



**St John's
School
Euroa**

Registered School
No:1045

**2019
Annual Report
to the School Community**

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	9
Student Wellbeing.....	11
Child Safe Standards.....	15
Leadership & Management.....	16
School Community	19
Future Directions.....	21
School Performance Data Summary	22

Contact Details

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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

April 2020

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 173 students with 117 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 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 and Performing Arts, Music and Library. Our students participate in the Blueearth program, which teaches discipline, core strength and mindfulness. All students at St John's have their own iPad to use to support their learning across all curriculum areas.

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. We have recently updated 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. Parent participation is encouraged in all school events.

Members of the School Board take an active role in the future planning and direction of the school. This year we have collaborated with staff and the School Board to develop the 2020 – 2022 School Improvement Plan.

Principal's Report

After an extremely busy 2019 school year I would like to pay tribute to our students here at St. John's School. We have asked a great deal of them this year throughout the building project and they have accepted everything extremely well and adapted to the changes with very little fuss. They are a joy to work with and are a lovely reflection of you, 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. I hope everyone who is involved at St. John's is very proud and satisfied with what we have been able to achieve with our new Senior Learning Centre and Administration Area.

The Official Opening of our new facilities saw our Year Six students lead the event and they did this in a most professional way. They have been an outstanding group of student leaders yet again and will become wonderful assets to the schools they are moving on to.

This year has also been very difficult for the staff as they have had to contend with the building development, I would like to thank them for their patience and understanding. They are an extremely professional 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 addition of the 'Plus 1' roles in both Literacy and Numeracy have added another layer of support to staff in these two key curriculum areas and both Briony and Karen are to be congratulated on the way they have implemented the first year of this initiative.

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 2020. I would like to extend a special thank you to Steve Hill who has taken on the role of 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.

I'd also 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 as always, his support and wisdom is greatly appreciated. At this year's celebration of Confirmation and First Holy Communion I took the opportunity to thank our parishioners for the amazing support and encouragement they provide our school. I hope we will always recognise and acknowledge this support as I don't believe all school communities are as lucky as ours. I look forward to our continued partnership and positive relationship next year.

In conclusion I would like to thank Libby and my Leadership Team who have provided me with a level of dedication and professionalism that is far beyond what is expected. I will be forever grateful for their care and understanding. Thank you.

Paul Maher

Principal

School Education Board Report

It is wonderful to have had another year to develop the students and shape the future of our community. The conclusion of the school year will see our Year 6 students prepare to move onto the next phase of their education. Also, we see a group of Foundation students who have completed their first year; they have grown in confidence and have thrived in our school community. Thank you to all our teachers and support staff for your concerted efforts and valuable contributions in your roles within the school. Also, thank you to Paul for all your time and energy. We all recognise that being a Principal is a big job. Paul is a fantastic leader and mentor. His enthusiasm is contagious and draws on many years experience in education to help guide our school community onward and upward. 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. Thank you to Sally Redfern, Louise Frewen, Libby Hamilton, Kim Saxon, Clarissa Pittock, Anna Eddy, Claire Taylor, Jaime Hamill, Gerri Embling and Mick Hamill. Also, a thank you to Mike Adcock who passed the baton throughout the year as the School Board Chair. The building project is now complete and fully functional. New classrooms and learning areas for students and the refurbishment of the administration area was well overdue and a welcome addition to St John's School. It is amazing to see all the work being performed throughout the year; whether that be parents/carers, teachers, support staff or emergency teachers. Each playing an important part in educating our students. Thank you to Mick and Noreen Dowell for keeping the school facilities looking great. Many thanks to Mark Stevens for ensuring our students safely cross the road. Thank you all for your outstanding efforts.

Steven Hill
St Johns School Board Chair

Education in Faith

Goals & Intended Outcomes

To increase the awareness of Caritas during the Lenten period.

To strengthen the relationship between Parents, Parish and School community.

