

2025

Annual Report to the School Community



St John's School

37 Anderson Street, EUROA 3666

Principal: Sam Kerlin

Web: www.sjeuroa.catholic.edu.au

Registration: 1136, E Number: E3028

Principal's Attestation

I, Sam Kerlin, attest that St John's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Mar 2026

About this report

St John's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

School Identity Statement

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

School Vision Statement

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

School Improvement Priority (2025)

To embed a culture of inclusivity, high expectations and shared responsibility for learning, aligned with the CES Ltd Strategic Plan and the implementation of Magnify Sandhurst across English, Mathematics, professional learning and student support structures.

School Overview

St John's School, founded in 1921 by the Sisters of Mercy, has a long-standing tradition of Catholic education rooted in the Mercy values of Truth, Love and Service. The school is located in Euroa, 150 kilometres north of Melbourne, and serves a regional community of approximately 5,000 residents.

In 2025, the school had an enrolment of approximately 200 students across straight-grade classes, following a structural shift introduced in 2024. This transition to single-year-level classes was designed to:

- support the implementation of Magnify Sandhurst
- strengthen curriculum alignment
- ensure consistent English and Mathematics blocks
- streamline assessment and intervention processes
- enhance teacher collaboration and planning

Students come from Euroa and surrounding communities including Strathbogrie, Violet Town, Longwood, Locksley and Ruffy.

St John's places high importance on nurturing a safe, supportive and respectful environment where every child is known and valued. The school offers a rich curriculum with opportunities across Religious Education, English, Mathematics, Science, the Arts, Physical Education, Japanese and Wellbeing.

Throughout 2025, St John's continued to strengthen:

- Catholic Identity
- Learning and Teaching through Magnify Sandhurst
- Student Wellbeing through MHiPS and consistent behaviour expectations
- Community partnerships with parish, early childhood centres, local services and CES Ltd
- Forward planning through consultation for the new School Master Plan

The school remains committed to ensuring every child has access to high-quality learning and strong pastoral care.

Principal's Report

To all in the community of St John's,

It is with great pleasure that I present the 2025 Annual Report to the St John's school community. Throughout the year, St John's has continued to be a place where students are known, valued and supported to grow academically, spiritually, socially and emotionally within a welcoming Catholic community grounded in our values of Truth, Love and Service.

2025 marked an important year in our continued journey with Magnify Sandhurst, the Catholic Learning and Teaching Framework across Catholic Education Sandhurst. This has helped provide clear direction around curriculum, teaching practice, assessment and protecting strong learning time in English and Mathematics. Across the school, staff have worked with purpose and consistency to strengthen classroom practice, planning and learning routines.

The move to straight grade classes in 2024 continued to have a positive impact in 2025, allowing year level teams to work more closely together, plan consistently and build greater clarity around student learning. This has strengthened collaboration across staff and supported a more consistent learning experience for students.

A key focus throughout the year has been high quality teaching in English and Mathematics. Staff have continued to strengthen explicit teaching practices, use clear learning intentions and success criteria, and respond to student needs through screening, assessment and targeted support.

Student wellbeing has also remained a priority. Through the support of our Mental Health in Primary Schools Leader, classroom teachers and wellbeing supports, we have continued to build calm, safe and predictable learning environments where students feel connected, supported and ready to learn.

Our partnership with families and the wider community continues to be one of St John's greatest strengths. Whether through liturgies, learning celebrations, transition programs, sporting events or community gatherings, families continue to play an important role in school life.

Staff have shown incredible commitment to their own professional growth through ongoing learning in Catholic identity, learning and teaching, wellbeing, child safety and curriculum development. Their dedication to our students and to one another is something I am deeply grateful for.

We have also continued planning for the future of St John's, ensuring our school continues to meet the needs of our growing community.

I thank our staff, students, families, parish, School Advisory Council and Catholic Education Sandhurst for their ongoing support and partnership throughout the year. Most importantly, I thank our students, whose enthusiasm, kindness and love of learning continue to make St John's such a special place.

