



ANNUAL REPORT TO THE SCHOOL COMMUNITY

Love to learn.

Learn to Love

Learn to Live

Love to Live

St John's Primary School
Dennington Victoria

2018

REGISTERED SCHOOL NUMBER: 1109



Contents

Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
School Education Board Report	9
Catholic School Culture	11
Learning & Teaching	13
Goals & Intended Outcomes	13
Summary and Comments on NAPLAN Data	15
Wellbeing	16
Child Safe Standards	21
Leadership & and Stewardship	23
Community Engagement	28
Future Directions	32



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E NUMBER	E2043

Minimum Standards Attestation

I, Kathleen Dalton attest that St. John's Primary School Dennington 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24/04/2018

Our School Vision

St. John's Primary School is a dynamic faith learning community that prides itself as a welcoming family to all. We focus on involvement in our community and in the development of the whole person.

The image of Jesus inspires our acceptance of all and empowers our desire to be high functioning members of our parish, society and the globe. Faith is our light in the world.

Our school community is a welcoming place of learning where Christ inspires us to have life and live it to the full.

Our Vision Statement

*Love to Learn,
Learn to Love,
Learn to Live,
Love to Live.*

Our Mission Statement

At St John's Primary School we will:
Foster Catholic faith development and Sacramental preparation through the integration of Religious Education across the curriculum

Provide high quality education across all learning domains addressing the individual needs of every child

Nurture the ongoing development of relationships and community, within our school and beyond.

We ensure that all staff have the well-being and safety of all children and young people at the forefront of all they do and every decision they make.



School Overview

St. John's Primary School nestled close to the banks of the Merri River in Dennington has, since its beginning in 1920, administered by the Sisters of Mercy, provided for the education and faith development of primary age children from its surrounding districts.

St John's Primary is situated in the heart of the Dennington Community. Since its humble beginnings in 1920, it has grown to an enrolment of 200 children. The school servicing Winslow, Woodford and the greater Dennington area brings together families from a myriad of different backgrounds inviting them to join together as a community committed to the whole development of children as parish members and global citizens in every sense of this phrase. Central to this development is the striving to support children and each other undertaking a Catholic faith journey in the light of Gospel values.



Today, with a dedicated team of 'lay' staff, parents and parishioners, our school is blessed with an exciting new and developing campus. The building program continues, with ongoing work on our surrounds, car park, canopies and additional access road.

Our Parish Priest, Fr. Michael Linehan, continues his guidance and administration of the school in conjunction with a School Advisory Committee.

Our school prides itself in its community. Driven by our dedication to the Gospel values and faith, we provide a

welcoming and inspiring place where we all love to learn, learn to love, learn to live and love to live.

Our school is extremely well resourced, has excellent facilities and a dedicated team providing many opportunities for children to succeed and to prepare them for their further learning life.

Student Leadership structures and Pastoral Care programs are testament to our dedication to community wellbeing.

In conjunction with the School Advisory Council and an architect we are currently looking at a second stage master plan for the school site. The future of the school will be considered in detail with a blue print of ideas for further infrastructure if required.



The current school buildings are being further developed in line with our Master plan currently being reviewed. It is anticipated, more building will commence next year. Further beautification, and development of the school surrounds continues with landscaping, art establishments, playground and other external infrastructure.

The area continues to grow and our current enrolment is 209 students in 9 classrooms. These are supported by some 37 full and part-time staff

During this year, we have concentrated on three main priorities as identified in our Annual Action Plan:

1. To ensure that our school has an identity that reflects the Catholic tradition so that we will make our Catholic Faith and Heritage explicit
2. To achieve better student learning out comes we will build and sustain sound pedagogical practices that lead to high quality teaching
3. To improve teacher effectiveness, we will strengthen the quality of leadership practice.



Principal's Report

CATHOLIC CULTURE.

The Season of Advent is upon us again. Each classroom will be focusing on this beginning of the Church year. Children will also reflect at Assembly over the coming weeks about the special message and significance of this time of the year. Our Assemblies focus on the reading for the Sunday and so this gives the children a real insight/preparation for the week ahead. Our final school Mass will be held on the last day- Monday 17th December. Mass will be at 11am at St Pius X Church. We will give thanks for our year together. Last week we opened our St John the Baptist roundabout. It has been a long time in the coming however I am thrilled with the way it looks and the significance it holds for our school. The children have really embraced themselves in knowing all about St John the Baptist. Next year some seating may be put around it so that classes can use the space for reflection. Dates have been made for Sacraments and other Religious times of significance for 2019. Please see sheet.



TEACHING AND LEARNING

Coming to the end of the year and the teaching and learning program has really been very busy.

Specialist teachers continue to report that their programs are going well!

The Japanese classes have been preparing for their Natsu Matsuri Spring Festival which was held today. Such terrific excitement around the activities and food. Anne Robertson and Emily Lloyd have done a fine job and we thank them for their efforts.

Performing Arts classes are busy practicing for the Dennington Carols by The Merri which will be held on Friday the 7th of December

Science has been examining animal and plant adaptations all term and the students are currently presenting information they have researched. Science news and current discoveries or queries are discussed every lesson.

In inquiry, the juniors have looked at Minibeasts. The children were very excited looking at all sorts of creatures. Chickens and Tadpoles were most exciting. Currently, they are looking at the ways people celebrate across the many cultures around our world. The middles and seniors completed a unit about Money and economics culminating in a "Cardboard Arcade" that was a real highlight for the whole school. Currently they are studying health and the human body. As part of this, students in grades five and six have completed a personal development program involving puberty, Relationship and sexual education, personal hygiene and relaxation.

All classes are involved in the water sports at the moment with grades F – 4 attending Aquazone for swimming and grade 5 and 6 are to complete surf awareness sessions at the beach.

Bike Education was a highlight recently. Big thank you to Jae Leddin and Margie Smith as well as the many parent helpers.

