



St John's School Euroa

2020 Annual Report to the School Community



Registered School Number: 1136

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Minimum Standards Attestation

I, Libby Hamilton, attest that St John's School is compliant with:

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

17/05/2021

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

Our School Identity and Vision Statements

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 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.

Graduate Outcomes

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

People of faith.

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 that was established in 1921 by the Sisters of Mercy and maintains a strong commitment to the Mercy core values of Truth, Love and Service. Euroa is located 150kms north of Melbourne and has a population of approximately 5,000 residents.

In 2020, St John's School had an enrolment of 184 students with 124 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 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 programme that aims to nurture the development of well-rounded young people. This year, St John's began a new School Improvement Plan which will give direction for the forward planning of our school until 2022. The plan was developed through consultation with staff and the School Advisory Council. It addresses the 5 key areas of; Catholic Identity, Leadership, Learning and Teaching, Pastoral Wellbeing and Stewardship of Resources. During 2020, St John's worked on specific goals within these key areas. In Catholic Identity, the school aimed to develop strong relationships with parents and the parish and raise the profile of Catholic Education in our community. In Leadership and Learning and Teaching, St John's worked on developing the capacity of all staff in Literacy through the employment of Briony Clarke as a Plus One Literacy Leader and further developing Professional Learning Teams across the school. Even though these goals were a priority for the school, the Caronavirus pandemic made these goals difficult to achieve.

Principal's Report

The 2020 school year has been like no other at St John's, COVID 19 delivered many challenges to our school community, however the school year has been successful in so many ways due to the dedication of staff, the support of parents and the wider community and the enthusiasm of our students. Thank you to Father Tony Hill for his continued support with all the undertakings at St John's Primary School. His spiritual guidance is greatly appreciated by teachers, parents and students. I personally thank Father Tony Hill for his unwavering support throughout such a challenging year.

Catholic Identity

Louise Frewen, our Catholic Identity Leader, works closely with the staff to deliver Religious Education throughout the school. She supports our teachers to deliver the "Source of Life" curriculum and also those who are working on assessment pieces to achieve their "Accreditation to Teach in a Catholic School" qualifications. Louise also works closely with the Parish, providing a close relationship between Parish and our school, where she is a member of the Parish Pastoral Council. The Pen Pal program between parishioners and students that Louise established during the lock-down period was well-supported by parishioners and students.

Mercy Cross

The Mercy Cross has been cast from bronze by sculptor Gael O'Leary and was installed at the front of the school on a granite plinth. The Cross will be a tribute to the tireless work of the Mercy sisters who established the school. The Cross will be officially dedicated in November 2021 during the Parish centenary celebrations.

Catholic Identity Review

This year we underwent a Catholic Identity review. The review panel consisted of David Walker (Catholic Education Sandhurst) and Veronica Williams (Catholic Identity Leader, St Mary's Mooroopna). The panel affirmed our self-review and recommended that we were marked as Exemplary in Sacramental and in all other areas of Just, Inclusive and Faithful. They affirmed that we were at the Achieved level.

Benalla Regional Catholic Education (B.R.C.E)

Benalla Regional Catholic Education consists of St John's Euroa, St Mary's Mansfield, St Joseph's Benalla and F.C.J College. The group usually meets twice a term and holds workshops or events together. Due to the circumstances of 2020, B.R.C.E was unable to meet after Term 1. We continued to take part in the television advertising program during Catholic Education Week and communicate with each other regularly for collegial support.

Staff Spirituality

The Staff Spirituality retreat that was planned for 2020 was postponed until 2021. The theme for the retreat will be "For in Him we live, move and have our being" Acts 17:28 The retreat will be facilitated by Bernadette Casey from the Catholic Education Office and will be held in Flowerdale.

Religious Accreditation

Each year St John's supports staff in gaining their Religious Accreditation. This year Lucy Hamill and Linc McKernan attended professional learning to attain the "Accreditation to teach in Catholic Schools" qualification.

Leadership

Change in Principal

At the end of Term 1, Paul Maher took a position in the Catholic Education Office to fulfill roles in Buildings and Infrastructure and Faith. Libby Hamilton (Deputy Principal) took over the role. Libby will remain in this position until the end of 2021. The Principal position will be advertised mid 2021.

Leadership Team

During 2020 the Leadership Team consisted of Louise Frewen, Briony Clarke, Katherine King, Sally Redfern and Libby Hamilton. The team met every Wednesday afternoon. Andrea Penman reported on the school's finances at each meeting.