Achievements

This year, the Year 6 students attended our annual retreat at FCJ College, with the theme 'Journeying with Jesus.' This is a great development tool for our Year 6 Leadership group, with the Year 7 Social Justice students assisting us on the day. Our Senior students also participated in Mass at St Joseph's Church in Benalla joining together with St Joseph's Benalla, St Mary's Mansfield and FCJ Year 7 students. The Mass was a lovely celebration and we will continue this as an annual event in our Benalla Regional Catholic Education (BRCE) partnership. Year 3-6 students were also very fortunate to attend the FCJ College Stations of the Cross during the last week of Term One, followed by our annual whole school Stations of the Cross Liturgy.

Our fundraising efforts for Caritas were once again well supported with over \$1500 raised towards Caritas during the Lenten period. The Year 6 Leadership group have also had a very successful year raising monies to support our Catholic Identity Icons around the school. Zooper Dooper icy poles were a favourite during the hot weather with sausage sizzles being sold during our colder months. We are pleased that over \$2500 was raised.

We have participated as a whole school in many Masses to celebrate significant Feast Days. These including Ash Wednesday, The Assumption, Our Lady of the Cross – Mary McKillop and the Feast of All Saints. Our Family Masses have continued to be very well supported as we continue to aim to hold one of these a term. Our Sacramental program saw three major celebration with 2 candidates receiving the Sacrament of Baptism, 12 candidates receiving the Sacrament of Reconciliation and 12 candidates also receiving the Sacraments of Confirmation and Communion with a Parish Mass celebrated by Bishop Les.

A highlight for Year 5 & 6 was the ABLAZE concert that they attended at Riverlinks Eastbank. Father Rob Galea entertained the students in an amazing concert. We have since been able to include much of his music in our liturgies, Masses and prayer opportunities. This was an amazing experience for our students, one that they still talk about. We have been fortunate to have Bernadette Casey from the CEO working with us at various stages during the year. She led staff formation on Matthew's Gospel and led our Year 5 students in a retreat day based on leadership formation. This Leadership Retreat will also be offered to our 2020 Year 5 students.

This year saw Emily Naish and Megan Shiner both complete their Accreditation to teach Religious Education. This course for Accreditation will begin in 2020/2021 for Lucy Newnham and Linc McKernan. Louise Frewen has also applied to undertake a twelve month study on Graduate Certificate in Catholic Studies (Catholic School Foundations)

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 the Fire Carrier program.
- Continue with class Masses.
- Develop the Catholic Identity Leaders Role
- Continuation of Face of Mercy Awards, twice a term
- Founders' / Name Day development
- Mothers' Day Lunch and Pamper Day / Fathers' Day Breakfast
- Brekky for Brain Cancer
- Carols on the Oval



Learning & Teaching

Goals & Intended Outcomes

To continue to implement the “Plus One” model in Literacy and Numeracy.

To continue professional development for teachers in Literacy.

Achievements

2019 has been a successful year in the area of curriculum. The implementation of the “Plus One” model has been a resounding success. Briony Clarke and Karen Dunn have been successful in supporting teachers and students. Although teachers believe there has been a positive impact, we will not have any data to prove this until the end of 2020. A main focus for the implementation of the “Plus One” model this year has been teachers reading with students every day. Rather than working with students in a small group once a week, teachers have embraced the idea of facilitating guided reading groups multiple times throughout the week, increasing the amount of times students are engaged in reading and reading instruction. To support the implementation of this, teachers have engaged in professional reading and PD sessions led by Briony Clarke.