Staff are busy testing children throughout their programs for assessment and bench marking with reports due out on December 14th. They will be available on PAM

Year of Youth day was celebrated with the grade six students from all Catholic Network schools; held out at Our Lady Help of Christian's school. It was a fun tabloid sports day and barbeque, which was a terrific way to celebrate our young students soon to move into secondary school.

Amy Attwell and myself ran two informal Cyber safety and internet usage meetings also in late October especially aimed at grade 2 – 4 parents. It was lightly attended, but greatly appreciated by those who needed to get up to speed with internet usage and in particular social media platforms. We will be offering this again next semester.

Grade 4 students continued to learn about Foodshare through practical visits to the facility. This was to build our collective understanding of volunteering and our social responsibility to those who have less than ourselves.

Senior students are also planning their graduation and writing some memories of their time at St. Johns; while the grade fives will soon write leadership speeches to be delivered to their peers.

Damien Webster
Deputy Principal

LEADERSHIP AND MANAGEMENT.

Our enrolment has continued to rise slightly. We lose thirty children from Grade 6 and two other children within the school, who are relocating to country areas. We are gaining twenty- seven children in the Foundation area. Next year our figures are two hundred and twelve and we will continue with nine classes. The staff and I have spent many hours working on the class structures. Many considerations are entered into and we try to get the best outcome overall. It is not something that is considered lightly and we believe we are the best people to make these decisions. Some of these classes are large however we are trying to assist with this and provide aide and extra teacher support.

We will employ a Trainee from Emmanuel again next year. Todd White will join the team and work with Jae Leddin for PE, Office and some classroom time.

Classes for 2019 will be as follows-

2x F/1 classes- Jan Madden and Daniel Harrington.

2x Grade 1/ 2 classes- Margie Smith and Kristie Bolden.

2x 3\4 classes- Janice Lee and Rick Hynes.

1x 4/5 class - Kristie Prendergast and Jayne Brown

2x 5/6 classes- Laura Dunn and Nathan McInerney.

Classes for 2019 will remain as has been this year with all the same teachers.

Damien Webster will continue his roles as Deputy Principal and Religious Education Leader.

Kristie will continue in the Literacy Leader position. Kristie Bolden will be a support person in the Literacy area. Next Year we will move into the Spelling area for our PLC work.

Emily Lloyd will resume the role of Librarian and also LOTE teacher for 3-4, and Anne Robertson will continue LOTE for the children in 4/5\6.

Jess Conheady is returning from Parental Leave and will be responsible in a share role with Laura Dunn for Special Education and LOTE (Japanese) in the junior classes- F/1/2. She will continue to work part -time for two days per week.

Jayne Brown will continue her role as Numeracy Leader and Amy Atwell will act as a support.

Sarah Milroy will return for two days per week. Sarah will also work as a Boost teacher on Tuesdays.

Teams will operate around Literacy, Numeracy, Special Ed and Religion next year. This will hopefully spread the work load and give more support to the lead person in the role. POL have also been appointed for a further two years.

Miranda Findlay will continue working in the junior school and move to two days a week.

Leanne Love will continue as Reading Recovery Teacher and also assist in the Grade 2 area. We are training another Reading Recovery person next year. Jan Madden has put her hand up for this and will commence training next year over a two-year period.

Integration Aides will be- Coralie Hiscock, Sharon Easley, Andrea Pettit, Sarah Huntly, Kathy Freeman, Kate Scanlon, Dana Fary and Katie Buwalda.

Each of these will be assigned to specific classes.

Jae Leddin will continue with PE on Tuesday and Thursday.

The following school fee structure is presented to the School Advisory Council for approval-

Family Fee- \$900.00 per family. (This is a 50 cent increase each week in keeping with CPI)

Student/ Book Levy-F/1/2- \$140.00

Grade 3-6: \$140.00

The School Building Levy will remain at \$120.00. This fee is part of the School Fee structure and is compulsory for ALL families.

Testing Dates- Numeracy Interviews will be conducted at the school on Tuesday 18th, Wednesday 19th and Thursday 20th.

Parents will be able to go online and book their own interview times. It can be also done at school.

Literacy Interviews will be held on Wednesday 30th/ Thursday 31st January. These can be all booked at the same time.

Children will officially finish the school year on Monday 17th December.

School resumes for 2019 on Friday 1st February at 8.50am.

Reports to be available on PAM (SIMON) on the 14th December.

The Participation Levy has continued to worked well. Contact has been made with families and some have added their names to rosters, donated food or decided to pay the levy. Families were always happy to help when I made contact with them which may be a better process than sending notes home as I feel often they do not reach the destination or are not read.

SCHOOL COMMUNITY.

As we come to the end of the year we look to some things that need to be put in place for the next year. One of these is the election of our new 2019 School Representative Council along with School Leaders. This will be done prior to our end of year Mass so that names can be announced at the final Mass .

Again this year George and Carly have maintained our grounds and have them looking magnificent. They are both extremely proud of the school surrounds.

WELLBEING.

We continue to make wellbeing a priority in our school. Jasmine will continue in the role of Counselor next year. I have taken up another day and so Jasmine will work on a Wednesday and Thursday at St John's. Unfortunately, we are experiencing more children with anxiety and Jasmine is able to work with these children giving them strategies in which to deal with this.

The Grade 5\6 children will complete their Personal Development Program tomorrow. Miss Kit has once again worked with the children on skin care/ cleanliness and hygiene. We added yoga to this session again also. It is important that the children have strategies to deal with being able to relax, particularly as work load pressures increase as they get older. This has been an important wellbeing initiative.

Swimming and Surf Awareness is occurring across the school at present.

Today we also celebrated Matsuri Day- Japanese celebration day. Thank you to Anne and Emily for their continued hard work in this area. The children loved the whole day.

CONCLUSION.

As you can see it has again been a busy year. Schools are incredibly busy today, with not only the day to day running of the school but incorporate athletics, excursions/ camps and sporting events. There is always something on.

