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ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. John's School
Euroa

2017

REGISTERED SCHOOL NUMBER: 1136



Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
School Education Board Report.....	6
Education in Faith.....	7
Learning & Teaching	8
Student Wellbeing.....	9
Child Safe Standards	12
Leadership & Management.....	14
School Community	17
Future Directions.....	18
VRQA Compliance Data	19

Contact Details

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E NUMBER	E3028
FEDERAL DET NUMBER	1045

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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

14th May 2018

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, while our Parents and Friends Committee assist with fundraising and building community spirit.

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.

I would like to thank all the staff here at St. John's. They are an extremely hard working group of people who have always had the best interests of their students in their hearts and minds. It is my goal that we will continue to work as one to become a closely knit team that seeks to achieve our graduate outcomes for all our students. I would especially like to pay tribute to Andrea and the Leadership Team whom I have great faith and trust in. Their support at Board level and on a day to day basis has been outstanding and I am extremely grateful for their dedication and professionalism. I would also like to recognise our graduate teacher this year in Emily Naish. The role of a school teacher is broadening on many levels these days and our young grad's require a huge amount of resilience and courage to fulfil their duties and Emily has done a remarkable job under the expert supervision of Briony Clarke. The St. John's community is certainly benefiting from her great knowledge and enthusiasm.

We farewell two staff this year in Denise Holt and Annette Moloney. It is always sad to say goodbye to staff but we wish them well in all their future endeavours and thank them for the wonderful contribution they have made to St. John's. In 2018 we will welcome two new staff to St. John's and we look forward to accessing their gifts and talents as well.

2017 has certainly been a year that has had significant tragedy attached to it but I have been most impressed with the manner in which this community supports each other and those who have been so closely effected by these tragic events. This great support and love is a very real reflection of Jesus' call to 'love one another' and you should find some peace and fulfilment in this beautiful sign of communal commitment.

I would also 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 honesty that has been shared has meant that we all understand the perspective of each other and the decisions we have made have been in the full knowledge that sometimes decisions aren't arrived at with one hundred percent support 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 2018.

Finally, I'd like to thank Fr. Tony for his support and encouragement this year. The transition to a new school is always difficult but we are developing a strong understanding of each other and I greatly appreciate the trust he has shown in me to lead the school in the best way I know how and I look forward to our continued partnership over the next few years.

Paul Maher
Principal

School Education Board Report

As another school year passes we can be feel quite affirmed with what has been a most productive school. This year we farewell another fine group of young leaders who have represented our school with distinction and we now welcome a new group of Preps and we wish them well as they begin their learning journey at St. John's.

To the school leaders, teachers and staff we say thank you for all your efforts, always giving your best to help develop the education of our students.

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

A special thank you to all our board members, for the time and effort invested into the future planning of our school during what has been very busy for us as a leadership group. Thankyou Fr. Tony, Libby Hamilton, Louise Frewen, Sally Redfern, Keesha Stephens, Liz Grogan, Rob Haub, Clarissa Pittock, Mick Hamill and Stephen Hill.

The school board has been actively involved in the formation of the schools master plan to accommodate for the future growth and enrolments within the school. We look forward to beginning construction of our new leadership centre and the renovation and refurbishment of our Administration Centre in September of 2018.

The school grounds are always looking great and it is good to now be able to host our sports and outdoor activities on our oval. Technology is now an integral part of our learning and teaching in the school and will continue as the children move through their primary school years. We all look forward to seeing Science being introduced as a specialist subject in 2018.

The Parents and Friends Association have work tirelessly through the school year to fundraise and help our families come together on the days such as Mother's Day, Father's Day, the school fete, the Brekky for Brain Cancer and much more.

Thank you all for your outstanding efforts.

Best Wishes

Mike Adcock
St Johns School Board Chair

Education in Faith

Achievements

Our culture of prayer is very strong at St John's. Staff and students begin our week with a whole school prayer in the Mercy Centre led by Paul. Morning prayer forms part of our daily timetable. Staff also begin their week with staff prayer in a Monday afternoon. We engaged in a Professional Reading program in 2017 with our first book being 'Pope Francis – Why He Leads the Way He Leads.'

