Pastoral Wellbeing and Stewardship of Resources.

The school continued to develop strong relationships with parents and the parish and raise the profile of Catholic Education in our community.

St John's continued to develop the capacity of all staff using data to inform teacher practice and improve student outcomes. The continued implementation of Professional Learning Teams across the school ensures regular professional learning for all teachers.

St John's places great importance on ensuring every child is the best they can be in a safe and happy school environment. It is a community where everyone is known and valued.

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## Principal's Report

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To All in the Community of St John's.

I am pleased to report on the many accomplishments of our school over the past year. In our happy and caring Catholic community, during 2023 we have worked to create an environment where every child feels valued, supported and known. It is through this atmosphere of warmth and acceptance that learning has flourished. The children at St John's continue to feel safe to explore, to question, to make mistakes, and to grow and are empowered to reach their fullest potential.

It is with pleasure that I present this report as principal at St John's Primary School. Once again, we are extremely proud of our achievements as we continually aspire to improve.

Our positive partnership with families continued. During the year, families were invited to participate in a survey where they identified the strengths of the school and provided further suggestions to build and enrich the learning at the school and strengthen the positive partnerships we have with our school families.

In 2023 we have continued to hold our staff and students to high standards of achievement and provide them with the tools and resources they need to succeed academically. However, we also recognise that true success extends beyond the realm of grades and test scores. It encompasses qualities such as resilience, empathy, integrity, and developing a lifelong love of learning. The introduction of our Mental Health in Primary School's Leader has added a welcome to dimension to our school and supports teachers and especially children. This new role has been possible due to State Government funding and has been welcomed by all.

The staff of St John's have worked tirelessly to refine their practice to ensure success for all students. We continue to keep abreast of current practice and implement into our daily programs. This year creating a culture of observation and feedback has led to valuable learning in our classrooms and improved student outcomes. Maths has been a specific focus this year with staff committing to a more contemporary way of working with enthusiasm and dedication. During 2023 we have worked with staff from Catholic Education Sandhurst to support us on our learning journey. We are very grateful for their time and input, particularly Lauren Gould, who has been invaluable.

The support of parents in creating a nurturing and enriching environment for our students has been much appreciated. Together, we have ensured that each child who walks through our doors leaves with not only a strong academic foundation but also a deep sense of purpose, a compassionate heart, and a resilient spirit. We have had many highlights with our special events, parent helpers and our Celebrations of Learning. During 2023 we have continually worked to create and maintain bonds between our families and school.



I want to express my gratitude to each member of our school community - students, parents, teachers, and staff - for their dedication, their passion, and their unwavering commitment to the well-being and success of the children of St John's. Especially to the staff, change can be challenging at times, but we are able to recognise the importance of change as we work to improve the outcomes for every single child at St John's.

I would especially like to thank the children for their love of learning, friendliness and warmth. They have a very strong sense of justice and look out for each other. They are the reason we do what we do as educators and they bring a smile to our faces every day.

Therese Stewart

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### **School Improvement Goals.**

To empower students to make meaningful connections between faith, life and context.

To further develop our knowledge of how to contextualize scripture for both staff and students.

#### **Key Improvement Strategies and Actions.**

Continue CES Professionally led learning for Staff around scripture in order to build teacher capacity and understanding.

Provide Professional Reading to further promote understanding of scripture.

Revisit Godly Play with staff to increase opportunities in the classroom.

Increased POL time for Catholic Identity (CI) Leader.

Increased presence of CI Leader in classrooms supporting teachers.

### Achievements

At St John's Primary School, we continue to develop and strengthen our Catholic Identity through a rich and dynamic Religious Education program. Our School Vision underpins the life of the school whereby it is a priority to engage with parents and inspire in our children an appreciation for Loving and Learning.

All Staff engaged in RE Professional Learning throughout the year and had their learning recorded in TAPS to ensure we meet system requirements.

The Religious Education Leader (REL) provided professional learning to maintain Accreditation to teach in a Catholic School and to continue to develop our knowledge and skills in Religious education.