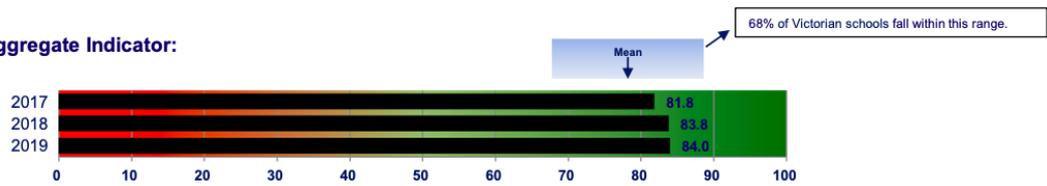
Challenges

One of the challenges of 2019 was continuing the Inquiry Mindset focus of “Increasing vocabulary, evidenced through writing” and ensuring that teachers continued to make it a focus. Not only during learning times, but at any opportunity in the school day. We will continue to support staff to implement all aspects of our Inquiry Mindset focus. A constant challenge is to continually encourage all students to read at least 5 nights per week. Whilst our Home Reading Program is relatively well supported it would be fabulous to have all of our students reading at home every school night.

Goals

To continue to upskill staff in all areas of the curriculum, but especially the 2 hour literacy period where students participate in explicit teaching sessions and targeted small group instruction. For Briony Clarke to continue to participate in Reading Recovery training, where in 2020 she will be attending Professional Development throughout the year to consolidate her learning from 2019. For Briony to also continue the “Plus One” Literacy model to support and challenge teachers in all areas of literacy, including the analysis of assessment data. For Katherine King’s role as Digital Technology leader to be given more time to support classroom teachers to implement the 1:1 iPad program school wide and to achieve the best from this resource.

Teaching Climate Aggregate Indicator:



STUDENT LEARNING OUTCOMES

Our Naplan data from 2017- 2019 continues to show that our investment of a Plus One Literacy Leader is justified. The Plus One Literacy Leader provides tailored Professional Development for staff and specialised literacy programs for students and is beginning to make an impact.

Over 95% of Year 3 students met the minimum standard in all areas. The results show that we need to continue our focus on spelling and embedding the SMART spelling program. The Numeracy results support our implementation of the Stepping Stones program in the Foundation, Junior and Middle years.

It is pleasing to see that our implementation of SMART spelling in Year 5 has changed our Year 5 spelling data significantly, moving from -6.7 to 4.2 in 12 months. Numeracy is also producing excellent results with all Year 5 students meeting the minimum standard for the third year in a row. These results are attributed to the structure of the Maths Pathways Program and the teachers being supported through our Plus One Numeracy Leader.

Student Wellbeing

Goals & Intended Outcomes

Better use of our involvement in the "Happy, Healthy Kids" initiative and continue to access the funds available to allow some of our students to use Allied Health services.

To continue to support staff in the implementation of NCCD (Nationally Consistent Collection of Data) protocols.

Achievements

Happy Healthy Kids Euroa

Happy Healthy Kids was formed in 2019 and St John's is proud to be a founding member of the Happy Healthy Kids Euroa (HHK) Initiative. HHK is a partnership between all schools and kindergartens in Euroa, the Rotary Club of Euroa and the Euroa Family Medical Practice. HHK has been established to provide funds for families in need to access medical services, occupational therapy, speech therapy and psychological services. The local Rotary Club raised money through a Winemakers' Lunch and their annual "Ride the Ranges" cycling event. Euroa Medical Clinic sourced funding from the Primary Health Network and the schools raised funds through a charity golf day that was held in October. In 2019, St John's accessed funds from HHK for extra psychological services for students in need and the establishment of a sensory garden.

Learning Diversity

It has been a year of consolidation in Learning Diversity, with the routines and practices put into place over the past 18 months becoming more streamlined and efficient. NCCD is an enormous workload placed upon our staff, but they have adapted to these new expectations with professionalism and have become very adept at meeting the expectations of this commitment to our students with learning needs. A new and detailed format when referring students to see visiting CEO specialists (eg Arti-Speech Therapist, Deirdre- Psychologist) has meant that this process is much longer than in previous years, with a full referral package now required before any consultation can take place. There is a considerable emphasis on parent input throughout the referral process, which is necessary, but can also be the cause for some of the hold ups we experience when attempting to organise children to see visiting Specialists. The Learning Diversity role requires a lot of time. In 2020, St John's will allocate one day a fortnight to complete these duties. An on-going challenge is the 'gap' between staff recognising a need for referral and parents completing the necessary requirements to allow the referral process to proceed.