Sam Kerlin

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

School Improvement Goal:

To strengthen the school's Catholic Identity by deepening student and staff understanding of faith, scripture and Catholic social teaching and by embedding practices that support prayer, liturgy and service within the life of the school.

Intended Outcomes:

- Staff demonstrate increased confidence and capability in Religious Education planning and pedagogy.
- Students make meaningful connections between scripture, faith and their lives.
- Prayer, liturgy and sacramental life continue to be central to the daily and weekly rhythm of the school.
- Home, school and parish partnerships remain strong and visible.

Key Improvement Strategies and Actions.

In 2025 the school focused on:

- Engaging all staff in Catholic Identity and RE professional learning facilitated by CES Ltd, including modules on scripture, theological literacy, pedagogy and contemporary RE practice.
- Continuing implementation of the Source of Life curriculum and strengthening alignment to the school's RE scope and sequence.
- Providing structured planning time for teachers with the Catholic Identity Leader to ensure consistency and quality across year levels.
- Increasing the Catholic Identity Leader's visibility in classrooms to provide coaching, modelling and support.
- Strengthening the integration of Catholic Social Teaching across prayer, liturgy, RE units and social justice actions.
- Enhancing connections between RE and classroom curriculum through dialogue, inquiry, storytelling, scripture and contemporary contexts.
- Strengthening parish-school relationships through Masses, liturgies, sacramental programs and shared activities.
- Continuing staff accreditation processes and providing opportunities for theological learning.

Achievements

In 2025, St John's continued to foster a strong Catholic Identity that is visible throughout learning, liturgy and community life.

Significant achievements included:

1. Strengthened Religious Education Practice

- All staff participated in professional learning aligned with the CES Ltd Catholic Identity Strategy, focusing on scripture, pedagogy and theological understanding.
- The Catholic Identity Leader worked closely with teachers to support planning, modelling RE pedagogy and ensuring alignment with the Source of Life curriculum.
- RE units continued to embed Catholic Social Teaching principles, enabling students to explore justice, compassion and stewardship.

2. Liturgical and Prayer Life

- Whole-school Masses, class Masses, paraliturgies and seasonal celebrations (Advent, Lent, Holy Week, Easter and significant feast days) were central to the school's life.
- Daily prayer continued as a fundamental routine, with students engaging in: traditional prayers, meditation, prayers of petition, thanksgiving and reflection and age-appropriate contemplative practices.
- Prayer tables and religious icons were updated and maintained in classrooms and throughout the school.

3. Sacramental Programs

- Students preparing for Reconciliation, Eucharist and Confirmation participated in a structured and personalised sacramental program in partnership with the parish.
- Parent-child workshops were conducted to support family engagement in sacramental preparation.
- Parish volunteers contributed to sacramental formation and celebrations.

4. Social Justice and Outreach

Students and families contributed to an active outreach program including:

- Caritas Australia (Project Compassion)
- St Vincent de Paul (Sacred Heart food appeal and Advent hampers)
- Local initiatives supporting community members in need

Through these actions, students reflected on their responsibility to act with compassion and contribute to the common good.

5. Parish Collaboration

- Weekly class Mass attendance remained a valued tradition, strengthening parish-school connections.
- The parish priest played a key role in sacramental preparation, liturgical celebrations and opportunities for Reconciliation.
- Senior students participated in Anointing Masses with parishioners and served lunch afterwards, building intergenerational connections.

6. Staff Formation and Accreditation

- Staff continued to meet accreditation requirements to teach in a Catholic school.
- The school engaged in CES-led formation opportunities focusing on scripture, Catholic Identity and the mission of Catholic education.
- Opportunities were provided for new staff to participate in induction processes that included Catholic identity and RE expectations.