Ensured explicit links are made between acting compassionately and committing to social justice at a local, national and global level in a Catholic context.

The Feast Day of St John was celebrated with a whole school mass, followed by a day of various religious learning experiences.

Participation in liturgies and celebrations for students, staff and parents at class Masses, whole school Masses and liturgies.

Sacramental Program for children for Reconciliation, Eucharist and Confirmation

Education in faith planning meetings for classroom teachers as a whole group and in teams

The Catholic Identity Leader had an increase in time from one day a fortnight to one day each week in order for her to commit to her role more fully. This allowed time for her to visit classrooms and assist classroom teachers in the delivery of RE and planning.

The school's scope and sequence aligned with the new "Source of Life" units.

The Core Principles (Common Good, Solidarity, Subsidiarity and Human Dignity) of Catholic Social Teaching featured as part of the Religious Education curriculum planning.

The Catholic Identity of the school continues to be highlighted with religious icons and scripture displayed in classrooms and around the school and in practices of prayer and worship.

Prayer continued to form an integral part of each day as the children and staff engaged in practices such as meditation. Students gained experience in praying prayers of petition, praise, penance, and reflective opportunities to enable the deepening of their relationship with God.

The Catholic Faith was celebrated as a community through assemblies, liturgies and Masses as determined by the Liturgical Calendar. These celebrations included Holy Week, The Resurrection, Feast of the Sacred Heart and Advent .

The Catholic Identity Leader continued to develop her professional knowledge by attending numerous religious education professional learning opportunities throughout the year.

## **Value Added**

Family Masses on Saturday evenings

Weekly class Masses with students and parishioners

Professional learning for all staff

Parent/child sacramental workshops prepared internally

Social Justice activities including supporting Caritas and St Vincent de Paul

Sacramental Program for Reconciliation, Eucharist and Confirmation

Staff to lead prayer at the beginning of Staff meetings each week

Opportunity for Professional Learning with partner schools in the region. St John's, St Joseph's Benalla, St Mary's Mansfield and FCJ College Benalla met as a group with Sr Peta Goldberg with the focus being Scripture and Jesus as a Jew

Our personalised Sacramental Program

All students participated in Masses weekly with the parishioners. Fr Tony, our Parish Priest provided the opportunity to participate in ministries such as Reconciliation, Eucharist and Confirmation

Students read readings and Responsorial Psalms. The principal and Catholic Identity Leader were present at the Masses and act as Eucharistic Ministers.

Year 6's attended the Anointing of the Sick Masses with St John's parishioners and prepared and served lunch afterwards

Teachers capacity was developed and enhanced through professional learning, facilitated planning, staff meetings and modelling in Religious Education.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### School Improvement Goals.

To embed consistent data driven practices to inform student learning and the implementation of high impact teaching strategies.

#### Key Improvement Strategy and Actions.

To embed consistent data driven practices to inform student learning and the implementation of high impact teaching strategies.

To ensure the school improvement agenda is shared and enacted by all members of the school community.

To embed a learning culture that promotes engagement, learning and growth for all.

### Achievements

In 2023, the learning and teaching focus centred on improving student outcomes through the use of data to inform teaching, building teacher capacity through the use of high impact teaching strategies (HITS) and implementing consistent school-wide practices to support effective planning and teaching of mathematics.

The use of data to inform teaching was a focus throughout the year, with teachers undertaking school-based professional development in Progressive Achievement Tests (PAT), Fountas & Pinnell Benchmark Assessment System and Elastik. Elastik is a data platform that is used across the school to support the collection and analysis of assessment data to inform teaching.

We continued to develop our use and understanding of assessment data to enhance student learning. Libby Hamilton and Briony Clarke attended two professional development days led by Dr. Selena Fisk. The focus of these days was on the collection, analysis and interpretation of data at a school level and the creation of consistent school-wide practices to support this. As a result of this learning, staff worked together to review the assessment schedule, create a data belief statement and a data plan. These documents outline the assessment practices across the school and the agreed practices undertaken to administer assessments and analyse and interpret student data to inform teaching.