School Wide Positive Behaviours Strategies (SWPBS)

The SWPBS Team met on a fortnightly basis during 2019. On-going work has been undertaken throughout the year on the review of St John's SWPBS framework, which supports our Behaviour Policy, and the way staff work with students to encourage positive behaviours in their work and play. We have been supported in this by Jamie Edwards, (Catholic Education Sandhurst Pastoral Wellbeing), who has attended our meetings and shared his advice throughout the review. New graphics to accompany displays of expected behaviours have been developed by graphic artist Jane Hardwick. Planning is underway for the launch of our revised framework in 2020.

Pastoral Work.

Support of students, staff, and families has taken place throughout the year. Meals for families during times of hardship, informal chats with students showing signs of stress or needing encouragement, morning tea for staff, all these things and more have been undertaken to help support members of our school community. Seasons for Growth, a program to support students through grief and loss, has been offered three times throughout the year. Psychological support is offered through the expertise of Craig Wilson, a paediatric psychologist

Professional Development.

Staff have made use of the professional development offered through "Be You, Beyond Blue"- a government supported initiative to provide information on mental health conditions, and how people experiencing them can be supported.

VALUE ADDED

- St John's established a NCCD Team consisting of Sally Redfern, Thomasina Ramsden and Libby Hamilton. The Team met each term and moderated on Learning Adjustments and what level of funding each identified student needed
- St John's undertook a Quality Assurance Assessment for NCCD funding and passed with flying colours.
- 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 the Mandatory Reporting, Human Resources and Resuscitation modules, Beyond Blue, Seasons for Growth and Suicide Prevention.
- Preparation of Personalised Learning Plans (PLP) for all children with Special Needs (whether or not they meet criteria for funding) then filed and stored on Google Docs
- Preparation of Data for submissions for Students with Disabilities funding.
- 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 about colourful semantics and developing oral language.
- Time at Professional Learning Teams and some staff meetings to work together to find solutions to some challenging learning problems experienced by some students.
- Parent Support Group (PSG) meetings each term for all students on PLPs.
- Inclusion On-Line learning- all staff completed (8hours)
- 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
- Successful fundraising at the HHK Charity Golf Day.

STUDENT SATISFACTION

Comments 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.

Their teachers listen and really want to help them learn and do their best.

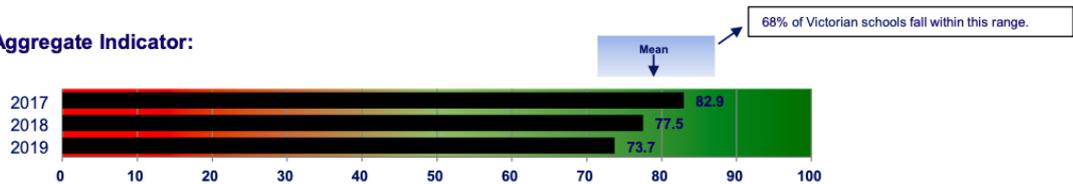
Their teachers put a lot of energy into teaching and are well prepared.

They have a positive attitude towards themselves as learners and that doing well at school is important to them.

That disruptions and student behaviour can impact on their learning.

That they have a lot of opportunity to learn about the Catholic faith and celebrate in Masses and Liturgies.

Student Wellbeing Aggregate Indicator:



STUDENT ATTENDANCE

St John's follow the actions set out in the chart below.
 Student attendance is recorded twice daily initially at 9am and then again at 2:15pm.
 Staff use the SIMON system to record student attendance. The school (Andrea Penman) follows up any unexplained absences by 10am each day. Emergency Teachers are supported with attendance monitoring by the fellow team teacher in the unit or the Deputy Principal. The importance of school attendance is promoted through the newsletter and our school website.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Foundation/Year 1	91.2
Year 2	91.2
Year 3	90.5
Year 4	92.6
Year 5	91.5
Year 6	92.6
Overall average attendance	91.6

Teacher Satisfaction

Comments from the Staff Insight SRC surveys revealed the following:

Staff at St.John's feel:

That the staff work with enthusiasm and are committed to the school's goals and values. That there is an agreed philosophy on student management and that the responsibilities are well understood by both parents and students.