I thank all involved in the school who contribute in any way. We are so fortunate to have such a wonderful band of parents who willingly give of their time. Staff too work tirelessly to ensure the children are given a broad range of experiences through the curriculum. Thanks also goes to Father Michael for his ongoing support of the school.

Next year we will continue on the journey of PLC in Spelling. Unfortunately, our results are not where I would like them to be but we continue to work hard, look at new options and ways of delivering an exciting curriculum so that our children can learn. So many learn in different ways so we need to be ready for this. We are continually looking at the data and what it is saying to us, meeting and deciding how we move forward together. Of course we also need to work and push ahead the students who are at and above standard. More boost teachers and personnel overall we ensure this occurs.

I must also thank our P & F who continue to provide fantastic fundraising efforts for our school. This year they have provided money for many new books in the Library. Our reading program has really taken off and some of the individual results are outstanding. We look to continue this. They have also supported the Chicken Coop purchase. The children are so excited for this to occur, which should be in the next few weeks. Chickens though will not arrive until 2019.

I thank you, the School Advisory Council, for your support throughout the year also and wish you all a very Happy, Holy and Safe Christmas and New Year.

I look forward to another fantastic year in 2019.

Thank you.

Kathy Dalton.

School Education Board Report

In my second year as Chair of the School Advisory Committee I wish to present a report and reflect upon the 2018 school year at St John's.

We farewelled SAC committee member, Andrew O'Donnell whose tenure had expired. We welcomed Darren Shiell to the SAC as newly elected member. We also farewelled Jayne Brown as Teaching and learning Representative and welcomed Damien Webster who replaced Jayne. Both members provide passion and great insight to the SAC at our monthly meetings. Mary-Ellen Hose joined us as the Parents and Friends rep and we farewelled tireless worker Kirsty Ryan for her many years of service both to the P & F and the SAC.

Over our monthly meetings, which were always commenced and concluded with a form of prayer and reflection – a small gesture to emphasise our Catholicity, individual reports were presented elaborating on the monthly activities and events that occurred within the school. It never ceases to amaze me how busy school life has become with a myriad of activities, professional development, curriculum, sports days and specialist programs being offered to both staff and students over the year. School certainly is a busy place!

Wonderful activities linked members of the local schools and people of the local community to our school; The Dennington Dash, Anzac Day, Meals on Wheels, Carols on the Merri, Young Vinnies, Dennington's Day out and Surfing lessons with Brauer College allowed people to see our school environment and become connected and share a sense of community.

Religious sacraments were celebrated and the catholic ethos of the school reinforced through the completion of Eucharist, reconciliation and confirmation. St John's Feast day was also celebrated. We participated as a school in Mission Month focussing on those less fortunate. Opening mass and end of year final mass was held at St Pius X along with weekly Wednesday mass in the gathering space with Fr Michael for individual class groups. Gina Bernasconi visited to assist staff and parents complete the ESCI (Enhancing Catholic School Identity) survey. We welcomed Bishop Paul with a liturgy which was well attended.

Camps were attended which helped students gain valuable life skills and aimed to help overcome anxieties and fears about staying away from home. The camp program is aimed at building on confidence from foundation to Grade 6 to help prepare for extended time away from home and has been well received from the students.

Swimming lessons ran again for Foundation to Grade 4 students. Held over two weeks they all participated in 8 lessons which saw them gain confidence and develop their skills. The 5/6 students continued their pre-existing surf awareness lesson with Jayson Lamb which was also beneficial. Students completed NAPLAN testing in Grade 3 and Grade 5 and the SAC had 30 minutes dedicated to having a go at the test during one of our monthly gatherings. The staff do an excellent job to prepare the students to ensure they are not anxious or stressed about this specific and instructional Australian wide testing procedure.

Working Bees were well attended and the beautification of the school was maintained by the volunteer of our parenting group. The new roundabout was finished at the Coughlans Road Roundabout. Megan Cullum and her sister ran a terrific Clay tile workshop where staff, students and community were invited to make a tile to be part of our sculpture representing St John the Baptist.

Mother's Day, Father's Day and Grandparents day all had significant attendance and wonderful links and connection with family. The students were able to show relatives their working space

and what school of today looks like. Another wonderful opportunity to connect. The Parents and Friends committee worked extremely hard throughout the year at many events to provide the students with pancakes on Shrove Tuesday, items to purchase at the Mother's and Father's day stalls, BBQ's at St John's Feast day, movie days, Wednesday treats, and Bunnings BBQs. Mary-Ellen Hose has lead this committee with tireless work raising a total of \$28,000 for the year. An amazing contribution to the school.

As well as discussion of all the above mentioned, the SAC also had extensive consultation with invited guests to our monthly meetings.

The major consultation was to the Master Plan - looking at where we see the school in the next 5 - 10 years in terms of growth. Jacob Kelly, the school Architect who spoke to the SAC about the masterplan of the school The SAC looked at statistics from the CEO about possible future enrollments and also looked at the school's current master plan. Damien presented some ideas from staff members about what works for our school now and what we could possibly like to see in the future.

The SAC then discussed what they believed were positives about our school building, grounds and classrooms etc. Then together they compiled a list of what they would like to see or ideas they had for our school in the future.

We consulted other members of the community and the students so we can move on to the next step of creating our Master Plan. Next year Jakob will put together a costing of the plan and present it to the SAC and teaching staff.

We also ratified the following policies

- Candle policy
- Drug and alcohol policy
- Media and marketing policy
- Social media usage policy
- Student attendance procedure
- Data breach plan
- Privacy policy
- Sun protection
- Student attendandance policy
- Parent Participation Policy
- Student Attendance Policy
- Privacy Policy



The school fee structure was also ratified by the SAC.

When you actually put pen to paper and revisit the academic school year it is overwhelming how much goes on in the SAC meetings as well as the day to day teaching of the staff to our children. We are thankful to have a very supportive committee who are respectful of others thoughts and comments. We all have the best interests at heart which is that of the St Johns School Community.