Teaching Sprints are becoming an embedded practice at St. John's, they enable the continuous practice of teacher professional development, focusing on the use of evidence-based research. Each term, teachers are led by Briony through the 3 phases of 'teaching sprints':

**Prepare:** using relevant evidence-based research, staff work together to identify a focus area for improvement/development.

**Sprint:** staff test out their learning through short, manageable cycles of teaching in the classroom.

**Review:** this phase involves the analysis of impact evidence and consideration of how to transfer and embed new pedagogical knowledge and skills into future practice.

In 2023, Teaching Sprints focused on developing teacher capacity in the use of the High Impact Teaching Strategies of feedback, differentiation and learning intentions and success criteria.

With the support of CES Ltd staff Andrea O'Connor and Lauren Gould, St. John's School worked throughout 2023 to develop consistent school-wide practices to support the effective planning and teaching of mathematics. Andrea and Lauren introduced the 'Launch, Explore, Summarise' instructional model and over the year, staff worked on developing and embedding this model across the school with a focus on the use of open-ended and challenging tasks.

To support this work on improving student outcomes in mathematics:

- additional teacher and classroom resources were purchased
- new planning templates were created to enable the planning of units of work
- Lauren supported teachers in classrooms twice each term, observing, modelling, coaching and providing feedback
- A Principles of Practice for Mathematics document was created by staff – this document outlines our beliefs and practices in relation to mathematics teaching and learning and helps to ensure consistency across the school and a unified vision for the teaching of mathematics.

At the end of semesters one and two, academic reports were made available for parents to access via the parent report portal through the SIMON reporting package, and Parent Teacher Meetings were held in Term 1 and Term 3.

A number of new resources were purchased for English and Mathematics to enhance the use of concrete aids in the classroom.

Learning Support Officers (LSOs) continued to support all students with an LSO in every classroom.

Book week was celebrated with a whole school dress up day and a school performance in line with the short listed books and the theme for Bookweek. Students also participated in numerous book week activities.

Extracurricular activities enjoyed by the students were

- Incursions
- Excursions
- Camps
- Swimming program
- Interschool sport
- District/Division/State sporting competitions.

St. John's continued to embed strategies that enable feedback.

We appointed our Curriculum Leader as Mathematics leader to ensure the consistent teaching of Maths across the school and to support classroom teachers in the new Launch, Explore, Summarise Model .

We continued to prioritise facilitated planning for classroom teachers in order to ensure that teachers are supported when planning engaging lessons for students and analysing student data to inform planning.

## **Student Learning Outcomes**

In 2023, there was a focus on a consistent whole school approach to the curriculum delivery and shared pedagogical practices by all teachers. There was further focus on a shared, consistent and embedded learning culture. Effective use of the teaching and learning cycle, eg: data analysis, planning, teaching and assessment to support the needs of students, was highlighted.

We continued to analyse data (NAPLAN, PAT-M, PAT-R, Pre and Post Assessment tasks from F-6) effectively to identify areas of student need and growth.

We then focused on teaching to student needs from the results of these assessments

We had a shift from relying on student achievement to also tracking growth with the collection of data for literacy and numeracy.

Through our rigorous assessment of student learning, we have been able to identify and target needs more specifically in the classroom and through specialist support programs.

We adopted the data platform *Elastik* to enable teachers to have student data in one location allowing them to see any gaps in student learning and plan according at point of need. The platform also assists teachers with real time assessment of writing pieces and other ideas to support student learning and growth. It as been very well received by staff and is well utilised.

In 2023, St. John's implemented the following programs to enhance the learning outcomes of our students:

- Literacy and Numeracy Intervention support
- Learning Support Officers in every classroom
- Wellbeing surveys to identify areas of need for students that affect their learning
- Introduction of our Mental Health in Catholic School Leader two days each week.