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

That staff at this school challenge each other to improve their learning and teaching practice.

That they would like to have more input into decision-making process within the school. That there are more frequent times of anxiety and stress within the workplace.

That staff have the opportunity to participate in prayer life and celebrate Mass and Liturgies.

Child Safe Standards

Goals and Intended Outcomes

- To successfully complete a VRQA Child Safe Audit.
- To establish a Child Safe team and hold regular meetings.
- To establish a process to induct volunteers at St John's.

Achievements

This year the school undertook a full minimum standard audit by the Victorian Registrations and Qualifications Authority (VRQA). The audit found that St Johns was fully compliant in all areas, in particular addressing the Child Safe Standards where all policies and protocols were found to be of a very high standard. Although we achieved a great result, we have continued to identify and remove risks to our students, ensure staff engage in regular professional development and promote the importance of child safety to our community. Brenton Noye and Katherine King are to be commended on their outstanding work at updating our website to include easy to find Child Safe information for our school community. St John's staff are updated with Child Safe information at the beginning of each week via the Staff Bulletin and at every Leadership and Staff meeting. Our Child Safe team consisted of Fr Tony Hill, Paul Maher, Libby Hamilton and Karen Dunn. The team met on a regular basis to develop and guide the implementation of Child Safe within our school community.

Also, during 2019, we began to develop and implement processes for allowing volunteers and onto our school site. We developed a process to screen and induct volunteers in line with Child Safe regulations. This new process has a number of ways to screen applicants through an education session, an interview, the checking of nominated referees, a trial and feedback period. Thus, ensuring safety for all students here at St John's.

Leadership & Management

Goals & Intended Outcomes

- Revisit and update all policies and protocols for relevance and shared understanding.
- Develop a new School Improvement Plan

Achievements

Senior Learning Area and Administration Refurbishment.

The completion and opening of the new Senior Learning area and refurbishment of the Administration area was a significant achievement. The project was designed by Ken Woodman from No.42 Architects and built by Crow Constructions. The total project cost was \$1.9 million and successfully delivered the anticipated benefits to student learning outcomes and staff comfort. The new open learning area allows for more collaboration and team teaching, allowing students to draw from a greater depth of teacher knowledge. The refurbished staff area provides enough space now for all staff to sit and relax during break times, much improved from the previous staffroom that was too small for all staff to sit and relax.

School Improvement Plan 2020-2022

A new School Improvement Plan was developed in collaboration with staff over a number of meetings. The draft plan was presented to the School Board before it was finalised. We will now use this School Improvement Plan to drive our Annual Action Plans.

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 2019 were;

Principal – Paul Maher

Deputy Principal - Libby Hamilton

Catholic Identity Leader- Louise Frewen

Learning Diversity Leader – Sally Redfern

Child Safe Leader – Karen Dunn

Digital Technology Leader - Katherine King

Literacy Leader- Briony Clarke

School Board Membership

Parish Priest- Fr Anthony Hill

Principal- Paul Maher

Deputy Principal- Libby Hamilton

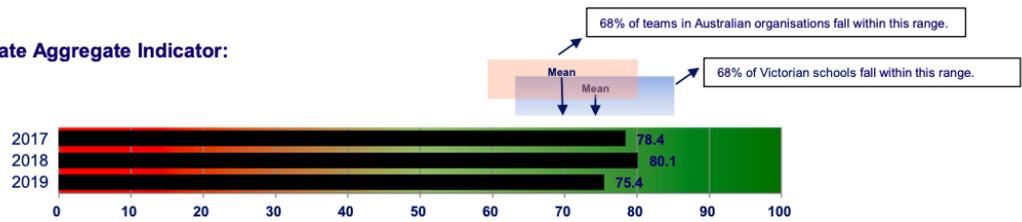
School Board Chair- Steven Hill

Catholic Identity Leader- Louise Frewen

Staff Representative- Sally Redfern

Parent Representatives- Michael Hamill, Kim Saxon, Anna Eddy, Gerri Embling,
Jaime Hamill, Clarissa Pittock