Staff, students and families have had the opportunity to participate in many prayers, liturgies and Masses both whole school and class. Our students are exceptional in the reverent and prayerful way that they participate

We have had a very consistent approach to the learning and teaching of Religious education across the school with our Source of Life program. Our Sacramental program was very successful. We worked in partnership with the Parish to facilitate Steps in Faith the Confirmation and Communion program. Paul lead several families through Baptismal preparation. The celebration for both were held at our vigil parish Mass, were very well attended.

We will be following up our ESCI data on the 4th December at our school closure day, led by Kerrie Hill from the CEO.

VALUE ADDED

- 'Social Justice' Day at Our Lady's in Wangaratta.
- 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- commenced
- Participate in the ECSI Survey
- 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
- Michael Crowe - PD
- Accreditation Studies - Louise Frewen, Thomasina Ramsden, Katherine King

Learning & Teaching

Achievements

2017 has seen the introduction of several new programs into the learning and teaching program at St. John's. In term 2 the Stepping Stones maths program was implemented in Foundation to Year 4 allowing for a consistent and comprehensive approach to the teaching and learning of maths across these years. Maths Pathways was introduced in the senior area (years 5 & 6) to continue this comprehensive approach to mathematics learning and teaching.

Staff have undertaken professional development in several key areas. Briony, Katherine, Louise and Thomasina completed units of study towards full accreditation to teach R.E. and Emily has undertaken training in Blueearth over the year.

Staff have implemented and continued to develop their knowledge and understanding of the Victorian Curriculum through targeted staff meetings, supported by Maureen Cann from the Catholic Education Office. In addition to this a new reporting format (SiMON) was used to report on student achievement in semester 1 and will continue to be used.

Libby, Briony, Rachel and Sally have been involved in the Inquiry Mindset Project, attending the professional development days each term to continue moving forward with this school based project. The identified focus area of developing students' vocabulary has been a focus of staff meetings and work in this area will continue into 2018.

To complement student learning in various curriculum areas junior students participated in an excursion to Scienceworks, students in year 3 & 4 enjoyed a 2 day camp to Feathertop Chalet and the year 5 & 6 students travelled to Canberra for a 4 day camp.

Value Added

- Continue update of Assessment Schedule
- Inclusion in the Inquiry Mindset Project facilitated by Helen Timperley
- Briony Clarke continued to attend the Victorian Curriculum workshops
- ONLINE PAT Testing continued in Term 3
- Continued implementation of Fountas & Pinnell Benchmark Assessment System
- Completion of the Abilities Based Learning & Education Support (ABLES) modules.
- To support students with additional learning needs, staff completed professional development with Sue DeSilva. Staff were also supported by CEO staff in developing and implementing Personal Learning Plans (PLP) for students with identified learning needs.
- Professional reading around Inquiry Mindset Project

Student Wellbeing

Achievements

2017 has been a busy and productive year in Pastoral Wellbeing at St John's. Karen Dunn stood aside from a classroom teaching position to become our Pastoral Wellbeing worker. Karen was the natural choice to lead this area as she has had many years of experience as a counsellor with the CFA.

At the beginning of the year we began implementing our Child Safe protocols and curriculum (Rights, Responsibilities and Resilience), across the school- as mandated by the Victorian State Government. During this year some of Karen's other responsibilities have been, following up with families and students who may be experiencing difficulties, worked with small groups on strategies to build friendships or cope with life's challenges, on a fortnightly basis introduced a new mantra to the school to help students become aware of school expectations just and collected data through the Behaviour Audits held each term. In semester 2, we formed a School Wide Positive Behaviour in Schools (SWPBS) Committee consisting of Jamie Edwards (CEO Sandhurst Psychologist), Paul Maher, Libby Hamilton, Karen Dunn, Melinda Watson and Emily Naish. The Committee met fortnightly to work on re-vamping and introducing a Positive Behaviour Strategy for staff and students to follow. This is a process that we expect to take up to three years to fully embed. At the end of Term 3, we recognised White Balloon Day - a day dedicated to the prevention and raising awareness against child sexual assault. Throughout Term 3 and 4, Karen implemented the Seasons Program, to support a number of students who had experienced grief and loss in their lives. This was very successful and we are looking to implement the program each year or on a needs basis.