Student Leadership

Although it has been a year with two separate rounds of remote learning, we have strived to provide opportunities for our students to lead. Students took part in selling Zooper Doopers and raffle tickets each week, hosting the Athletics, being a Buddy to a Foundation student, Year 5 had an in-house Leadership Day with Kerry Stone in the Mercy Centre and Year 6 participated in a retreat at the beginning of the school year.

Pastoral Wellbeing Team

The Pastoral Wellbeing Team continued this year. Emily Naish moved to St Bernard's in Wangaratta and Karen Dunn retired so one vacancy was filled by Linc McKernan who joined Paul Maher, Libby Hamilton and Melinda Watson as the Pastoral Wellbeing Team, facilitated by Jamie Edwards from Catholic Education Sandhurst. The team met fortnightly during Term 1 and only occasionally during the remote learning periods. It is the aim of the Pastoral Wellbeing Team for all staff members to understand the behaviour management processes to ensure all students are aware of and can enact our school expectations. We had intended to re-launch our Positive Behaviour Interventions and Supports (PBiS) the four B's, Be Safe, Be Respectful, Be Responsible and Be like Jesus, however we will aim to launch in 2021. We hope during 2021, the group can return to meeting fortnightly. The explicit teaching of the school expectations was carried out by classroom teachers at the beginning of the school year. The Pastoral Wellbeing Team was also responsible for monitoring Behaviour Management, introducing the Resilience, Rights and Respectful Relationships Program, developing an action plan and a scope and sequence for teaching this across the school.

Allied Health Services

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), Cassi Dabernig (Enrich Occupational Therapist Assistant), Alison Hayes (Occupational Therapist- Scope) and Tiffany Orr (Scope Occupational Therapist).

Happy Healthy Kids

St John's continued to be a member of the Happy Healthy Kids initiative along with the Euroa Medical Family Practice, Euroa Kindergarten, Goodstart Early Learning Centre, Euroa Primary School and Euroa Secondary College. This year Happy Healthy Kids received funding of over \$250k from the Primary Health Network, which has allowed Rotary to step aside from funding the group and allowing them to now focus on projects around adult mental health. Happy Healthy Kids is using the funds to pay for paediatric visits from Patrick Stark, psychological services from Seven Creeks Psychology and Craig Wilson, a day a fortnight from Alison Hayes(OT) and for Bridget Allen (Euroa Medical Family Practice) to manage the funds and appointments a day a month.

Sensory Garden

We have established a sensory garden next to the new Senior Learning Area, and we were on track to complete the area with funding from the Happy Healthy Kids initiative but unfortunately, we had to put the completion of the area on hold until after the pandemic. We hope to complete this area in 2021, using remaining funds from Happy Healthy Kids.

Learning and Teaching

During 2020 we focussed on building literacy skills for students and using data to drive student learning. We continued to use the SMART spelling program and embed the consistent delivery of the program across the school. Briony Clarke continued in her role as Reading Recovery teacher and also a Plus One Literacy Leader, working with staff to improve the teaching of all areas of literacy across the school.

Remote Learning

Under government direction, twice during the year, we had to revert to Remote Learning. Thankfully, our school had in previous years decided to implement a one to one iPad model and this held us in good stead. With the support of the very capable ICT Team — Brenton Noye and Katherine King, staff and students were guided to successfully implement all aspects of learning remotely, from establishing Google Classrooms, to uploading videos to YouTube and attending daily Google meets. Brenton established an ICT Helpdesk to support students and families at home accessing the curriculum.

Nationally Consistent Collection of Data

This year there were 17 students across the school who were registered with the Nationally Consistent Collection of Data. These students need extra support in their learning through Personalised Learning Programs and Learning Adjustments to help them successfully access the

curriculum. The money that this data attracts is used to employ Education Support staff across the school.

Complispace

The Diocese of Sandhurst and Catholic Schools within it have employed the services of "Complispace"- an online management system for schools' policies and procedures, OH&S requirements, governance etc. This year Libby Hamilton was responsible for maintaining our VRQA requirements through Complispace. We also used the Staff Learning System within Complispace to complete and record Professional Development modules that staff completed to comply with VRQA requirements.

SIMON

We continued to use SIMON for student attendance and reporting. In 2020, we began to use other features of SIMON to ensure we are using everything the portal has to offer. Hopefully, by the end of 2020 we will have parents uploading their childrens medical information directly into SIMON and all sick bay visits are recorded through this portal as well.