<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	371	42%
	Year 5	468	50%
Numeracy	Year 3	382	57%
	Year 5	460	48%
Reading	Year 3	369	44%
	Year 5	459	69%
Spelling	Year 3	355	29%
	Year 5	441	46%
Writing	Year 3	400	80%
	Year 5	461	69%



\*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

#### School Improvement Goals.

To enhance partnerships with families and a range of outside agencies to foster a shared responsibility for the learning growth of all.

#### Key Improvement Strategies and Actions.

To continue to be a member of Happy Healthy Kids, Euroa and access Allied Health Services to support students with additional needs.

To continue to work fortnightly with John Mitchell (Catholic Education Sandhurst) to implement our School Wide Positive Behaviour Support Program to embed strategies in the school to empower students further and enhance their capacity to be resilient young people.

### Achievements

2023 saw many things happen in the area of Student Wellbeing at St John's.

One of the most exciting was the introduction of a Mental Health and Wellbeing leader two days a week. This was possible from State Government funding specifically allocated to this area.

The important role:-

**Promotes** a whole school approach to mental health and wellbeing to students, staff and families

**Supports** teachers and school staff to expand their capacity to embed evidence-based mental health strategies, interventions and programs and build mental health literacy to identify and support primary school students with mental health concerns

**Collaborates** with school staff to inform, influence and provide input into teaching and learning related to mental health and wellbeing

**Provides** support to school staff and classroom teachers to build their capabilities to embed mental health into the classroom

**Works** with school leadership and wellbeing teams to embed whole school approaches to mental health into school planning and strategic processes

**Coordinates** clear referral pathways internally (within their school) and externally (to community services) for students identified as requiring further assessment and intervention

**Proactively** work with and support regional staff, school wellbeing and leadership teams, teachers, parents/carers and other external agencies to coordinate targeted mental health support for primary school students

**Contributes** to the school's existing wellbeing team

The Mental Health and Wellbeing leader, Denise Hall, worked with the University of Melbourne to introduce this role and partake in online training.

In 2023, the Pastoral Wellbeing Team consisting of Melinda Watson, Linc McKernan, Therese

Stewart and Libby Hamilton met regularly each fortnight with John Mitchell from Catholic Education, Sandhurst to relaunch our (Positive Behaviours in School) PBIS into the school. The explicit teaching of the school expectations was carried out by classroom teachers at the beginning of the school year.

St. John's has continued to work on a whole school approach to Child Safety using the Victorian Registration and Qualifications Authority (VQRA) guidelines.

Building strong relationships with both students and families continued to remain a priority at St. John's. Parent Teacher conversations at the beginning of the year were utilised to gain parent knowledge in order to strengthen relationships between the teachers, students and families. Another parent / teacher meeting was held in Term 3 to discuss student progress and achievements and areas for concern.

The Pastoral Wellbeing Team (PW) was also responsible for monitoring Behaviour Management and introducing the Resilience, Rights and Respectful Relationships Program, developing an action plan and a scope and sequence for teaching across the school. A highlight for the Pastoral Wellbeing Team was staff becoming more committed to logging students incidents in SIMON. This then gave the PW team and teachers a far more accurate snapshot of student behaviour and allowed for interventions and strategies to be implemented where required as evidenced from the surveys.

Student Wellbeing Surveys were completed twice per year by the children in all levels from Foundation to Year 6. The data was analysed by the Wellbeing Team and appropriate actions taken.

We began to work as a staff to ensure students had more opportunities to have input into their

learning and their school. The introduction of a Student Representative Council was an exciting time for the children and carried a great deal of respect as it was a very important role. This allowed children a voice in what was happening in their school.

A number of Allied Health Services supported our students during the year, Arti Shah (CES Speech Therapist - focussing on reading comprehension), Craig Wilson (our School Psychologist), Enrich Occupational Therapist Assistants, Alison Hayes (Occupational Therapist- Scope, funded by Happy Healthy Kids Euroa).