Overall, it has been a very productive year in Pastoral Wellbeing and many positive processes have been put in place to benefit the St John's community future years.

Learning Diversity Report

2017 has been a busy year for Learning Diversity. St John's began the year with 12 SWD (Students with Disabilities) students who attracted varying levels of funding to our school. This money, along with some additional school contributions, help to pay for our four outstanding Teacher Assistants- Dannielle Anderson, Damien Saxon, Kerry Mason and Dee Hinss.

The highlight of the year has been the development of regular Allied Case Meetings involving classroom teachers, Learning Diversity Co-Ordinator Sue De Silva, Speech Pathologist Arti Shah and Psychologist Deirdre Spence. These meetings have proven to be extremely valuable for the teachers involved, and have resulted in positive outcomes being achieved for targeted students with specific learning needs.

We have employed the services of Occupational Therapist Kelly Hill to address OT needs within our student community, and have also sourced expert advice from Evelyn Ferris (OT) and Craig Wilson (Psychologist) when required.

2017 has seen St John's develop a strong network of support from professional experts we can rely upon to assist us in the challenge of addressing a multitude of learning needs.

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 or phone call.

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.

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

VALUE ADDED

- Support for children with learning difficulties – provision of teacher assistants for all classrooms but more time for classes with funded chn
- 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
- Life Education

STUDENT SATISFACTION

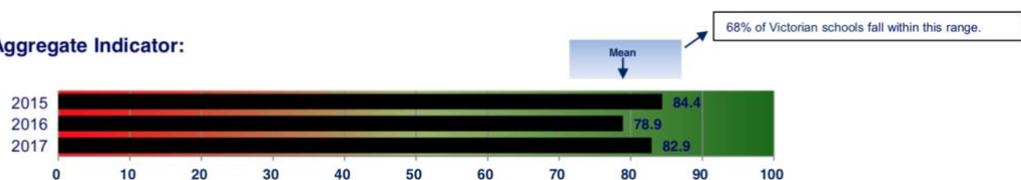
Data from the Student Insight SRC surveys revealed the following:

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.

The school will address this as we focus more on PBIS (Positive Behaviour in Schools) program in 2018.

Student Wellbeing Aggregate Indicator:



Child Safe Standards

Goals and Intended Outcomes

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

To review the school Behaviour Management practices 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

St. John's has made significant progress with the implementation of its Child Safe policies and practices in 2017 and we now look to embedding those policies and practices over the months and years ahead. Ministerial Order 870 has been presented to all staff and the School Board and explained as the basis from which we will further enhance our culture of Child Safety.

We began 2017 by inserting the following statement into our schools Vision statements and by also incorporating this statement on various school documents and letterhead.

'St. John's School strives to be a community where our environment is child safe and all children are respected and are protected from harm.'

With the support and guidance from Mr. Jamie Edwards from the Sandhurst Catholic Education Office we then developed our Child Safe Action Plan using the seven Child Safe Standards as our guide.

The following policies have been implemented in 2017 –

- Failure to Disclose Policy
- Failure to Protect Policy
- Grooming Policy
- Mandatory Reporting Policy
- Working With Children Checks Policy
- Child Safe Policy

Learning Centres across the school have read through and have discussed the policies and have identified the ramifications for them. The School Board has also had input on each of these policies and while they will require ongoing information and induction regarding the implementation of the policies they were most supportive of the commitment to Child Safety.

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 Aide 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

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

Parents & Friends

The Parents and Friends Association elected a new committee from an eager group of volunteers, who continued to be an effective fundraising group for our school. St John's thanks these parents for their valuable contribution to the building of our school community. A special thanks goes to the executive team and Sally Kubeil for her ongoing work as uniform coordinator.