ICON

This year, with the support of Catholic Education Sandhurst, we changed our accounting program to ICON. The change took many weeks and because of COVID Andrea Penman was not able to attend face to face support sessions. However, this didn't stop her and with the support of Jo O'Kane and with a big deep breath Andrea jumped in and successfully implemented ICON, without a hitch.

Child Safe Practices

Practices have been identified and enacted at St John's; a specific focus on safeguarding children and young people at St John's School against sexual and physical abuse or neglect. It is intended to complement other professional and/or occupational codes. Throughout the year staff developed their understanding of changing legislation and continued to maintain VRQA requirements in line with the Child Safe standards. We actively promoted our school requirements to families via the newsletter, website and through digital and printed materials.

Parish Priest's Report

After being the Canonical Administrator of the Catholic schools in the Parishes I've been in as Parish Priest, my role comes to an end on 1 January 2021. As you're aware all of the parish schools in the Diocese will now be administered by Catholic Education Sandhurst Ltd and will no longer be accountable to a Parish Priest.

Since I have been reappointed as Parish Priest of Euroa and Nagambie for six years, I can foresee that any commitment I've made personally will continue.

In a real way the transition of governance will be fairly seamless as long as I hold the position of Parish Priest in the two Parishes. When it comes time for me to leave, a future Principal will discuss with a new priest his role and the shared mission within the school.

As I will no longer be the Canonical Administrator, I now hold a different position on the Council and will attend on invitation.

At the same time, the Governance Committee in the Diocese is keen that the clergy maintain involvement in school life. The Spiritual Formation, Sacramental Celebrations, Beginning of Year Graduation, Family and Class Masses and other Parish and school events will go ahead seamlessly as they have before.

St. John's Euroa and St. Joseph's Nagambie were established by the Parishes many years ago. Along with the Sisters of Mercy in Euroa or the Sisters of St. Joseph in Nagambie who came to teach; it was the Catholic Parishioners who banded together and built the schools at a time when governments would give us nothing.

As we all know 2020 was an unusual year. We had Mass in Euroa on 17th March for St. Patrick's Day and were planning on having Mass for St. Joseph's Day on 19th March, however, the COVID pandemic saw our churches close to the public on 18th March. Our Churches were effectively closed for eight months. Later in the year we were allowed a slight reprieve with a limit of 20 people attending. Closing of the church also meant there were no Baptisms or Weddings celebrated in the Parish since March. There have been funerals but very few in the churches as the limit was 20 mourners in the churches and 50 at a graveside service. Our visits to nursing homes or hospitals and our outreach of taking Holy Communion to the sick and the elderly was also discontinued from March.

The impact of the COVID pandemic also brought with it some positive changes. The two Parishes (Euroa and Nagambie) of which I'm the Parish Priest have come together to a greater extent by having a shared weekend Bulletin. Currently we have 98 recipients across the Parishes who receive the Bulletin by email each week. We also have distribution points in Euroa, Nagambie and Avenel where people can collect printed versions of the Bulletin each week. This is great for our senior parishioners who don't have access to the internet or email.

Another opportunity for all in the Sandhurst Diocese was to join Bishop Shane for a live-streamed Mass each Sunday from the historical church, St. Kilian's, in Bendigo. An additional opportunity for parish members was to participate in 'Mass for You at Home' at 6:00am on Sundays on Channel 10 each week.

I would also like to thank Monsignor Frank Hickey who lives in Nagambie and has been saying Mass at Avenel since his retirement eighteen years ago. At 94 he's done a marvellous service for the community, however under doctors' orders he will no longer continue to say weekly Masses. I am now going to Avenel each Sunday to say Mass.

With every good wish,

Yours sincerely in Christ,

Fr. Tony Hill

Parish Priest, St. John the Evangelist Parish, Euroa

Parish Priest, St. Malachy's Parish, Nagambie

School Education Board Report

The past 12 months at St John's have been eventful to say the least. When taking time to reflect on 2020, the achievements and challenges they are not to be ignored. The local community was in the grips of drought & heavy water restrictions. Completion of arguably the most significant building project for St Johns in the past 30 years. To design, manage and build a completely new structure within the school hub whilst managing students and their learning, is no easy task. September the new building was opened, and we all were looking forward to completing the school year and a quieter and uneventful 2020.

Little did we know 2020 was going to throw up challenges, some that are simply un-precedented on a national level. No one would have predicted that by the end of first term staff would be busily making arrangements for a huge portion of students to be working remotely from home in Term 2.