St John's continued to be a member of the Happy Healthy Kids initiative in 2023 along with the Euroa Medical Family Practice, Euroa Kindergarten, Goodstart Early Learning Centre, Euroa Primary School and Euroa Secondary College. Happy Healthy Kids was used to pay for paediatrician visits from Patrick Stark, psychological services from Seven Creeks Psychology and Craig Wilson (psychologist) visits to St John's School a day each fortnight as well as support from Speech Therapist Jacqui Caswell.

National Consistent Collection of Data (NCCD) continued to have a strong focus in 2023. Through our Quality Assurance Program we moderated and submitted 25 students for NCCD funding after providing 10 weeks of evidence for learning adjustments. We continued Quality Assurance Moderating with CES Staff and planned for PSG's to take place during school time to support teachers in meeting parents with the Learning Diversity Leader present. This was very successful and reduced some of the teacher's after school workload. In the event where a parents did not come for the Parent Support Group Meeting, the meeting went ahead with minutes sent home for parents to sign and return.

The Leadership Team was responsible for continuing to embed a culture of Child Safety by creating openness, inclusiveness and awareness so that all children and adults know what to do if they observe or are subjected to abuse or inappropriate behaviour.

All staff and volunteers always considered the safety of all children and recognised the importance of cultural safety for Aboriginal children, cultural safety for children from culturally and linguistically diverse backgrounds, and the safety of children with a disability.

The Principal and Deputy Principal continued to induct all staff in their legal obligations and the processes to be followed when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Department of Health and Human Services.

All staff were required to attend Child Safety professional learning briefings conducted by the Child Safety Officer when necessary.

The Principal and Deputy Principal attended Child Safety training through CES.

All staff continued to implement a consistent approach to behaviour management across the school.

St John's continues to be a place where everyone is welcome.

## Value Added

Introduction of an elected School Representative Council. Active student voice.

Preliminary investigations into the adoption of The Resilience Project funded by Strathbogie shire and Euroa Rotary into the school program to begin in earnest in 2024.

Establish a Mental Health referral process for teachers to table their concerns regarding children.

Introduction an after hours Parenting workshop - Tuning in to Kids - Emotion coaching

Newsletter articles to help parents with mental health issues that effect primary school age children.

Participation in student surveys as an insight to how students are feeling at school and at home.

Use of Restorative practices approach to help students take responsibility for their actions and its impact on others actions and restore/repair relationships

Whole school Buddies program especially for Year 6's and Foundation students

Student Leadership Program: Year 5 and 6

Lunchtime Clubs - e.g. gardening club, singing club, Library Club, and Board Games Club

Teachers capacity was developed and enhanced through professional learning, facilitated planning and modelling.

Students are increasing in their ability to track and manage their emotions, using strategies taught to them by their teacher.

Strategic, well thought lessons are planned for Wellbeing and implemented across the school.

St. John's has a consistent approach to Wellbeing across the school.

## Student Satisfaction

At St John's, through the ORIMA 2022 survey data children feel valued and respected. Data shows that Student Motivation and Learning Confidence are high, indicating that children see themselves and their abilities in a positive manner and are motivated to perform to the best of their ability.

93% of students feel that they are encouraged to do their best. The majority of children feel that their teachers have high expectations of them with 72% feeling they are focused in class.

From the survey data students are telling us that at times they are disengaged from their learning but 91% of students say they try hard at school and that it is important to them to do their best.

Students know that if they need support they can go to a teacher or learning support officer to assist them.

An area of concern was that 93% of students in Years 4-6 who completed the survey say they have been bullied online or on social media. The school continues to inform parents when incidents we know of arise and educate students to be safe and responsible users when online.

Students also tell us they would like more of a voice around decision making in the school with 95% of students very happy with the establishment of the SRC in 2023 and their regular meetings with MHiPS Leader Denise Hall.

## Student Attendance

We continue to have a high attendance rate for students at St John's.

When a student is absent from school, it is a parent's responsibility to contact the school and provide an explanation. Parents are able to do this by written note, email, phone call or the use of the SIMON Everywhere platform.