Organisational Climate Aggregate Indicator:



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- RE Accreditation completed by Emily Naish and Megan Shiner
- Yingardi Experience at Mungo attended by Andrea Penman and Emily Naish
- Resuscitation (CPR, Anaphylaxis and Asthma) update for all staff
- Pastoral Wellbeing seminars attended by the Pastoral Wellbeing Leader, Karen Dunn
- Reading Recovery attended by Briony Clarke
- Mick Harding Indigenous Education for Staff and Students
- Learning Diversity and National Consistent Collection of Data (NCCD) PD days- the NCCD Team- Sally Redfern, Thomasina Ramsden and Libby Hamilton
- Bluearth Training- Linc McKernan and Lucy Newnham
- Season for Growth- Karen Dunn
- Complispace Training- Brenton Noye and Libby Hamilton
- Complispace Training and VRQA alignment – Libby Hamilton and Brenton Noye

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

11

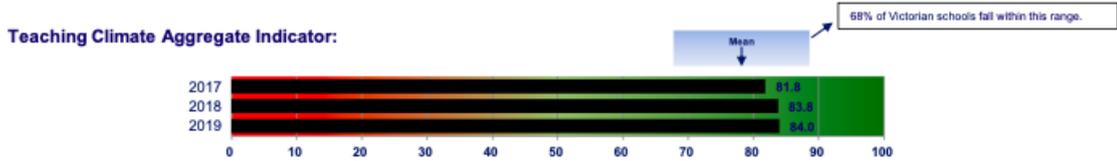
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$10,749.63

TEACHER SATISFACTION

Teaching Climate

The Teaching Climate aggregate indicator assesses schools' team-based practices and teaching and learning environment. 2019 data showed a slight increase on 2018 of 0.20. This result has the Teaching Climate result within the mean range of 68% of all Victorian schools and continues the upward trend of the Teaching Climate.



School Community

Goals & Intended Outcomes

To engage community groups to support initiatives within and beyond St.John's school community.

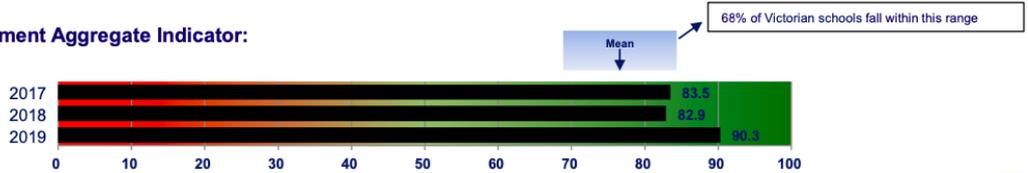
Achievements

1. Completion of the Senior Learning Area and Administration refurbishment.
2. Lodged application for Stage 2 Master Plan works to refurbish the current Junior and Middle learning areas.
3. Completion of the Indigenous garden at the front of the school, working alongside Taungurung elder Mick Harding who worked with students to engrave the first of three seats. The first seat tells the story of Bunjil the Eagle.
4. Continued to develop our relationship with Granite Hill, visiting the Aged Care facility on a weekly basis.
5. Establishment of Happy Healthy Kids Euroa. Raising over \$11,000 for children at risk through an inaugural charity golf day.
6. Greening Euroa. - St John's regularly attend meetings for the Greening Euroa Project to use Class B waste from the local treatment plant to water school and community ovals.
7. St John's began works on the Sensory Garden, funded through Happy Healthy Kids, providing a quiet space for students to sit and relax during break times.
8. St John's School continues to take pride in the partnerships it fosters within the wider community. These partnerships include Benalla Regional Catholic Education (BRCE), Happy Healthy Kids, our visiting psychologist and allied health professionals, St Vincent de Paul, local businesses, Lions Club, Rotary Club, local pre-schools, Granite Hill Aged Care Facility and Catholic Education Sandhurst.
9. Raise the profile of Catholic Education through Benalla Regional Catholic Education. The school participated in numerous initiatives to work together to promote Catholic Education. This has included the student leadership and discovery program; Transition program; Principal meetings and marketing of Benalla Regional Catholic Education in Catholic Education Week.