The efforts of all staff to achieve remote learning in such a short period of time is commendable. Special mention to Brenton Noye and Katherine King to ensure the IT systems functioned as required to enable remote learning, a fantastic effort. Combine all this with farewelling Paul, welcoming Libby into the role of Principal and Lou into the role of Deputy Principal.

Thank you and congratulations to all staff for the mammoth effort in their response to COVID 19 and ensuring the core business of St Johns continues.

Steven Hill

School Advisory Council Chair.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

The Catholic Identity goals for 2020 were:

To successfully complete a Catholic Identity review.

To continue to support staff undertaking Religious Accreditation.

To continue to develop staff spirituality.

To continue to be a part of Benalla Regional Catholic Education (B.R.C.E)

Achievements

Catholic Identity Review

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Religious Accreditation

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Catholic Identity Leadership

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VALUE ADDED

Establishment of a Pen Pal Program between Year 6 students and Parishioners during lock down periods.

Continued staff Professional Development in "Source of Life".

Buddy Program for 2021 Foundation students.

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

Develop the Catholic Identity Leaders role.

Continue the Face of Mercy Awards

Learning & Teaching

Goals & Intended Outcomes

For Briony Clarke to continue to work with and support staff as part of her role in the "Plus One" Literacy model, ensuring the 2 hour literacy block each morning includes the elements of explicit teaching, targeted small group instruction, independent work and whole group reflection.

For Briony Clarke to continue to implement the Reading Recovery program as well as engaging in the Reading Recovery professional learning network to build on her literacy skills and understandings which can then be shared with all staff.

For staff to continue to develop skills in collecting and analysing data to inform teaching and learning practices.

To implement a culture of regular PLT meetings at a unit level that are student focused and where teachers work collaboratively to improve student outcomes.

Embed cybersafety in the curriculum in partnership with using the Alannah and Madeline Foundation modules.

Continue in whole class professional development with iPads for teachers with Katherine King.

Exhaust all capabilities and functions of the iPad before moving on to other forms of digital technologies.

Achievements

2020 has provided some challenges in the areas of curriculum and teaching and learning. Despite the challenges of restrictions, lock downs and remote learning, staff at St. John's have strived to continue to provide the best learning opportunities for students. Staff adapted teaching and learning for the periods of remote learning and the return to face-to-face teaching in Term 4 has allowed us to prioritise English and Mathematics by providing focused teaching and learning in these areas.

Although we have faced challenges in 2020 it has been pleasing that we have been able to remain focused on teaching and learning and providing the best learning opportunities for our students.

Reading Recovery

Briony has continued her Reading Recovery training throughout 2020 via both face to face learning and online learning. Five students have participated in the Reading Recovery program throughout the year and Briony was able to continue working with students online during periods of remote learning. All students showed progress and development in both reading and writing skills and Briony has worked closely with the classroom teacher to continue to support students in the classroom at the conclusion of the Reading Recovery program.

Assessment

Some changes were made to our regular assessment schedule for Term 3 and Term 4 due to remote learning. Early in Term 4 students completed literacy and numeracy testing to provide relevant data for teachers to guide and plan the teaching for the remainder of the year.

F-2 Literacy Testing

Homeroom teachers completed the Foundation to Year 2 literacy testing at the beginning of the year and are in the process of finalising the end of year testing. Due to the periods of remote learning throughout the year, we are not required to submit this end of year data to the Catholic Education Commission of Victoria, however, we are still completing the testing and analysing the data to measure student growth over the year and drive our planning for next year.

Fountas & Pinnell Testing

All students in Years 3-6 have completed individual Fountas & Pinnell reading/comprehension assessments with their homeroom teacher at both the beginning and end of year. This data has been used by teachers as a measure of growth, to inform their planning/teaching and identify both strengths and weaknesses in relation to reading and comprehension.

PAT-Maths

Students usually complete the ACER PAT- Maths tests in Term 3, however these were postponed due to remote learning and were completed at the beginning of Term 4. Teachers worked in their unit teams to analyse the data, noticing areas of strength and weakness across cohorts to inform planning for the remainder of the term.

NAPLAN

Due to Covid-19 and remote learning, NAPLAN tests for 2020 were cancelled. NAPLAN is expected to resume in 2021.

English and Mathematics

Following guidelines released by the Catholic Education of Commission of Victoria at the beginning of Term 4, we restructured classroom timetables to allow for more time for the teaching of English and Mathematics for the remainder of the year.