If the school does not hear from an absent student's family by 9.30am parents receive a text message via Simon asking them to phone the school to provide a reason for the absence. If contact is not made after this a phone call is made to parents.

All attendance is recorded electronically and total days absent are recorded on student semester reports. For children who are absent for two day or more without explanation, parents are contacted by classroom teachers and children who have a high absentee rate are also contacted by classroom teachers to bring this to their attention to endeavour to approve attendance and provide support where possible.

We follow the motto "It's not ok to be away"

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.3%
Y02	88.3%
Y03	91.0%
Y04	87.4%
Y05	90.3%
Y06	91.3%
Overall average attendance	90.2%

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## Leadership

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### Goals & Intended Outcomes

#### **School Improvement Goals.**

To embed consistent data driven practices to inform student learning and the implementation of high impact teaching strategies.

To ensure the school improvement agenda is shared and enacted by all members of the school community.

To embed a learning culture that promotes engagement, learning and growth for all.

#### **Key Improvement Strategies and Actions.**

To implement the goals set out in the new School Improvement Plan and Annual Action Plan.

To focus on student data to improve student outcomes.

To ensure an organised and improvement focused agenda pervades throughout the school.

### Achievements

In 2023 our Leadership Team members were:

Principal - Therese Stewart

Deputy Principal - Libby Hamilton

Catholic Identity Leader - Louise Frewen

Curriculum Leader- Briony Clarke

Learning Diversity Leader - Sally Redfern

Digital Technologies Leader - Katherine King

The school continues to recognise the role of the Leadership Team is to implement the school's vision and bring to reality the goals set out in the School Improvement Plan. As a team we have more consistently referred to the SIP to ensure we are on track

St John's sees the responsibility of leadership as supporting students and staff to realise their potential.

After reviewing the decision for the Leadership Team to meet fortnightly instead of weekly, in 2023 we moved back to weekly meetings as we found the new arrangement to be too long between meetings and not as effective.



The Leadership Team met with Paul Bissinella from Catholic Education Sandhurst to build our capacity as leaders in this very important area.

We introduced a PBIS Leader who led our fortnightly meetings and was given a time allocation each week to highlight this role and ensured we progressed and raised it's profile at St John's. The PBIS team met fortnightly with John Mitchell (CES).

Student Leadership opportunities at St John's continues with the introduction of our Student Representative Council who met on a regular basis with the Mental Health Leader, Denise Hall.

We welcomed new Preps and new staff members to our community

The classroom structure for 2023 was Foundation 1 class; 1/2 x 2 classes; 3/4 x 2 classes; and 5/6 x 2 classes.

Specialist classes for 1 hour weekly including Visual Arts, LOTE - Japanese, PE and Music.

Our Year 6 students now lead school tours for prospective parents after an induction and training program and developed an understanding of the importance of this responsibility.

Emphasis on building teacher capacity continued as the Professional Learning Team (PLT) meetings twice each week. Moderation of student work and analysis of data were important aspects of this professional learning.

Child Safety continued to be an important area of focus for us in 2023.

We continued to implement our one to one iPad and technology infrastructure in order to ensure that our students are best equipped for future endeavours.

Administration and organisational tasks were implemented and evaluated by the Leadership Team on a regular basis. Resources in Religious Education, English, Mathematics, ICT and other curriculum areas were audited, purchased and maintained to provide delivery of all school programs.

Staff attendance at St John's was extremely high.

Staff met with the principal as part of their own Individual Professional Learning Goals and Annual Review meeting with the principal.

The cyclical VRQA requirements were conducted with the auditors visit to the school and was very successful. The School Reviewer highlighted that the school met and in some areas exceeded, VRQA requirements.

Principal, Deputy Principal/Religious Education, Learning and Teaching/Student Wellbeing/Learning Diversity Leaders participated in regular professional learning and attended Network meetings.

Our Learning Support Officers met twice a term with the Principal

Commitment to Professional Learning enabled teachers to increase their knowledge and skills, and consequently strengthens the teaching and learning capacity within the school.