Parents and Friends Leadership

President - Sally Kubeil

Value Added

- Continue to develop the role and function of the Leadership Team
- Review and Update Parent Information Handbook
- Establish compliance in all VRQA areas (still to be ratified by Phil Bretherton)

- Continue to implement Google Doc processes for School Calendar, Planning, VRQA, School Improvement Planning, Meetings and Assessment.
- Conduct School Reviews in the areas of Pastoral Wellbeing and Stewardship of Resources

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

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
- ⇒ Autism- Positive Behaviour PD
- ⇒ Observation Survey PD
- ⇒ REC Days- Louise Frewen
- ⇒ Oral Language Virtual Meeting

Professional Reading facilitated at St John's

- Pope Francis – Why He Leads the way He Leads
- John Jones - The Magic weaving Business

Master Planning – Learning Tour – Yarrawonga, Wangaratta, Wodonga

Professional Development facilitated at St John's

- ⇒ Arti - Speech Pathology on-going support
- ⇒ Religious Education PD - Michael Crowe (CEO)
- ⇒ Bluearth PD- Matt Dillon
- ⇒ Anaphylaxis / First Aide – whole staff
- ⇒ First Aide – Level 2
- ⇒ Bluearth Physical Education
- ⇒ Sir John Jones – Wodonga Catholic College
- ⇒ Dyslexia PD

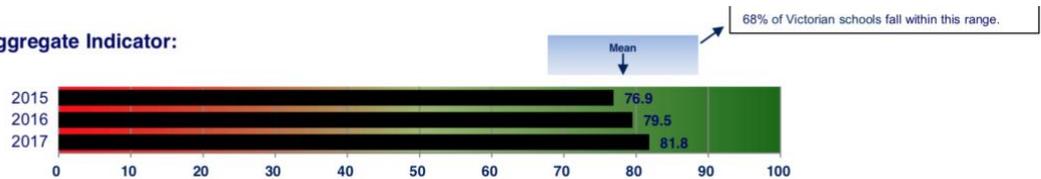
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	20
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$935.00

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

2017 has been a very sad one for our school community with three tragic deaths. The passing of our past Principal in Sonia Jones after a long battle with cancer was felt by everyone in the St. John's and Euroa community. Not long after Sonia's death we lost a young past pupil in Ryley Bjorksten. An extremely popular young sportsman who died in a car accident. Then on Boxing Day we received the devastating news that we had lost one of our Year Three students in Chloe Perry to brain cancer.

Our school community came together for each of these tragic losses and supported each other in both prayer and actions and we will continue to do so in 2018 and beyond.

The numbers attending our Parents and Friends Association meetings have been extremely low and the responsibilities of supporting our various fundraisers was left to just a few so we will be looking at ways we can re-engage our parent body in the months and years ahead.

Throughout 2017 St. John's conducted an Insight SRC survey to gain feedback from families on their perceptions of school performance. The statements below are derived from this survey.

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 was significantly up on previous years and that communication in the school had improved.

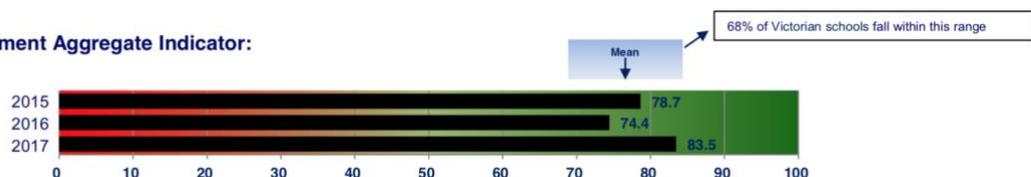
There is good two-way communication between school and staff and the school takes parent concerns seriously.

That while school student reports are reasonably helpful, there could be more clarity in this area.

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

That they are overall satisfied with the education provided.

Community Engagement Aggregate Indicator:



Future Directions

St John's will continue to develop its Master Plan for improved facilities. Our success in applying for \$1 900 000 has been approved with works beginning in September of 2018. These works will include a new Senior Learning Centre for our Year Five and Six students and the renovation and refurbishment of the Administration Centre.

Our involvement in the Sandhurst Diocese Inquiry Mindset project will see us continuing to reflect on our approach to learning and teaching. We will use our various forms of data to identify both what we are doing well and what we need to improve on. Our focus on 'Vocabulary' will continue into 2018 and we look forward to seeing some positive results in the near future.