Digital Resources

Remote learning provided an opportunity for us to explore a range of digital resources, particularly in regard to readers. Teachers and students had a period of time when they could access Wushka, PM e-readers and Epic Reading. After discussion with staff it was decided that the PM e-readers were a valuable resource for the Foundation to Year 2 students and the Epic Reading site was the preferred resource for the Year 3-6 students. The PM e-reader collection provides access to 300+ digital levelled readers. Teachers are able to create groups, assign readers and prepare and plan reading groups using this resource. Students are able to access the readers on their iPad, can record their reading and create word lists from the books they've read. The Year 1/2 classes have trialled this subscription during Term 3 and 4, and this will be implemented across Foundation to Year 2 next year.

The Year 3-6 classes have had access to Epic Reading throughout Terms 3 and 4. This site was created to make books more accessible to students. It provides access to thousands of digital books as well as audiobooks and quizzes for kids up to 12 years of age. Both teachers and students have found this to be a valuable resource that helps engage students in reading and this will continue to be a valuable digital resource that will be used in 2021.

Numeracy

Throughout the year both Stepping Stones (F-4) and Maths Pathways (5-6) have been the basis of our planning of teaching and learning in mathematics and continued to be implemented during periods of remote learning. These resources will continue to be implemented in 2021.

Life Ed

The Life Education Van visited St. John's in Term One. Each class visited the van and participated in an interactive session, including a visit from Healthy Harold. Each year level selected their focus for these sessions:

Foundation — My Body Matters

Year 1/2 — Ready, Steady, Go

Year 3/4 — Be Cyberwise

Year 5/6 — Relate, Respect, Connect

The Life Ed Van will return to St. John's in 2021.

Book Week

Due to the pandemic, Book Week was postponed in Term 3 and was held from Monday 19th October to Friday 23rd October. Due to current restrictions, Book Week this year looked different to previous years. During remote learning, students (and staff) sent in a photo of themselves dressed up as a favourite character or a photo of them reading their favourite book. These photos were collated into a virtual book week parade movie that was shared during Book Week.

Earlier in the year we had booked Perform Education to visit St. John's with their Book Week performance and incursion called 'The Greatest Discovery'. Due to the restrictions, this was adapted into a virtual performance. We began our Book Week activities this year by watching the

virtual performance and with some classes participating in a live Q&A session with some performers and creators involved in the production. Both staff and students felt this was an engaging and valuable experience.

Specialists:

P.E.

Students began the year working on their core strength which is important as it affects all our motor skills, reduces fatigue in the classroom and improves our ability to write and learn. Swimming trials were also held with students competing at the district level and beyond.

In Term 4 students enjoyed a school athletics carnival, competing in their house teams. After the focus on school athletics, students then focused on tennis and/or cricket during P.E. sessions. Unfortunately, with the restrictions of home learning, bike ed was unable to be run this year. The year will conclude with our swimming program at the Euroa Pool.

Art

Our focus for the year was 'Art for Heart' and students began 2020 focusing on 'Art for Mindfulness', using art as a way to give the body a break, rest and be grounded in the moment.

A major focus for students was working with wire — junior students created weaving on wire mesh, Year 3/4 students used wire coat hangers and other wire pieces to make and Year 5/6 students made decorative wire squares. In addition to this, 'Crackers' our Picasso Cow was also created, featuring a pop art image of every student and staff member.

Japanese

Student learning was focused on several themes throughout the year — hobbies, weather, colours, numbers, time, animals and shopping. During remote learning students were able to continue learning in Japanese by practicing greetings, reviewing vocabulary and the Japanese alphabet.

Our F-2 students continued to use the online language program — the Early Learning Languages Australia (ELLA) program. This is our 2nd year of the Australian Government's trial and are engaged in the program and enjoy using it. Through this program our F-2 students are able to practice greetings, numbers, animals, body parts, foods, colours and sizes.

Music

Throughout the year students have focused on developing their skills in a number of areas including beat, rhythm, instrument families, Kodaly symbols, writing rhythmic patterns as well as practicing and performing. Students had opportunities to learn about and experiment with pitch, tone and tempo using traditional instruments and digital technology. As part of the Picasso Cow project students created their own 'milk' songs using known tune, song or rap.

STUDENT LEARNING OUTCOMES

Despite the COVID 19 pandemic, the data collected throughout the year showed that St John's students experienced some growth.