Audit of policies and relevant documentation on a regular basis.

The school continued to build teacher capacity in Contemporary teaching practices and pedagogy working closely with our Learning and Teaching Leader and CES staff.

In 2023 two members of the leadership team attended professional learning in the area of Data with Selena Fisk and related its importance in our schools as part of a whole system approach to members of staff on their return.

The new Enterprise Bargain Agreement came into place for teachers in all schools in Victoria and Tasmania. This brought challenges to our schools in the area of Time in Lieu for teachers because of attendance at out of hours work commitments. It recognises their extra work and the process of accruing and acquitting leave but also having financial implications for school camps and other extracurricular activities.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

St John's places great emphasis on professional learning for staff and have participated in the following opportunities:

Principals Deanery and Diocesan Network Days - Therese Stewart

Deputy Principal Network Days - Libby Hamilton

Numeracy Leaders Network Days - Briony Clarke

Learning Diversity Leaders Network Days - Sally Redfern

NCCD Network Days - Sally Redfern, Thomasina Ramsden and Libby Hamilton

Enhancing Catholic Identity (ESCI) – All Staff as well as Catholic Identity Leader Louise Frewen and Therese Stewart

Catholic Identity Network Days - Louise Frewen

Teaching Excellent PL - Briony Clarke

Learning Diversity Network Days - Sally Redfern

Numeracy Network Day and Maths Conference - Briony Clarke and Therese Stewart

Aboriginal Network Days - Rachel Timperley

Speech Therapy PD sessions for Learning Support Officers and Classroom Teachers

Professional learning with Catholic Education Staff in the area of Numeracy and Literacy throughout the school year to improve teacher capacity

Working with Catholic Education Staff - Michael Clarke and Lou Levy in the area of Aboriginal

Education and implementation into teacher planning

Regional professional learning for all staff from St John's, St Joseph's Benalla, St Mary's Yea

and FCJ College Benalla in the area of Religious Education

Religious Education PL for Advent, Scripture with CES staff member Georgia Hatton

Mandatory Reporting Modules - All Staff

Diabetes Education – GV Health – All Staff

Diabetes Online Module - Diabetes in Schools – All Staff

First Aid - All Staff

ZART Art PD- Online - Melinda Watson

AFL Traineeship – Laci Hepburn

Number of teachers who participated in PL in 2023	24
Average expenditure per teacher for PL	\$1500.00

## Teacher Satisfaction

From our ORIMA School Engagement Surveys, carried out for the first time in 2023 after a number of years, due to Covid and CES accessing a new provider, it can generally be stated that teachers are generally satisfied/very satisfied with the work they do and the support they are provided with in relation to fulfilling their responsibilities as teachers and staff members at St John's.

### **The domains in the Staff Engagement Surveys are:**

Catholic Identity

School Climate

Staff Leadership Relationships

Instructional Leadership

Feedback

School Leadership

Staff Safety

Psychological Safety

Professional Learning

Improvement Strategy

Collaboration in Teams

Support for Teachers

Collective Efficacy

Our survey data was higher than CES data, sometimes significantly so.

100% of school staff believe that students are respectful to staff and staff to students, with all believing the school environment is orderly.

91% believe that St John's is a positive working environment.

All staff feel that leadership is friendly towards them with 91% feeling comfortable approaching them for support if needed and 95% feel they are supported if facing challenges at work.

Data in the School Leadership Domain indicates that teachers would like more of an input into discussions around Learning and Teaching and asking for input from students and families.

Teachers have indicated they would like more feedback in regard to their roles and practice which has been recognised in our Annual Action Plan.

Further clarification is required by staff in regard to regular check ins with the School Improvement Plan and having a voice in school improvement and in the area of collaboration with teams.

We were very pleased with our data, but understand there is always room for improvement.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	5.3%
Graduate	15.8%
Graduate Certificate	10.5%
Bachelor Degree	57.9%
Advanced Diploma	5.3%
No Qualifications Listed	5.3%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	13.6
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	8.8
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### **School Improvement Goals.**

To further develop sustainable practices that redefine and rebuild our relationship with each other and the world.