Value Added

In 2025 the school continued to offer a wide range of additional opportunities that enhanced Catholic Identity, faith formation and a sense of community:

- Family Masses and weekend parish celebrations
- Weekly class Masses with parishioners
- Personalised Sacramental Program with internal staff facilitation
- Shared professional learning in RE with partner schools in the region
- Prayer at staff meetings led by staff and leadership
- Visible signs of Catholic Identity including iconography, scripture displays and sacred spaces
- Integration of social justice themes across curriculum and whole-school events
- Collaborative RE planning supported by the Catholic Identity Leader
- Student involvement in ministries including readings, prayers of the faithful, choir roles and altar services
- Focus on Catholic Social Teaching embedded within learning tasks and reflection activities
- Increased presence of the Catholic Identity Leader in classrooms to coach and support staff practice

These value-added components contributed to a rich and active Catholic life within the school, supporting students in developing a deeper understanding of faith, identity and service.

Learning and Teaching

Goals & Intended Outcomes

School Improvement Goal

To embed consistent, evidence-informed instructional practices aligned with Magnify Sandhurst, supported by strong routines, collaborative planning and protected English and Mathematics blocks.

Intended Outcomes

- Teachers implement high-quality, explicit instruction aligned with the Magnify Sandhurst core instructional sequence.
- A consistent, low-variance approach to English and Mathematics is established across all year levels.
- Assessment practices support timely identification of student needs and growth.
- Students experience increased clarity in learning intentions, success criteria and feedback.
- Curriculum planning reflects coherent sequencing and shared expectations.
- Staff effectively utilise data to inform differentiated teaching and small-group instruction. \

These strategies were supported by leadership coordination, professional learning, CES Ltd support personnel and structured planning processes.

Key Improvement Strategies and Actions

In 2025, St John's focused on implementing and embedding the expectations of Magnify Sandhurst, including:

- Protection of core English and Mathematics blocks across all year levels
- Use of the Magnify explicit teaching sequence: Model – Guide – Apply – Review
- Ensuring consistent routines for handwriting, phonics, reading instruction, vocabulary and writing
- Alignment of Mathematics lessons with the Launch – Explore – Summarise model
- Use of early screening tools and diagnostic assessments to inform intervention
- Strengthening collaborative planning structures within straight-grade teams
- Building teacher capacity through PLTs, coaching cycles and classroom observation
- Clear expectations for planning documentation, including learning intentions and success criteria
- Improved data analysis routines at class, cohort and whole-school level

- Ensuring that learning environments reflect predictable routines and support student engagement
- These strategies were supported by leadership coordination, professional learning, CES Ltd support personnel, and structured planning processes.

Achievements

2025 was an important year of growth and consolidation at St John's, particularly in learning and teaching. As a staff, we continued to build strong, consistent classroom practice with a clear focus on high quality instruction, student growth and ensuring every child is known, supported and challenged in their learning.

A significant focus throughout the year was our first full year of implementing Magnify Sandhurst, the Catholic Learning and Teaching Framework across Catholic Education Sandhurst. This gave our staff a clear and consistent direction around curriculum planning, classroom instruction, learning routines and the protection of core teaching time, particularly in English and Mathematics. Staff engaged in ongoing professional learning and worked hard to embed consistent practices across all classrooms, including explicit teaching, clear routines, guided practice and regular review.

Our English block continued to strengthen across the school, with all classes implementing a structured and protected literacy block each day. Students engaged in phonics and phonological awareness, handwriting, reading, oral language and writing, supported by clear learning intentions, success criteria and regular feedback. Staff also strengthened the use of assessment data to identify student needs early and provide targeted support where needed.

In Mathematics, teachers continued to build on our whole school instructional model, designing lessons that encouraged thinking, discussion, problem solving and the use of mathematical language. Students were challenged through rich learning tasks, worked examples, hands on materials and opportunities to explain and justify their thinking.

The move to straight grade classes continued to have a positive impact throughout 2025. This structure supported stronger year level collaboration, greater consistency in planning and assessment, and clearer alignment to curriculum expectations. It also allowed staff to work more closely together in responding to student learning needs through both intervention and extension.

Our Professional Learning Teams remained a vital part of school improvement. Teachers met regularly to analyse student data, moderate student work, reflect on teaching practice and plan for next steps in learning. These collaborative conversations helped strengthen consistency across classrooms and kept student growth at the centre of our work.