It has certainly been a very productive year for our school.

Leah Kermeen
Chair, School Advisory Council
St Johns Dennington

Catholic School Culture

Goals & Intended Outcomes

In the 2018 action plan our annual goal was to further develop the school's Catholic identity, community and wellbeing of all, through the deliberate development of activities throughout the year. Intended outcomes included:

- Build staff theological knowledge to deepen understanding of Catholic school identity in the context of the ECSI data and Catholic social teaching
- Focus Professional reading for the first semester around "Educators guide to the Catholic Curriculum" and the notions of Catholic Social Teachings.
- To develop and embed understanding of what to teach and how to best engage children in learning; Improve team structures around the planning of RE units
- Make our Catholic faith and heritage explicit throughout the physical environment of the school and raise awareness of our Catholic history in the wider community
- Enable staff, students and parents to link social action and involvement in the wider community with Catholic social teaching
- Undertake professional development in the implementation of the Awakenings II religious education curriculum.



Achievements

St. John's continued to highlight the key components of our Catholic School Culture: Context, Vision, Mission, Catholic Life and Culture, Outreach and service and Quality relationships.

Large Proportion of teachers with Accreditation.

Good team structures and planning in R.E.

Increased amount of Social Justice and Mission activities.

Regular class masses in the Gathering Space, School involvement in Feast days and sacramental preparation.

Excellent collaboration with St Pius X in Weekend Liturgies, Children's Liturgy Of The Word, Sacraments and Special Feast Days

Insight SRC Shows Parents and Staff are satisfied the Catholicity of the school and its re-contextual nature; in fact would like to see it increase

Increased liturgy and prayer integrated into school assemblies.

VALUE ADDED

The following activities have been undertaken this year to add to the Catholic school culture at St. John's:

Students leading prayer and ritual at all Assemblies

Sacraments of Confirmation, Reconciliation and Eucharist celebrated

Celebration of all major feast days, including St John's own feast St Anne and St. Joachim.

Explicit whole school focus on our Vision and how it relates to our Catholic School Identity; including new signage, banners and regular referencing in school gatherings and assemblies

Also within classrooms there has been continued use of a variety of prayer styles, class prayer time, incorporating circle time in the classroom, meditation and reflective opportunities for students

Staff have been helping out at Parish Masses and Sacraments as Special Ministers, Children's Liturgy teachers and readers

Of note was the design and erection of a beautiful new art installation in the Western Carpark; that symbolising St. John The Baptist and our whole school community.

Religious Education Leader's conference and personal development days; including Network Cluster Meetings with R.E. staff from Catholic Education Office

Whole school planning of the Religious Education topics, sacraments and liturgies for the year prior to the start of Term one

Full implementation of the Awakenings I program and Implementation of our first unit of work using the new Awakenings II curriculum

Staff prayer and liturgy participation within the classroom, meetings and community gatherings

Additional staff undertaking their Accreditation to teach Religious Education in Catholic Schools

Fund raising/collection for charity; Project Compassion, Mission Month, Relay For Life and St Vincent De Paul

Celebration of Grandparents Day on the feast of St. Joachim and St Anne

Enhanced Religious Education column in the Weekly newsletter

Enhanced communication procedures informing parents of School and Parish religious occasions and liturgies via signage and digital technologies

The Student Representative Council begin every assembly with a prayer focus and then lead the students in our School Prayer. Parents and Staff have been engaged in Prayer on different levels in a variety of contexts.

Learning & Teaching

Goals & Intended Outcomes

In 2018 the school set four main goals in the area of Learning and Teaching.

- Create and embed a shared understanding of effective teaching from F to 6
- Continuously build staff skills in analysing and using standardised data to inform all teaching planning and practice
- Consolidation of the implementation of PLC in the area of writing
- Develop a cohesive and organised Intervention/extension program across all year levels. Setting up and implementation of an RTI team
- Design and implement a continuum of professional development that targets key learning areas for all staff
- Continued Coaching in Professional Learning Teams as opposed to individual coaching pairs.

Achievements

Robust team planning in Literacy and Numeracy within each area of the school (Junior, Middle and Senior teams.) Teams have reported very positive acceptance of these structures.

Significant resource allocation to the Library to bolster Lexile book stocks for use in Grades 3 to 6. Staff are reporting excellent advances in student's levels; particularly in the Senior school.

All staff are now implementing Maths vocab lessons into their topic plans and as part of their Common Formative Assessment Tasks. CFAT data and other timetabled assessment is at the core of our teaching.

Continued high use of Google Apps For Education applications to collaborate, set assessment tasks, communicate, produce content, share information and analyse data amongst themselves and with students and parents (where applicable). All staff, Middle and Senior school students have embraced the technology.

The Responding To Intervention Team (RTI) has continued and procedures developed.

Two full cycle of the guaranteed curriculum in Mathematics (PLC) has now been completed.

Full cycle of guaranteed curriculum in Writing (PLC) has now been completed.

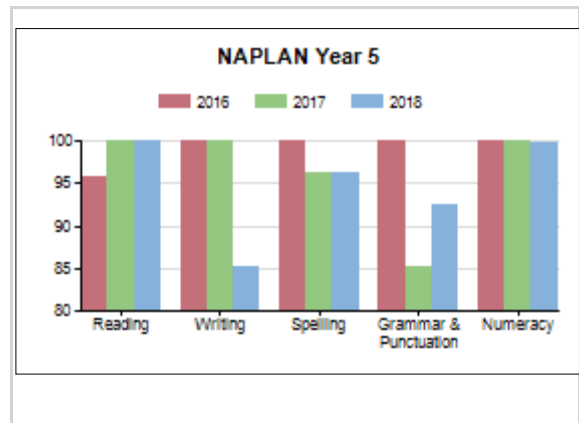
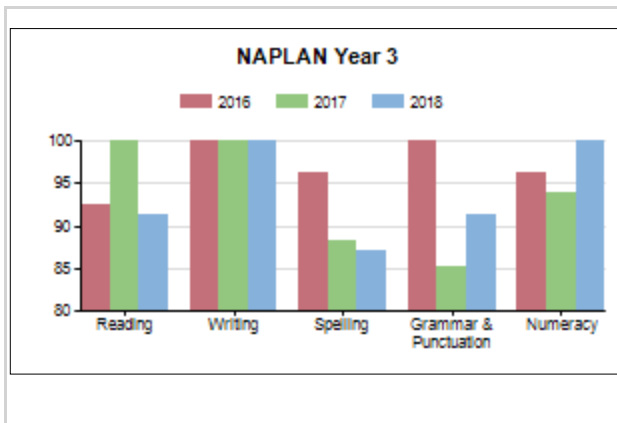
Special Education screening, referrals, documentation and individual learning plans have all now fallen under the N.C.C.D. (National Consistent Collection Of Data.) guidelines.