All students took part in the Fountas and Pinnell (a reading assessment) in Term 1 and Term 4, and it was pleasing to see that overall, there was an increase the majority of students reading and comprehension abilities. A similar result was achieved in PAT Maths where there was small amount of growth across the school.

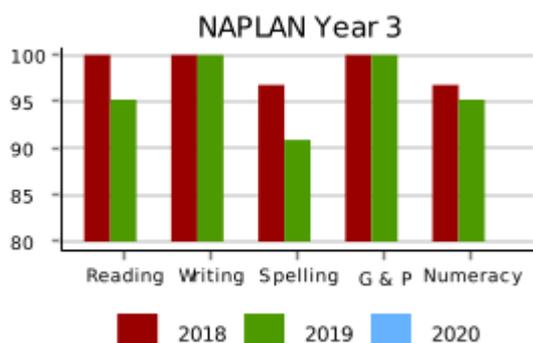
Despite two remote learning periods Briony Clarke was able to teach five students through the Reading Recovery Program via Google Meet.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	96.8	95.2	-1.6		
YR 03 Reading	100.0	95.2	-4.8		
YR 03 Spelling	96.8	90.9	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	94.4	100.0	5.6		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	94.1	-5.9		
YR 05 Spelling	83.3	87.5	4.2		
YR 05 Writing	94.4	87.5	-6.9		

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

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

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



Pastoral Wellbeing

Goals & Intended Outcomes

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 Jamie Edwards (Catholic Education Sandhurst) to review our School Wide Positive Behaviour Support Program to embed strategies in the school and empower students further and enhance their capacity to be resilient young people.

Achievements

Pastoral Wellbeing Team

The Pastoral Wellbeing Team continued this year. Emily Naish moved to St Bernard's in Wangaratta and Karen Dunn retired so one vacancy on the team was filled by Linc McKernan who joined Paul Maher, Libby Hamilton and Melinda Watson as the Pastoral Wellbeing Team, facilitated by Jamie Edwards from Catholic Education Sandhurst. The team met fortnightly during Term 1 and only occasionally during the remote learning periods. It is the aim of the Pastoral Wellbeing Team for all staff members to understand the behaviour management processes to ensure all students are aware of and can enact our school expectations. We had intended to re-launch our School Wide Positive Behaviour Support, the four Bs, Be Safe, Be Respectful, Be Responsible and Be like Jesus, however we will aim to launch in 2021. We hope during 2021, the group can return to meeting fortnightly. The explicit teaching of the school expectations was carried out by classroom teachers at the beginning of the school year. The Pastoral Wellbeing Team was also responsible for monitoring Behaviour Management, introducing the Resilience, Rights and Respectful Relationships Program, developing an action plan and a scope and sequence for teaching this across the school.

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St John's continued to be a member of the Happy Healthy Kids initiative along with the Euroa Medical Family Practice, Euroa Kindergarten, Goodstart Early Learning Centre, Euroa Primary School and Euroa Secondary College. This year Happy Healthy Kids received funding of over \$250k from the Primary Health Network, which has allowed Rotary to step aside from funding the group and allowing them to now focus on projects in adult mental health for the Euroa community. Happy Healthy Kids is using the funds to pay for paediatric visits from Patrick Stark, psychological services from Seven Creeks Psychology and Craig Wilson, a day a fortnight from Alison Hayes(OT) and for Bridget Allen (Euroa Medical Family Practice) to manage the funds and appointments a day a month.

Sensory Garden

We have established a sensory garden next to the new Senior Learning Area and we were on track to complete the area with funding from the Happy Healthy Kids initiative but unfortunately, we had to put the completion of the area on hold until after the pandemic. We hope to complete this area in 2021, using remaining funds from the Happy Healthy Kids project.

VALUE ADDED

Support for students with learning difficulties- Education Support Officers work in all classrooms supporting the classroom teacher and students with additional needs.

Continued Professional Development in Mandatory Reporting, First Aid, CPR, Asthma and Anaphylaxis.

Preparation of data for Nationally Consistent Collection of Data funding.

School Psychologist Craig Wilson continued attended the school to see students and parents on a fortnightly basis.

Parent Support Group Meetings held each term for all students on Individual Learning Plans.

Lunchtime activities provided for students such as opening the library, Lego, art and craft activities and sporting clinics.

Increased social media presence during remote learning to help parents and students feel connected to school.

Pen Pal Program established between Students and Parishioners during remote learning.