Staff also participated in coaching, classroom observation and feedback cycles throughout the year. These opportunities supported professional growth, strengthened classroom practice and reinforced our shared commitment to high quality teaching.

Assessment and data continued to play an important role in informing classroom practice. Teachers used a range of assessment tools across literacy and numeracy to monitor student progress, identify trends and ensure teaching was responsive to student needs.

Students requiring additional support were provided with targeted intervention, classroom adjustments and small group support across the year. Our Learning Support Officers played an incredibly important role in this work, supporting both students and teachers across all year levels.

I am incredibly proud of the commitment shown by our staff throughout 2025. Their willingness to learn, reflect and continually improve has made a real difference in the learning growth, confidence and success of our students.

Student Learning Outcomes

Student Learning Outcomes

Throughout 2025, St John's continued to strengthen its approach to monitoring student learning and ensuring that teaching decisions were informed by evidence and student need. Staff consistently used a range of assessment tools, including National Assessment Program – Literacy and Numeracy (NAPLAN) data, school based assessments, reading benchmarks, writing samples, classroom observations and mathematics diagnostic tools to track student progress and identify next steps for learning.

The continued move to straight grade classes supported clearer year level data analysis and allowed teachers to track student growth with greater confidence and precision. This also strengthened conversations within teaching teams around cohort trends, student needs and targeted classroom support.

Our student learning data throughout 2025 highlighted a number of positive trends. Students generally demonstrated steady progress in reading accuracy and fluency, greater consistency in writing routines across classrooms and strong engagement during hands on, problem solving and discussion based mathematics learning.

As a school, we also identified important areas for continued improvement. These include strengthening reading comprehension across all year levels, building greater writing stamina and independence, improving number fluency and automatic recall and ensuring all students continue to benefit from high quality guided instruction during small group learning.

Families continued to be important partners in student learning. All students received two formal academic reports through our SIMON reporting platform, with parent teacher

conversations held across Terms 1 and 3 to celebrate progress, discuss growth and strengthen home school partnerships.

Value Added

St John's continued to offer a wide range of learning opportunities that enriched student experiences beyond the classroom. Throughout 2025, students participated in excursions, incursions, community events, Book Week celebrations, class projects, learning expos, hands on mathematics and STEM learning, buddy programs, school sport and interschool competitions.

Students also benefited from targeted intervention and extension programs, the continued use of digital technologies to support learning, and specialist learning opportunities in Visual Arts, Japanese, Physical Education and Music.

These experiences helped build student confidence, creativity, curiosity and connection, while supporting each child to discover their strengths, develop new skills and fully engage in school life.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	408	54%	391	45%
	Year 5	463	46%	462	46%
Numeracy	Year 3	403	60%	384	49%
	Year 5	458	50%	460	54%
Reading	Year 3	407	65%	390	58%
	Year 5	458	62%	460	57%
Spelling	Year 3	398	58%	386	54%
	Year 5	424	31%	430	35%
Writing	Year 3	417	85%	406	77%
	Year 5	444	50%	448	53%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

School Improvement Goal

To strengthen wellbeing practices across the school by embedding consistent expectations, proactive support structures and clear processes for identifying and responding to student needs.

Intended Outcomes

- Students experience predictable, calm and supportive learning environments.
- Wellbeing practices align with whole-school frameworks and Child Safe Standards.
- Staff capacity in early identification, mental health literacy and wellbeing support is strengthened.
- Parent partnerships contribute to shared responsibility for student wellbeing.
- Data is used to monitor wellbeing trends and inform planning.

Key Improvement Strategies and Actions

The school's 2025 wellbeing priorities focused on:

- Consolidating the role of the Mental Health in Primary Schools (MHiPS) Leader
- Strengthening the wellbeing scope and sequence
- Using wellbeing data to inform classroom practice and support
- Collaborating with allied health providers and community partners
- Continuing explicit teaching of behaviour expectations and routines
- Supporting staff wellbeing and psychological safety through clear processes
- Strengthening Child Safe practices in alignment with Ministerial Order 1359
- Using the Resilience, Rights and Respectful Relationships (RRRR) program as part of wellbeing learning

Achievements

Student wellbeing remained a strong priority at St John's throughout 2025, with a continued focus on creating a safe, calm and supportive environment where every child felt known, connected and ready to learn.