New members of staff have undertaken Coaching in teams on a weekly basis that guarantees all staff can set and evaluate goals chosen from Danielson's Framework and or related to their pedagogy.

E2043
St John's School, Dennington

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	85.3	-14.7	91.3	6.0
YR 03 Numeracy	96.3	93.9	-2.4	100.0	6.1
YR 03 Reading	92.6	100.0	7.4	91.3	-8.7
YR 03 Spelling	96.3	88.2	-8.1	87.0	-1.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	85.2	-14.8	92.6	7.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.8	100.0	4.2	100.0	0.0
YR 05 Spelling	100.0	96.3	-3.7	96.3	0.0
YR 05 Writing	100.0	100.0	0.0	85.2	-14.8



Summary and Comments on NAPLAN Data.

Grade three

In between the three-year period; 2015 – 2018 reading results have fluctuated in between 91% and 100% of students reaching minimum standards. Writing results indicate a full 100% of students achieving the standard throughout the last three years. Spelling has dropped slightly to 87%, as has Grammar and punctuation which did see some improvement to 91.3% in 2018. Numeracy also enjoyed 100% of students reaching standards.

Grade five

Results at this level have been mixed in the three years to 2018. Reading and Numeracy had 100% of students achieving minimum standards while spelling and Grammar and Punctuation came in at 95% and 93% respectively. Writing did have a dip of 15% from 2017, down to 85% meeting the minimums. There is some indication that our PLC work undertaken in Numeracy and Writing is showing early positive growth; except in grade 5 writing. It is clear that our main focus will be on Spelling in 2019 in conjunction with Numeracy and Writing.



Wellbeing

Goals & Intended Outcomes

- 2017 saw us implementing a new program, Highway Heroes, strengthening the wellbeing of Students, staff and community members. This included extra working hours for the school Wellbeing Co-coordinator and the school Pastoral worker.

Achievements

Significant resources have been and continue to be allocated to the area of Wellbeing. We have developed staff and community awareness in this area through a number of initiatives. These include the new Highway Heroes Program, Healthy Moves, Cyber Safety, Seasons for Growth, Confident Kids, Restorative Practice, Mindfulness Lessons, Student Leadership Program, Mini Vinnies/Johnnies, Life Education and an Indigenous arts program.

Our Wellbeing/Special Education Co-ordinator continues to manage and conduct ongoing assessment of these programs.

In addition, a part time School Pastoral Worker from CentaCare has worked one day per week conducting activities with individual students, small groups, staff and parents.

Referrals are also made when required and extra assistance is requested from the Catholic Education Office advisors and external services such as Centacare, Child and Adolescent Mental Health Services (CAMHS) and Brophy Family Services, Warrnambool.

Our staff and parent body also contribute to the wellbeing of other community members reflecting our resolve to nurture the ongoing development of relationships and community, within our school and beyond.

In the school external review document tabled in 2016, the following strengths were mentioned by reviewed Geoff McPherson.

“Wellbeing was revealed as an area of significant strength in the CHECS staff data. This was broadly evident across all components – relationships, wellbeing practice, safe learning environment, rights and responsibilities.

In focus groups students were very positive about their school experience and readily indicated that they feel safe at school. Parents were overwhelmingly happy with the quality of all aspects of wellbeing practice.

Student achievement is consistently and widely celebrated, creating an environment in which all students can experience success.

Staff have a voice and are heard. At no point in discussions with staff was there any suggestion of a disconnect between leadership and staff.

Staff value and implement a range of social emotional programs.

A cohesive school wide approach is in place to support interpersonal and personal learning.”



How Absentees are handled.

Non-attendance at school is approached in a number of ways. Rolls are marked twice a day. Should a child be absent without Parent notification, the parent is contacted via SMS as a precaution and to seek possible explanation.

Should a child's absence be unexplained and there be a reason to have some concern, all possible attempts of contact via phone are attempted.

If a child is to be absent for a week or more, the Principal is to be notified.

Long periods of prolonged absenteeism are discussed with Catholic Education Support staff and any other relevant agencies to can be of assistance.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Foundation	93.36%
Y01	90.9%
Y02	91.3%
Y03	93.1%
Y04	91.5%
Y05	89.1%
Y06	90.2%
Overall average attendance	91.0%



VALUE ADDED

In 2018, the school undertook the following additional curricular and extra-curricular activities to bring about overall School Improvement in Wellbeing:

Well supported school athletic carnival, after school football and basketball
 Leadership program for grades five and six school leaders at the Young Leader's Congress in affiliation with Deakin University.
 Grandparent Days
 Bike Education Days
 Student led wellbeing activities organised and present to the wider student body
 After school "Strum and Giggle" guitar groups
 Well supported Athletics Carnival
 After school sports including football and basketball
 Super Eight's Cricket day
 Whole school swimming and Surf Awareness lessons
 School Cross country for students offered competing in like schools' competition
 Mother's high tea and Father's Day breakfast and activities
 Raising money for charities and Catholic Mission
 Involvement and support of the Dennington Community Carols
 Involvement in the Dennington Community Association
 After school sporting programs Basketball/Gymnastics
 Sports Captains recess time activities and early morning
 Pastoral care vertical grouping days
 Catholic Education Week, Book Week, Numeracy Week and Literacy Week Celebrations
 Multiple dress up days and fund raising events including a walkathon
 Celebration of special events.
 Staff and parent celebrations and social events
 Extra expert coaching sporting days
 Sporting Mentor visits to talk and inspire children
 Walk to School initiative and Healthy Moves.
 Individual group sessions with children struggling socially by our Pastoral Care worker including the implementation of the Drumbeat Program
 Robust referral strategies and regular consultation with C.E.O. Psychologist and other agencies to formulate strategies and programs to support students and families
 Regular meetings with C.A.H.M.S. Professionals, Support Staff, Stakeholders, Families and School Staff for ongoing support to vulnerable students and families
 Extensive transition program between Kinder and Prep and from Grade 6 to Year 7. This has included buddy visits to kindergarten by grade 5 and a two-day stay at Emmanuel College
 Successful school camp and excursion program with all grades undertaking trips and 'stayovers' pertinent to their age and development. All were highly successful, well attended by both children and families
 The development of a St. John's Running Club that runs and walks for 30 minutes on a Thursday.

Indications of student satisfaction have included:

High rates of student attendance all year
Low incidence of discipline problems and incidents
Positive parental and student feedback, both anecdotal, and the 2016 External School Review.
This was in the areas of student participation and wellbeing
High visitation of past students throughout the year
High involvement rates of students in extra-curricular activities both in and out of school hours
Anecdotal reporting from other community members and groups about our students
Vocalisation and reporting from students about the enjoyment or anticipation of programs they experience at school
Smooth transition reported both from Kindergarten and secondary schools related to our students.

Insight SRC survey data indicate that student perceptions about wellbeing were generally high. Their perception of feeling safe, connectedness with the school and peers as well as student motivation were all high. Teacher relationship scores have dipped since 2017 which was disappointing.

In 2019 we have nominated an increase in the areas of student wellbeing, particularly in the senior classes. Additional staff will be added to each of the classes and a fourth teacher in Mathematics and Literacy. Our Pastoral Support worked will work for an extra day per week. To help student welfare we will also introduce the "Zones of Regulation" program in conjunction with our Highway Heroes program. Additional social, sporting, relaxation and such activities will attempt to bring this cohort of student back to the 80% to 90% level we have achieved in the past.



Child Safe Standards

Goals and Intended Outcomes

During 2018, St John's continued to review and implement program to ensure we, as a school community are fully compliant with the all Government Child Protection standards. Our Goals and intended outcomes included:

- Continued implementation of strategies for embedding a culture of child safety at the school
- Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential
- Development, Maintenance & implementation of a Child Safety Code of Conduct, Established processes for employment, screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment, Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
- A fully developed child designed code of conduct to be presented and displayed by students to other students across the school
- Regular discussions with all classes about safety at school
- Risk Management strategies to identify and reduce or remove risks of child abuse.

Maintenance of strategies to promote student participation & empowerment in creating an environment where they feel respected, valued and are capable of reaching their full potential.

Achievements

Through Leadership direction, all standards are maintained; with documentation and procedures reviewed and sustained.

All members of staff are trained in Child Protection identification and reporting responsibilities.

Students also have been educated and made aware of strategies when they feel uncomfortable and may need to seek help.

All Staff again trained in Mandatory Reporting.

In Newsletters and on our website Child Protection documentation and advice has been made available.

A Child Protection Officer is appointed.

An agenda item on every week's staff meeting is specifically addressed to ask staff if they have any concerns related to Child Protection risks.

In all classes, each term, children are asked if there are any places in the school where they don't feel safe or if there are any situations at school that make them feel uncomfortable; encouraging a dialogue promoting Child Protection.

Leadership members, each term, conduct a Child Safety Audit of the site and nominate potential actions to mitigate any nominated risks.

Notice boards and posters make visible the notions of Child Protection as well as information on reporting Child Abuse.

Code of Contact to be signed by all who visit the school interacting with children.

Robust Human Resource policies have been implemented, when employing new staff and taking on volunteers. These include where appropriate, police checks consulting referees and researching past education and employment histories.

In our Social Emotional program conducted in classes, students are educated in Child Safety, on the concepts about feeling safe and what to do to mitigate risk and seek help; including in Cyber safety. Constant and deliberate acts by team members to insure equity for all, for children to feel valued and respected and as part of our P.L.C. mantra, that all children will achieve high standards.



Leadership & and Stewardship

Goals & Intended Outcomes

- Continue maintenance of the Leadership team which includes Principal, Deputy Principal, Religious Education Leader, Numeracy Leader, Special Education Leader and Wellbeing Coordinator.
- Continued Guiding Coalition Team to oversee the implementation of the Professional Learning Communities initiative in both the Mathematics and Writing area of Literacy and to communicate and plan service agreements with the Catholic Education Office.
- To strengthen the efficiency of all our leadership structures and operations. Review our Staff Charter Norms each Semester and regularly revisit our Annual Action Plan Goals.
- Stringent goal setting for all levels of Learning and Teaching based of assessment data.
- Ensure full adherence to all OH&S requirements and ensure full Child Protection Safe Standards are met.
- Regular allocated meetings by Leadership with parents, non-teaching staff, emergency teachers and Learning Support Officers. Continue a Personal Professional Learning Plan for all staff; linked to team coaching for teaching and leadership and negotiated goals with L.S.O.s.

Achievements

School Improvement Surveys indicate steady growth in the aggregate indicator for organisational climate.

The surveys also suggest a lift in staff wellbeing overall, including staff morale which is a key driver in enabling the school to continue its improvement journey.

Across the four pillars of the Insight SRC report that contribute to staff wellbeing, motivation and performance, the element indicated as having greatest relative strength in that of supportive leadership (Empathy).