To enhance partnerships with families and a range of outside agencies to foster a shared responsibility for the learning growth of all.

#### **Key Improvement Strategies and Actions.**

Integrating RE and Curriculum practices in classrooms.

Continued connections with outside community groups to create an outward facing school and a member of the Euroa community.

To improve connections with local indigenous community groups to enhance cultural awareness and understanding.

Complete an audit to identify opportunities for partnerships with community groups.

Establish local community partnerships responding to identified student needs.

### Achievements

To start the year we held our welcome night. All staff were in attendance with most of our families joining in with organised games and fun activities by Jimmy from BluEarth.

In Term One, we offered our Parent Helpers course before we welcomed helpers back into our classrooms.

Assemblies were held every second Friday with Year 6's hosting and classes taking turns in presenting their learning.

Our school newsletter is sent home to parents each fortnight with Classroom Communication going home electronically in the alternate week.

Our Visual Arts teacher continues to do amazing work with our students which is then displayed at the Euroa Agricultural Show with great success..

The Year Six Graduation dinner allowed families the chance to see each other and say goodbye prior to the move to secondary school. The dinner was organised and catered for by the school with all staff in attendance.

We continued our support of Community Outreach, with fundraising for Caritas and collection of foods for the Feast of the Sacred Heart for St Vincent de Paul.

Playgroup continued each Monday morning for mums and children in the local area to gather and play.

The School Advisory Council continued to engage with parents in school life, based on the new Terms of Reference.

The school continued their relationship with Happy Healthy Kids, that supports us with assistance to access Allied Health Professionals for the students at St John's.

Students in Year 5-6 had the opportunity to work with a local member of the community assisting with tree planting by the Seven's Creek and building Phascogale breeding boxes to assist the survival of this threatened species on the local area.

The Principal visited the Kinders in Euroa and Violet Town in the lead up to enrolment for the following year to speak with coordinators and deliver Enrolment Information Books.

Staff and students of local kindergartens visited St. John's to support the Transition Program.

The senior students visited the local Kinders to promote the start of the transition program at St John's. They read stories and completed activities together.

St John's Outside School Hours Care Program, run by TheirCare, is a wonderful service for our families. The program is very well supported by families each morning and afternoon. The service is open to all families for Holiday program and also to students from Euroa Primary School who may need it.

We regularly liaise with the local paper and have articles printed in 'The Gazette' promoting what is happening at school and highlighting special events.

Our Carols Night was once again held on the school grounds, with families sharing a picnic and joining in the celebrations with the children, who each performed a number of songs and dances on the night. The weather was very kind and a wonderful time was had by all.

We are slowly seeing the return of parents and friends to the classrooms and into the school.



We saw the establishment of a small group of mums in the establishment of a P&F. They held a very successful Easter Raffle, a Great Mother's and Father's Day stall and a fabulous afternoon tea for mums and special friends for Mother's Day.

## Parent Satisfaction

St John's families feel that the school is a good fit for their children and feel connected.

The majority of parents felt that St John's catered for their child and their needs and are more aware of what is happening in their children's classrooms and want to be involved in their learning

Our Celebrations of Learning each semester are very well attended and indicate this is another way for parents to be involved in their child's school life

Parents are very invested in the community of St John's School as is evident in attendance at school events.

It is important to note in regard to the ORIMA survey data sent to families in 2023 of the 130 surveys sent only 9 responses were received.

From the survey data it can be noted that:-

- 86% feel a sense of belonging
- 88% feel that their child's teacher is meeting their learning needs
- 86% believe that school staff are approachable
- 100% feel that the school's physical environment is suitable for their school
- 100% feel that the catholic identity and practices at our school are clearly evident but only 29% feel they understand the Catholic mission underpinning the policies and practices of the School.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjeuroa.catholic.edu.au](http://www.sjeuroa.catholic.edu.au)