A key part of this work was the continued implementation of the Mental Health in Primary Schools (MHiPS) initiative. Our MHiPS Leader played an important role across the school, supporting staff with classroom strategies, working alongside families, coordinating referral pathways and helping identify student wellbeing needs through ongoing data review. This

work strengthened early intervention processes and gave staff greater clarity and confidence in responding to student wellbeing concerns.

Our Leadership Team met regularly throughout the year to review student wellbeing and behaviour data, monitor support plans, coordinate interventions and support teachers in responding to individual student needs. Across all classrooms, behaviour expectations continued to be explicitly taught and reinforced through clear routines, calm learning environments, restorative conversations and consistent language. This helped build a more predictable and positive learning environment for students across the school.

Child safety remained at the centre of all that we do. St John's continued to uphold the Victorian Commission for Children and Young People Child Safe Standards through ongoing staff professional learning, policy review, induction processes for new staff and volunteers, and clear reporting and documentation practices. We also continued to strengthen our focus on cultural safety, inclusion and ensuring all students felt safe, respected and heard.

Throughout the year, many students also accessed additional support through partnerships with allied health professionals and community services, including speech pathology, psychology, occupational therapy and paediatric support through Happy Healthy Kids. Strong collaboration between staff, families and external providers helped ensure students received timely and coordinated support.

Student voice continued to be an important focus across the school. Students were provided with opportunities to share feedback, reflect on their learning and wellbeing, take on leadership roles and contribute to school events and classroom decision making. These opportunities helped build confidence, communication skills and a stronger sense of belonging within our school community.

Value Added

St John's continued to provide a wide range of wellbeing opportunities that enriched student life across the school. These included lunchtime clubs, buddy programs, transition activities, themed wellbeing days, restorative practices, classroom routines that supported positive behaviour, and regular wellbeing information shared with families through school communication channels.

These experiences helped strengthen relationships, build student confidence and create a school environment where every child felt supported, included and connected.

Student Satisfaction

The 2025 student perception data, collected through ORIMA Research, continues to provide valuable insight into the experiences, wellbeing and engagement of students at St John's. The results highlight many strengths across our school and reflect the positive relationships, high expectations and supportive learning culture that continue to underpin life at St John's.

Students reported particularly strong results in teacher-student relationships (64%), learning disposition (66%) and rigorous expectations (67%), indicating that students feel supported by their teachers, challenged in their learning and encouraged to do their best each day. It was also pleasing to see positive endorsement in areas such as school belonging (52%), student voice (49%) and enabling safety (54%), reflecting a growing sense of connection and student agency across the school.

Compared with previous years, the data shows St John's has maintained strong outcomes in a number of key areas, particularly around student relationships, learning mindset and classroom expectations. These results reflect the continued focus on building calm, predictable classrooms, strong learning routines and genuine relationships between staff and students.

The survey also identified areas for continued growth, particularly in student safety (30%), school engagement (37%) and school climate (50%). While these results provide opportunities for further improvement, they also give us clear direction as we continue to strengthen student wellbeing, engagement and voice across the school.

As a school, we remain committed to ensuring every child feels safe, known, valued and connected. These results will continue to inform our wellbeing priorities, student voice initiatives and whole-school practices as we build on our strengths and continue to create a positive and inclusive learning environment for all students.

Student Attendance

St John's continued to maintain a strong focus on student attendance throughout 2025, recognising the important connection between regular school attendance, student learning and overall wellbeing. We know that every day at school matters, and we work closely with families to support consistent attendance for all students.

The school maintained clear attendance processes aligned with the requirements of the Victorian Registration and Qualifications Authority. Parents and carers were able to notify absences through our SIMON platform, via email, phone or written communication. Where an absence remained unexplained, families automatically received a text message by 9:30am, followed by phone contact from staff if no response was received.