St John's has been strategically effective in the creation of leadership structures and opportunities for staff to take up leadership. Of special significance has been the establishment of a new Leadership Team that better reflects the school's organisational structure (Junior, Middle and Senior School). Closely aligned with this model for overall leadership has been the introduction of a Professional Learning Communities Guiding

to guide and lead Improvement in numeracy teaching and learning.

In 2016 Leadership successfully completed a detailed and affirming External School Review as part of the School Improvement Framework.

The greater level of efficiency in sharing ideas through use of Google Drive.

The Coaching Partners arrangement and the opportunity this offers for professional feedback and conversation that is focussed on classroom practice and students' learning.

Leaders at St John's see themselves as leaders of learning

Leaders meet on a weekly basis

Leaders are developing the practice of using whole school trend data to assist in identifying areas for attention in future planning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

The following were Professional Learning undertaken:

The Prep. Project

Michelle Hutchins – SMART Spelling

Graduate Teacher program

Numeracy Leaders Days

Literacy Leaders Days

Religious Education conference and cluster meetings

Highway Heroes and Little Highway Heroes training

OH&S emergency procedure training

Professional Learning Communities days

Leadership Colloquial days

Special Education Leaders Days

NCCD training days

ICON implementation and training days

SIMON digital system training – eSort & Medical

Awakenings Religious Education training for new staff

Awakenings II training for all teaching staff

RASE Program

Maclit. (Macquarie Literacy Program training)

I.C.T./S.T.E.A.M. conference Ballarat

Principal Meetings

EMU training days

Southern Zone Network Meetings

I.C.T. Leader cluster meetings

Specific Learning Difficulties training (SP.E.L.D.)
 Thomas Groome R.E. Conference
 T.A.F.E. Learning Support Officer day.
 Awakenings II closure Day
 Ballarat Diocese Leadership Colloquium
 P.L.C. Schools visit in Melbourne
 Junior Elementary Mastery of Mathematics (JEMM) training
 Sow and Grow Religious Education Conference
 First Aid Training Asthma Anaphylaxis and Level II

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

19

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2178.00



TEACHER SATISFACTION

In the CHECS survey data from 2017, staff were most positive about all areas within Leadership and Stewardship: Shared leadership, Building Staff Capacity, Ensuring Effective Governance and Stewardship of resources. Up to 95% of responses were favourable

In the 2016 external School Review, staff expressed strong satisfaction with: The growth of a culture of collective responsibility for student outcomes, so that staff speak of 'our students'

The quality of staff teamwork. This is also indicated as a relative strength in staff survey data

Focussed agendas for meetings which are seen as a significant advance in ensuring that there is a focus on what is most important

At Annual Review Meetings, Staff expressed positive attitudes to the Leadership team and operation

Other indicators that show positive Teacher Satisfaction include:

Excellent results of staff satisfaction in the Insight S.R.C. survey data

High staff involvement in community celebrations such as

A.N.Z.A.C./Remembrance Day

Graduate Teachers' Camp and support days

Staff willingness to participate in Father's Day and Mother's Day celebrations

Raising money for charities, sponsored International student and Catholic Mission organised by staff

Staff involvement and support of the Dennington Community Carols

After school and in-school sporting programs run by staff including the Dennington Dash

Staff supporting parent celebrations and social events

Arts and Drama Night involvement and organisation by staff

School Liturgies and Parish celebrations where staff have generously offered help.

Staff participation in Parents and Friend's meetings, fundraising activities and social gatherings

Working Bees co-ordinated by staff

Shared sacramental preparation

Excursion involvement involving night time stays by staff

Positive feedback to staff regarding the student mid-year and annual reports and parent teacher interviews

Willingness of staff to openly discuss issues with the Principal and other Leadership Staff

Excellent attendance and engagement at in-service activities

Low number of staff absentee and sick leave

Well-ordered and co-operative school environment

Regular meetings between all groups in school facilitating effective communication.



TEACHING STAFF ATTENDANCE RATE	
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Teaching Staff Attendance Rate	90.3%
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STAFF RETENTION RATE	
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Staff Retention Rate	88.9%
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TEACHER QUALIFICATIONS	
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Doctorate	0.0%
Masters	7.7%
Graduate	7.7%
Certificate Graduate	15.4%
Degree Bachelor	84.6%
Diploma Advanced	46.2%
No Qualifications Listed	7.7%

TEACHER SATISFACTION

Insight SRC teacher satisfaction results are all in the 75%-85% percentile range and in line with other like Victorian Primary Schools which is positive. Individual staff wellbeing indicators in Morale have increased, staff distress remained sustainably low as was overall school distress.

In 2019 it suggests we need to conduct a PLC health check, allow for more teacher team working opportunities, streamline communication and staff meetings all; to better maximise teacher release for collaborative planning.



Community Engagement

Goals & Intended Outcomes

- To improve student Physical, Personal, Social Learning and efficacy through greater links with parents and the broader communities.
- Undertake sustainability programs to enhance community involvement and connectedness.
- School involvement in public and wider community events.
Strengthen the sharing and embedding of a common vision that incorporates a culture of ambition and high achievement.
- Develop our school's Catholic identity, community and wellbeing of all through the deliberate development of activities throughout the year.
Communicate to the school community our collective responsibilities and procedures regarding Child Protection.
- Continue to enhance our communication through effective digital communication solutions
Promote communication methods to enhance the parents knowledge and understanding of student learnings and progress.
- To ensure the Community has an understanding of The Traditional Owners of our place in school gatherings and art works in the school grounds.