St John's School continued to be a member of the local welfare group Happy Healthy Kids, that lobby governments for funding for students with additional needs.

The Learning Diversity Leader being given extra time to support students, parents and teachers.

Catholic Education Sandhurst, Speech Pathologist Art Shan continued to provide support through Zoom Meetings and visits to school.

STUDENT SATISFACTION

In 2020, Year 5 and 6 students completed the Insight SRC survey which measures Emotional Wellbeing (Student Morale, Student Distress and Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to Peers). The result of the survey revealed that there was a small decrease (from 73.7% down to 69.3%) in students learning confidence, their motivation and their connectedness to peers.

STUDENT ATTENDANCE

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

If the school does not hear from an absent student's family by 9.30am the parents receive a text message via Simon asking them to phone school to explain the absence.

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

During Covid 19 attendance was monitored by the morning Google Meets, and data was uploaded to CES daily.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.5%
Y02	91.0%
Y03	92.9%
Y04	89.4%
Y05	91.2%
Y06	93.2%
Overall average attendance	91.4%

Child Safe Standards

Goals & Intended Outcomes

For the Child Safe Team to meet each term and as required, to ensure that Child Safe remains a high priority for the school.

To continue to review our school behaviour management practices with Jaime Edwards from Catholic Education Sandhurst to ensure our School Wide Positive Behaviours Support Program is relevant to our students and setting.

Achievements

St John's continues to strive to work to make sure that Child Safe is given the highest priority in our school. We worked on achieving this in 2020 through:

All staff completing the online Mandatory Reporting module.

All staff undertaking professional development at the beginning of the year on Four Critical Actions for School.

Staff who made a report were fully supported by the Child Safe Team through the process.

Following Child Safe practices during remote learning, ensuring that adults were supervising students at home when they were partaking in Google Meets.

Continuing to review and update our Working With Children Check records and uploading these records to the online portal, Complispace.

Checking and updating Child Safe policies on our school website.

Explicit teaching of the Rights, Resilience and Respectful Relationships Program to all students weekly, even during remote learning.

Using programs to develop a relationship of trust between staff and students. In 2020, we used the Allannah and Madeline Foundation (Cybersafety) program and RRRR's.

Continuing to seek clarification and support from Catholic Education Sandhurst staff, Frances Browne and Jamie Edwards.

Continuing to meet on a fortnightly basis with Jamie Edwards to review the School Wide Positive Behaviours Support Program.

Reforming the Child Safe Team. Principal Paul Maher left St John's in Term 1. The Leadership Team became the Child Safe Team along with Fr Tony Hill.

Leadership & Management

Goals & Intended Outcomes

To continue the Plus One model of Leadership to enhance curriculum implementation and learning outcomes.

To implement the goals set out in the new School Improvement Plan (2020- 2022).

Achievements

The role of school leadership is to implement the school's vision and bring to reality the goals set out in the School Improvement Plan. St John's sees the responsibility of leadership as supporting staff and students to realise their potential.

Student Leadership

Due to the Pandemic and , there were very few opportunities for our Year 6 students to lead in our community. However, they were still able to be Buddies to the Foundation students, host a small number of whole school assemblies and fulfil lead roles in our masses and liturgies.

Staff Leadership

Our staff continued to encourage our students to be leaders by being leaders themselves.

In 2020, our Leadership Team was:

Principal - Paul Maher (Term 1), Libby Hamilton (Terms 2-4)

Deputy Principal - Libby Hamilton (Term 1) Louise Frewen (Term 2-4)

Catholic Identity Leader- Louise Frewen

Learning Diversity Leader- Sally Redfern

Curriculum Leader- Briony Clarke

Digital Technologies Leader- Katherine King

The Leadership Team also became the Child Safe Team which also included Fr Tony Hill.

The St John's School Board consisted of:

Parish Priest- Fr Tony Hill

Principal - Paul Maher (T1) and Libby Hamilton (T2-4)

Deputy Principal - Libby Hamilton (T1) and Louise Frewen (T2-4)

School Board Chair- Steven Hill

Catholic Identity Leader- Louise Frewen

Staff Representatives- Sally Redfern

Parent Representatives- Jaime Hamill, Clarissa Pittock, Gerri Embling, Anna Eddy, Mick Hamill, Kim Saxon, Claire Taylor

Finances and Board Secretary- Andrea Penman

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The Professional Development undertaken by staff was greatly reduced due to the pandemic. However, staff did take part in:

Accreditation to Teach in a Catholic School — Linc McKernan & Lucy Hamill

Transferring administration system to ICON — Andrea Penman

School Wide Positive Behaviours — Melinda Watson, Linc McKernan and Libby Hamilton

Reading Recovery — Briony Clarke

Graduate Certificate in Catholic School Studies — Louise Frewen

ZART Art Workshops — Melinda Watson

First Aid — All Staff

Apple Badges- All teachers and support staff

Asthma and Anaphylaxis Training — All Staff

Catholic Identity Network Days- Louise Frewen

Source of Life — Karissa Wilson

Learning Diversity Network Days — Sally Redfern

Nationally Consistent Collection of Data (NCCD)- Sally Redfern, Thomasina Ramsden, Libby Hamilton.

AFL School Based Apprenticeship- Nicholas Asquith

The total expenditure on Professional Learning in 2020 was \$14,563.10.

TEACHER SATISFACTION

The data from the Insight SRC survey taken in Term 3, 2020 indicates positive growth for staff at St John's.

The Organisational Climate Aggregate Indicator scored 77.6% this was an increase from 75.4% in 2019. The Organisational Climate Aggregate Indicator measured how staff feel about

Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal and Recognition and Professional Growth.

The Teaching Climate Aggregate Indicator measures Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence and Engaging Practice and Quality Teaching has been increasing over the last four years. In 2017 the Teaching Climate Aggregate was 81.8 and has steadily increased to 86.9 in 2020. This score places St John's in many areas above or close to the top 25% of schools in Victoria.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	8.3%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	8.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	13.8
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To develop a resilient school community.

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

Achievements

At the beginning of 2020, St John's were excited to join partnership with After School Care provider TheirCare and became the only school in Euroa providing an After School Care Program. Following the success of the After School Care Program, Before School began in Term 3 and a School Holiday Program was provided during the Christmas holidays of 2020 - 2021.

A tree audit was undertaken, and following the audit's recommendations, a large tree that was potentially dangerous was removed and a number of other trees were trimmed.

St John's continued to work closely with Gael O'Leary from Bayside Sculptures on the planned Mercy Cross to honour the work of the Mercy Sisters who established the school 100 years ago. The bronze cross arrived and was put in place in January 2021, and now sits proudly at the entrance of the school.

The COVID pandemic greatly restricted the amount of connections St John's maintains with the community.

St John's continued to be a member of Happy Healthy Kids Euroa.

Continued to allow Allied Health Services, such as School Psychologist (Craig Wilson) and Occupational Therapists (Cassi Dabernig, Allison Hayes and Tiffany Orr) to visit at times throughout the year to support students.

St John's continued to be part of the Greening Euroa Project and attended virtual meetings to explore ways to use Class B water from the local treatment plant to water school and community ovals.

During remote learning St John's implemented a number of measures to remain connected with the community:

Establishing an ICT help desk for parents to contact Brenton Noye if they needed support.

The Leadership Team regularly checking with teachers to identify students and families that required extra support from the school.

Daily Zoom meetings with all students that supported student learning and kept them connected with their peers.

Teachers worked hard to make sure that any parent questions or concerns were addressed quickly, so they felt fully supported.

After the second lockdown and restrictions began to ease St John's allowed the local basketball competition to use their outdoor facilities so children and adults could re-engage socially.

PARENT SATISFACTION

Enrolments and interest in the school from local and metropolitan Melbourne was strong during the last half of 2020. This interest caused St John's to close a number of year levels when they reached capacity and waiting lists to be established.

After both remote learning periods, St John's surveyed their parent community and found that parents appreciated the daily check in with students to set their learning for the day, the IT support they could access through the IT Helpdesk that Brenton Noye provided. On the whole, parents were very satisfied with the continuation of their child's learning though the remote learning periods.

Insight SRC Parent Survey Results

Community Engagement Aggregate Indicator measures Teacher Approachability, Parent Input, Communication, Reporting and School Improvement. Whilst the 2020 score of 87.7 was less than St John's historical average of 90.3, this could in part be due to the COVID pandemic.

Future Directions

In 2021 St John's looks forward to returning to a full school year on-site and being able to achieve some goals set out in the School Improvement Plan. In the second half of the year St John's will be advertising for someone to fill the Principal role from 2022, as Libby Hamilton accepted the Acting Principal role for two years. The School is also ready to accept changes that may arise from the new Governance model where Catholic education Sandhurst is the employer and not our Parish Priest, Father Anthony Hill.