Attendance was monitored closely each day by staff and formally communicated through semester reporting. Where patterns of repeated or extended absences emerged, classroom teachers and school leadership worked closely with families to better understand any contributing factors and provide support where needed.

Throughout 2025, St John's continued to reinforce the message that every school day counts and that "It's not OK to be away," while also working with care, compassion and understanding alongside families experiencing exceptional circumstances.

Average Student Attendance Rate by Year Level	
Y01	90.15
Y02	94
Y03	87.95
Y04	93.32
Y05	91.07
Y06	91.09
Overall average attendance	91.26

Leadership

Goals & Intended Outcomes

School Improvement Goal

To strengthen leadership clarity, shared responsibility and organisational processes that support the delivery of high-quality learning, wellbeing and Catholic identity outcomes.

Intended Outcomes

- Clear leadership roles aligned with CES Ltd expectations
- Strengthened school-wide processes that support consistency and improvement
- Alignment between leadership, planning and Magnify Sandhurst implementation
- Organised and transparent decision-making
- Strong stewardship of resources aligned to strategic priorities

Key Improvement Strategies and Actions

Leadership actions in 2025 focused on:

- strengthening the alignment of school processes to Magnify Sandhurst
- developing structures to support straight-grade planning and assessment
- ensuring consistent implementation of English and Mathematics blocks
- embedding clear expectations for planning documentation and routines
- coordinating wellbeing and learning initiatives across leadership portfolios
- reviewing and updating policies in response to Ministerial Order 1359
- continuing to build teacher capacity through PLTs, coaching and professional learning
- strengthening school resourcing through budget planning aligned to curriculum, wellbeing and infrastructure priorities
- working with CES Ltd to advance planning for the new School Master Plan

Achievements

Throughout 2025, St John's continued to strengthen its leadership structures to support high quality learning, student wellbeing and the ongoing growth of our Catholic school community. Leadership across the school included the Principal, Deputy Principal, Catholic Identity Leader, Learning and Teaching Leader, Learning Diversity Leader, our Mental Health in Primary Schools (MHIPS) Leader and specialist leaders across Japanese, Visual Arts, Physical Education and Music. These leadership roles helped ensure a connected and coordinated approach across all areas of school life.

A major focus for leadership in 2025 was continuing to guide the implementation of Magnify Sandhurst across the school. Leadership supported staff through ongoing professional learning, collaborative planning, classroom observation, coaching conversations, assessment schedules and clear whole school expectations around teaching and learning. This created greater consistency across classrooms and supported strong alignment across year level teams.

Our Professional Learning Teams remained an important part of school improvement throughout the year. Teachers met regularly to analyse student learning data, moderate student work, reflect on classroom practice and plan next steps in reading, writing and mathematics. Leadership played an active role in facilitating these conversations, supporting staff with data analysis, planning structures and assessment processes that kept student growth at the centre of our work.

Child safety and compliance remained a non-negotiable priority throughout 2025. In line with the requirements of the Victorian Department of Education, all Child Safe policies and procedures were reviewed, staff completed mandatory professional learning, and all volunteers were inducted into our school's Child Safe expectations. Clear processes for reporting, responding to and documenting concerns remained firmly in place, ensuring St John's continued to maintain a strong culture of safety, vigilance and care.