Achievements

This year the school has:

Continued to be a community focus point and an integral part of Dennington and wider Warrnambool Community celebrations

Interacted with the wider school groups and the Warrnambool Catholic School Network as well as other state and private school sports and co-curricular activities

Participated in camping, recreational, environmental and cultural experiences that focus attention on The Traditional Owners of the Land, our community, our environment, our country and our world

Created and attended activities to reflect and actively acknowledge our responsibility as citizens in our communities, country and the world

Continued to interact with internal and external media to promote, report and express opinions on issues where appropriate

Continued to produce a high quality of communication with our community via newsletters, flyers and other digital modes of contact

Maintained our website to communicate with the community, promote our school and heighten awareness of the wonderful learning community we provide

Intensified our Pastoral Care and Wellbeing activities through school celebrations, fund raising, acknowledgement of individuals and groups, individual consultations, referral services and specific program plans

Broadcast our Vision and Mission through community action and example in line with our Apostolic Catholic Missionary identity

The 2016 External School Review report also paid heed to the successes in this area' St John's has broadly based strength in this aspect, particularly as expressed through the well above average Community Engagement Aggregate Indicator and supported enthusiastically in the large parent focus group.

The school is also recognised as a hub of the Dennington community which has no other substantial community buildings.

Significant and effective positive drivers of parent engagement in their child's learning include:

The extremely welcoming atmosphere of the school

The 3 way conversations involving students with their parents and teacher to discuss and reflect on each student's learning progress. This approach to reporting is now well embedded and was strongly endorsed by parents and students in focus groups conducted as part of the review

The ongoing communication between teachers and parents about their child's specific learning goals. This two-way communication includes follow through about the achievement of the goals

Maths nights and Cyber-safety nights and other opportunities that have been very well attended by parents and which provide an excellent opportunity to connect parents with their child's learning

The provision of multiple and varied opportunities for parents to be directly involved in the life of the school, including some grandparents in the classroom.

The highly successful Dennington's Day Out fair and the family fun run, The Dennington Dash have been great hits with the school and community



PARENT SATISFACTION

The 2016 External School Review report also paid heed to the successes in this area.

“St John's has broadly based strength in this aspect, particularly as expressed through the well above average Community Engagement Aggregate Indicator from the Insight SRC survey, and supported enthusiastically in the large parent focus group.

The school is also recognised as a hub of the Dennington community which has no other substantial community buildings.

Significant and effective positive drivers of parent engagement in their child's learning include:

The extremely welcoming atmosphere of the school

The 3 way conversations involving students with their parents and teacher to discuss and reflect on each student's learning progress. This approach to reporting is now well embedded and was strongly endorsed by parents and students in focus groups conducted as part of the review

The ongoing communication between teachers and parents about their child's specific learning goals. This two-way communication includes follow through about the achievement of the goals. Other modes of communication include Newsletters, Email, Phone, SeeSaw App, simon/Parent Access Module, Website and Skoolbag App.

Maths nights and other opportunities that have been very well attended by parents and which provide an excellent opportunity to connect parents with their child's learning.

The provision of multiple and varied opportunities for parents to be directly involved in the life of the school, including some grandparents in the classroom.”

Other indicators noted include:

Community recognition of our contribution to A.N.Z.A.C. / Remembrance Day celebrations.

Raising money for charities, and Catholic Mission have been gratefully received

Community recognition for our involvement in the Dennington Community Carols,

High attendance rates to school celebrations and social events; in particular, a big increase in the parents attending School Assemblies

Willingness of parents and other community members and groups to openly discuss issues with the Principal and staff.

Widely supported after school sporting events

Widely supported in school sporting events

Successful applications for funding grants from community and statutory authorities

Regular media articles speaking positively about our school, it's programs and standings in the community

Increasing enrolments and a very low turnover of early exiting families

Large number of families and their relatives attending, anecdotally indicating community satisfaction

Dynamic Parents & Friend's Group, School Advisory Council and volunteers that support the school

Increasing number of Teacher Education Students, Secondary and tertiary students, and volunteers that apply to come into the school for experience and study.

Data from the InsightSRC survey indicated that parents thought our community engagement was in the top 25% of all like Victorian Primary Schools. Parent partnerships, approachability, parent input, reporting and school improvement indicators are all in the 90 percentile.

Future Directions

In 2019, many continued directions will be evident. Other new and exciting directions will emerge as well. Among them:

- Continued dedication to the mission of Jesus through our work and example
- Continued Full development of a Professional Learning Community (P.L.C.) across the school; specifically in the areas of Mathematics, the Writing component of Literacy and added to the list; Spelling.
- Continued dedication to providing time for Teacher Peer/Team Coaching to occur across the school; expanding the program to L.S.O.s and members of the Leadership group
- Maintenance of robust OH&S procedures and strict adherence to all Child Protection Standards
- Implementing the recommendations of the 2019 Annual Action Plan.
- Furthering our functioning connection with our community, country and the globe
- Further grounds development, playground expansion. Finalisation of a stage two master plan for school expansion and improvement into the future
- Progressing the environmental sustainability of the school and surrounds, including the expansion of the gardening area
- Search, encourage and promote innovation in our teaching and programs to exploit differing learning styles and maximise learning for all
- Ensure our staff are up to date professionally, challenged and satisfied by offering necessary, meaningful and relevant professional learning experiences pertinent to their own Personal Professional Development Plan
- Continue to promote our school and the shared use of its facilities within our community
- Continued development and implementation of the school improvement framework
Keep current and relevant by being aware of changes in our environment, politics, policy and new information technologies to maximise communication, program support and further development of our curriculum programs.
- Use of the Simon digital system to manage class roles, absentee management, Notes pertinent to all students (including NCCD documentation) and reporting.
- Continue formal Science classes in the Senior school, I.C.T. and cyber safety across the entire school.
- Continue the “Highway Heroes” and “little Highway Heroes” Social and Emotional Learning program across the school



- Striving for high standards in teaching and learning within the realms of an enjoyable, supportive and safe school community
- To become a more active learning community and responsible entity that is in sync with the needs of our communities and the environment
- Ensuring the wellbeing of all in our school community
- Inviting all to join our community and mission
- Implementation of the “Zones of Regulation.”
- Continue to look for ways to improve communication and consultation with all staff and community regarding the day to day running of our school.