PARENT SATISFACTION

The extent to which parents feel they are involved in their child's education including the approachability of staff, their satisfaction with the school's student reporting and the extent to which they feel the school is focused on improvement.

Community Engagement Aggregate Indicator:



Future Directions

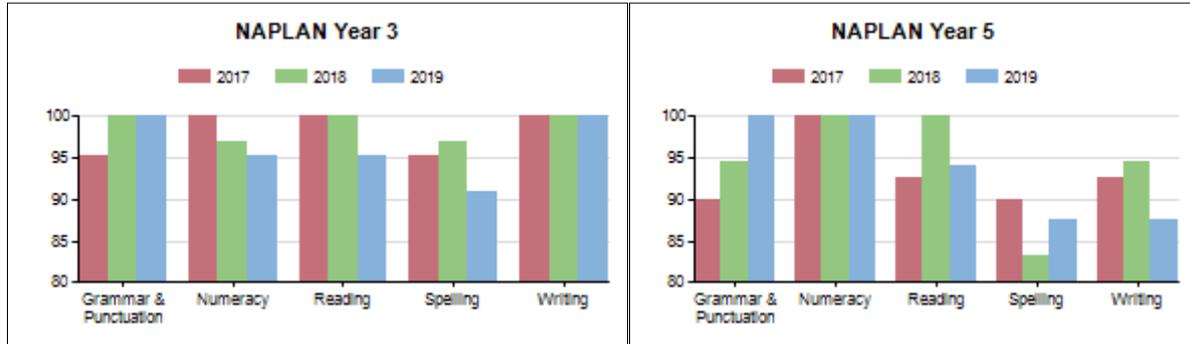
St John's will continue to develop its Master Plan for improved facilities. We have applied for both State and Federal grants for \$1.6 million to update the Junior and Middle classrooms that run along Anderson St. We are hopeful that we will be successful with this grant application so we can create modern learning facilities, similar to what has been created in the new Senior Learning areas.

We will continue to develop the role of the Plus One Literacy role. We see enormous value to our school in this specialised role. Briony Clarke is able to tailor learning for students and specialised professional development for individual teachers. As this is a relatively new role and school focus, the results over the next couple of years will hopefully show positive student growth in all areas of literacy.

Learning Diversity continues to be an area that we are focusing on. The role of the Learning Diversity Leader has continued to grow, as more and more expectations are placed upon the Learning Diversity Leader to support students, teachers and parents and also ensure the administration side of the role is compliant with Government funding guidelines.

School Performance Data Summary

E3028 St John's School, Euroa					
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.2	100.0	4.8	100.0	0.0
YR 03 Numeracy	100.0	96.8	-3.2	95.2	-1.6
YR 03 Reading	100.0	100.0	0.0	95.2	-4.8
YR 03 Spelling	95.2	96.8	1.6	90.9	-5.9
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	90.0	94.4	4.4	100.0	5.6
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	92.5	100.0	7.5	94.1	-5.9
YR 05 Spelling	90.0	83.3	-6.7	87.5	4.2
YR 05 Writing	92.5	94.4	1.9	87.5	-6.9



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	100.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	12.0
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.7
Indigenous Teaching Staff (Headcount)	0

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	13.3%
Graduate Certificate	0.0%
Bachelor Degree	86.7%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

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