Stewardship of school resources also remained an important leadership focus throughout the year. This included ongoing investment in classroom resources, English and Mathematics teaching materials, digital technologies and specialist learning areas. Leadership also continued planning for the future needs of our school while ensuring budgeting and resourcing decisions remained transparent, strategic and aligned to our school improvement priorities.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Professional learning remained a strong priority at St John's throughout 2025, with staff continuing to build their knowledge, practice and leadership capacity in line with both school and system priorities. Our staff demonstrated a strong commitment to ongoing learning, reflection and professional growth, always with improved student outcomes at the centre of this work. A significant focus throughout the year was continued engagement with Magnify Sandhurst and the science of learning. Staff and leaders participated in a range of professional learning opportunities across instruction, curriculum planning, assessment, classroom routines and learning environments. A highlight was engagement in system professional learning with Dr Jared Cooney Horvath, whose work around cognitive science, explicit instruction, memory, attention and knowledge rich curriculum helped deepen staff understanding of how students learn most effectively. This learning has continued to shape classroom practice across the school, particularly in the areas of explicit teaching, retrieval practice, reducing cognitive overload and building strong background knowledge for learners. Staff also continued to engage in professional learning connected to DIBELS literacy assessment, Ochre Mathematics, MultiLit implementation, instructional coaching through StepLab and Learning Leader network days across Catholic Education Sandhurst. These opportunities strengthened consistency in classroom practice and supported a shared approach to teaching and learning across the school. Alongside this, staff participated in ongoing professional learning through Classroom Mastery, continuing to strengthen classroom routines, behaviour expectations, transitions, student engagement and the creation of calm, orderly and highly focused learning environments. This work has supported greater consistency across classrooms and contributed to positive learning conditions for all students. Our staff also engaged deeply in faith formation and Catholic identity through the Blessed, Broken and Shared program, providing opportunities for personal reflection, spiritual formation and a deeper understanding of Catholic leadership, mission and the Eucharistic life of our school community. In addition, staff participated in professional learning across literacy and numeracy, learning diversity and Nationally Consistent Collection of Data on School Students with Disability (NCCD) processes, Catholic identity formation and Religious Education accreditation, Child Safe Standards, mandatory reporting, student wellbeing, mental health literacy and restorative practices.

Expenditure And Teacher Participation in Professional Learning	
Classroom observation, coaching conversations and collaborative planning remained central to professional growth throughout the year. Staff worked closely within Professional Learning Teams to analyse student data, reflect on teaching practice and strengthen consistency across year levels. This ongoing investment in professional learning has continued to strengthen teacher practice, build leadership capacity and support a strong culture of collaboration, reflection and continuous improvement across St John's.	
Number of teachers who participated in PL in 2025	27
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

The 2025 ORIMA Research staff survey provided valuable insight into staff perceptions across school climate, leadership, collaboration, professional learning, communication and workplace culture. Overall, staff responses reflected a positive and supportive professional environment at St John's, with the school achieving an overall positive endorsement of 77%, above the Catholic Education Sandhurst average of 65%.

A number of areas were identified as clear strengths across the school. Staff reported very positive perceptions of collective efficacy (98%), indicating a strong shared belief that, together, staff can positively impact student learning and school improvement. School climate (90%), staff-leadership relationships (88%), support for teams (86%) and Catholic identity (88%) were also highly endorsed, reflecting the strong relationships, shared purpose and faith centred culture that continue to be a strength of St John's.

Professional learning was another area of growth, with positive endorsement increasing to 72%, reflecting staff appreciation for the targeted learning opportunities provided throughout the year. Psychological safety also strengthened to 76%, suggesting many staff feel increasingly safe to contribute ideas, ask questions and take professional risks within a supportive culture.

The survey also highlighted areas for continued reflection and improvement. Domains such as instructional leadership (58%) and feedback (61%) showed steady progress, while also identifying opportunities to continue strengthening coaching, communication and clarity around school improvement priorities.

The survey has provided a balanced and valuable picture of both our strengths and future priorities. As a school, we remain committed to building a workplace culture where staff feel valued, supported, challenged and connected as we continue to grow together in 2026.

Staff Composition

St John's staffing profile in 2025 included:

- Principal Class: 3
- Teaching Staff (Headcount): 17
- Teaching Staff (FTE): 13.6
- Non-Teaching Staff (Headcount): 10
- Non-Teaching Staff (FTE): 8.8
- Indigenous Staff: 0

Teacher Qualifications

St John's staff continued to bring a diverse range of qualifications and experience to their roles in 2025, supporting strong professional expertise across the school community. Teacher qualifications included:

- Masters: 5.3%
- Graduate Diploma or Graduate Certificate: 26.3%
- Bachelor Degree: 57.9%
- Advanced Diploma: 5.3%
- No qualification listed: 5.3%

This breadth of experience and expertise continues to strengthen teaching, leadership and student support across St John's.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	1
Graduate Certificate	2
Bachelor Degree	11
Advanced Diploma	1
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	15.4
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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To strengthen connections with families, parish and the wider community, and to continue promoting partnerships that support learning, wellbeing and Catholic identity.