Learning Diversity is becoming an area that we are focusing on more and the role of the Learning Diversity Leader has been a significant one in 2017 and will continue to be so in 2018 and beyond. As our responsibilities around learning Diversity begin to unfold more in 2018 we will get a better understanding of our future direction here.

School Data

E3028
St John's School, Euroa

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

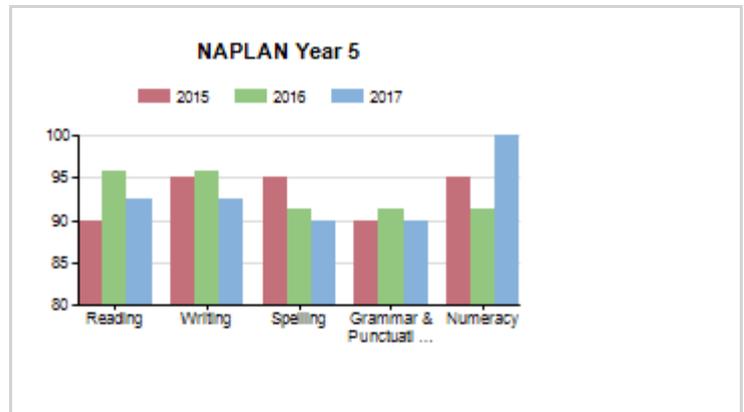
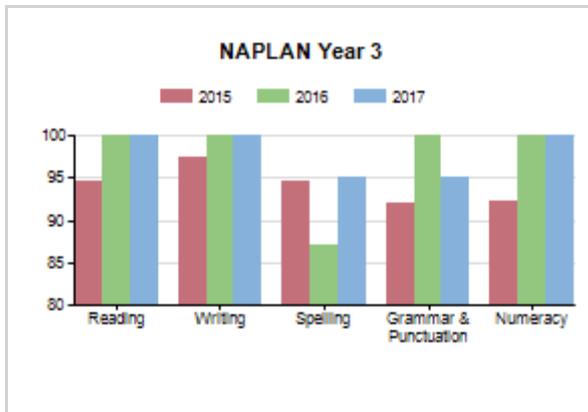
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	92.1	100.0	7.9	95.2	-4.8
YR 03 Numeracy	92.3	100.0	7.7	100.0	0.0
YR 03 Reading	94.7	100.0	5.3	100.0	0.0
YR 03 Spelling	94.7	87.0	-7.7	95.2	8.2
YR 03 Writing	97.4	100.0	2.6	100.0	0.0
YR 05 Grammar & Punctuation	90.0	91.3	1.3	90.0	-1.3
YR 05 Numeracy	95.2	91.3	-3.9	100.0	8.7
YR 05 Reading	90.0	95.7	5.7	92.5	-3.2
YR 05 Spelling	95.0	91.3	-3.7	90.0	-1.3
YR 05 Writing	95.0	95.7	0.7	92.5	-3.2

STUDENT LEARNING OUTCOMES

The are no significant trends that have been identified through our data. Spelling has been a clear area that requires attention and the 2015 Year 3 cohort of students that moved into this 2017 Year 5 data had both slight increases and slight decreases in their results.

Our 2017 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 2018. St. John's has been selected in the Sandhurst Diocese Inquiry Mindset project with a focus on Vocabulary and we believe this will have a positive impact on our Spelling results. In Year Five our results in reading, writing and grammar and punctuation dropped slightly with spelling being a concern once again.

Our involvement in Inquiry Mindset this year and again in 2018 will hopefully improve results in all of these areas as well as a commitment to engage Maureen Cann from the Sandhurst Catholic Education Office to provide professional learning in grammar in 2018. We believe this professional learning update will support teachers in their teaching of the key areas of grammar and punctuation by updating their own knowledge and understanding. Our results in Numeracy were very positive in both Year 3 and Year 5.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.13
Y2	95.66
Y3	95.58

Y4	95.47
Y5	96.00
Y6	95.36
Overall average attendance	95.37

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.97%

STAFF RETENTION RATE	
Staff Retention Rate	87.50%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	16.67%
Certificate Graduate	0.00%
Degree Bachelor	83.33%
Diploma Advanced	25.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	18
FTE Teaching Staff	13.110
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	9.035
Indigenous Teaching Staff	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