Intended Outcomes

- Stronger and more meaningful partnerships between home and school
- Increased family engagement in school learning, faith life and community events
- Continued strengthening of relationships with our parish and wider community partners
- Improved communication and opportunities for families to contribute to school life
- Greater visibility of Catholic identity through community celebrations, liturgies and service opportunities
- A connected school community where families feel welcomed, valued and actively involved in their child's learning journey

Key Improvement Strategies and Actions

Throughout 2025, St John's continued to strengthen partnerships with families through regular communication, parent teacher conversations, learning celebrations, transition programs, newsletters, social media updates and community events. Families were actively encouraged to engage in their child's learning and contribute to the life of the school.

Our partnership with St John's Catholic Parish continued to grow through school liturgies, sacramental programs, classroom visits and opportunities for students and staff to connect with parish life and faith formation.

The school also strengthened connections with local early years services, allied health providers, sporting groups and community organisations, helping support student wellbeing, successful transitions and a strong sense of belonging beyond the classroom.

These partnerships continue to play an important role in building a welcoming, faith filled and connected school community where students, families and staff work together in the best interests of every child.

Achievements

Strong partnerships with families and the wider community continued to be a significant strength of St John's throughout 2025. We recognise that when schools, families and community partners work together, students are better supported to thrive academically, socially, emotionally and spiritually.

Engagement with Families

Throughout the year, families were provided with many opportunities to actively engage in the life of the school. This included school liturgies and Masses, Celebrations of Learning, transition sessions, information evenings, sporting events, social gatherings and regular communication through newsletters, digital platforms and parent teacher conversations. Families continued to support school programs with generosity and positivity, contributing to the strong sense of community that exists at St John's.

Community Partnerships

St John's also continued to strengthen valuable partnerships across the local community. This included our ongoing work with Happy Healthy Kids, collaboration with local early childhood services to support successful transitions into school, and partnerships with community organisations that supported outdoor learning, wellbeing initiatives and environmental projects.

Students also had opportunities to engage in local arts, cultural and sporting events, helping strengthen their connection to the wider community and develop a strong sense of belonging. Our partnership with St John's Catholic Parish and other local service organisations continued to enrich the faith life of the school and strengthen the connection between parish, school and community.

These partnerships continue to add great value to school life at St John's, enriching student experiences and strengthening the connected and welcoming culture of our community.

Parent Satisfaction

The 2025 parent perception data, collected through ORIMA Research, continues to highlight the strong relationships, trust and partnership that exist between families and St John's. Overall parent endorsement remained positive at 67%, reflecting a connected school community where families feel welcomed, supported and valued as partners in their child's learning journey.

Families responded particularly positively in the areas of school climate (80%), school fit (70%) and student safety (69%). These results reflect the warm, caring and inclusive environment that continues to be a strength of St John's, where students are known, supported and encouraged to thrive both academically and personally. It was also pleasing to see positive endorsement in communication (66%) and Catholic identity (61%), highlighting

families' connection to the faith life of the school and their appreciation of the regular communication and community partnerships that support school life.

The survey also provided valuable feedback in areas such as family engagement (43%), offering us important opportunities to continue strengthening how families connect with learning, school events and the wider life of the school community. This feedback will continue to shape our planning as we look to further strengthen parent partnerships, communication and opportunities for meaningful engagement.

We are deeply grateful for the honest feedback, trust and ongoing support of our families. Their partnership plays a vital role in the life of St John's and in helping us achieve the very best outcomes for every child.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.sjeuroa.catholic.edu.au