

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St John's Primary School
Footscray

2017

REGISTERED SCHOOL NUMBER: 1146



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Minimum Standards Attestation

I, Gemma Goodyear attest that St John's Footscray's compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

<18 April 2018>

Our School Vision

We refer to our vision as our horizon, we strive to reach a horizon as much a horizon meets us. Horizons of Hope has framed our horizon.

We walk together as a community, valuing the dignity of all people first and foremost.

In our passionate, dynamic and inspiring community we hear all voices and embrace diversity. Through our openness we discover, explore and encounter the world around us.

'We walk together in the light, as God is in the light, we are one with each other' (John 1:9)



School Overview

Primary School is located in Footscray, 7 kilometres west of the central business district. It was established in 1922 as a church-school, built through the voluntary labour of parishioners. St John's was under the guidance and leadership of the Sisters of St Joseph for 77 years up until 1999 when the first lay principal was appointed.

- The school is on a small inner suburban site that is utilised to create a positive learning environment. The school has focused much effort in building an innovation centre which includes a newly created FARM. The farm is an area each class visits continually- a huge amount of produce is grown and used. A chicken coop is housed at the farm also.

St John's school is part of the partnered parishes of Braybrook and Maidstone recently amalgamated and now known as The Holy Family Parish (December 2017).

- Enrolment in 2017: 198 students. St John's enrolment has steadily increased and as a result at the end of 2017 had 22 children on the waiting list. Students at St John's come from diverse cultural and linguistic backgrounds, with twenty different languages spoken. St John's School is a multi-faith community, Catholics, Buddhists, Hindus and other Christian faiths contribute to the school's rich and varied community.
- The school employs 11 full time staff and 15 part time staff (including 5 Integration Aides). There are eight class groupings (2017) – 2 x Prep; 2 x 1/2 ; 2 x 3/4 , 2 x 5/6.
- Specialist programs offered at the school are (2017): Innovation including Farm to Table and inclusion of St John's Community Garden (STEAM), Physical Education, The Arts- Music, Japanese, and Reading Discovery (Reading intervention).
- The partnership between the school and every family that makes up our community is a priority at St. John's. High expectations and providing every opportunity to achieve the best educational outcomes possible is a commitment evident in both the staff and parent community. We strive to ensure that every child is supported as they develop socially, spiritually, emotionally, physically and academically. Our Annual Action Plan clearly prioritises improvement of our Learning & Teaching and Performance & Development Culture with our aim of improving student outcomes. The goals and strategies identified in this plan are clear and revisited through leadership teams in each sphere. A priority for St John's in 2017 was to ensure a consistent and aligned philosophy. Leaders in 2017 were driven by the School Improvement plan. Learning and Teaching - accurate data collection and facilitated planning became core to our work. Wellbeing also remains a strong focus within the school. An emphasis on strengthening peer relationships and social interactions for the students through a buddy program, creation of 'houses' (Malachi, Irene, Alex and Flora) to build a sense of togetherness and cross age relationships. This respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school. We are extremely grateful for the achievements of staff and parents who work so closely to continue the improvement at St John's.

Principal's Report

The annual school report to the community reports on the achievements of the school from the five action areas of the School Improvement Report 2016-2020. In 2016 the school was reviewed by an external reviewer Meredith Nolte. In the review report the following was stated: 'there are critical elements of school effectiveness and professional culture that must be addressed in the coming period. Most important amongst these are:

strengthening students' engagement in their learning;

enhancing consistent approaches to high quality teaching across the school,

developing a school vision that that has the commitment of staff and parents; and

building the school's organizational climate.'

In 2017 the school implemented its first year of its School Improvement Plan. In this Improvement Plan one of our intentions has been to improve student engagement and build a consistent approach to high quality teaching. Core to this work was to develop a shared horizon (vision) to move forward.

As a school community we invited family, student and staff input to restate our shared moral purpose and re shape our school vision. The staff attended a conference at Williamstown over two days, facilitated by Jane Louise Collins from EdPartnerships. Through the year we sought key stake holder's dreams and beliefs and a new Vision that reflects our current realities was created. The Vision statement was shared continually with the wider community for consultation and then presented late 2017.

Parent education evenings about the school's philosophy were provided a long with a Mathematics - learning at home night and writing expos were held to engage families in learning. These family nights had a great up take.

We continued our work in Professional Development and teacher led inquiries. Teachers as researchers were key to build teacher capacity. To achieve this, we have been involved in the 'Collaborative Impact Program- VISIBLE LEARNING' based on the work of Professor John Hattie and sponsored by Catholic Education Melbourne. The Collaborative Impact Program focused on teacher capacity, building knowledge and understanding of high impact in student learning. This focus continues in 2018. This has resulted in planning facilitated by an expert leader and an expectation of Learning Intentions, Success Criteria and feedback is emerging. Our aim to improve student outcomes by engaging the students in their learning through the well targeted and well planned integrated units of work. Deb Vietri, an external consultant, has worked with each team each term to ensure validity and high engagement through Inquiry developmentally appropriate units. 3 leaders and 2 classroom teachers attend a Reggio Emilia study tour to immerse ourselves in high engagement curriculum driven by students at the centre. Our wider community in P-2 were very supportive of this learning and implementation of a Reggio influenced foundation.

Student well-being continues to be central to all that we do. We have focused on the children's social and emotional learning and learning dispositions as the foundation of learning. 5 staff members attended Daniel Birch in New Zealand to increase our knowledge of dispositions. These dispositions are explicitly taught as our focus on HOW WE LEARN continues. Our work with Paul Furmei has been invaluable in understanding our Catholic Identify data. Paul led 4 workshops for all staff throughout 2017 to bring our questions and thoughts to the table. We will continue this focus to increase our knowledge and understanding our school data and the possibilities and challenges that arise. I wish to thank the Parish Priest, Fr. Rene Ramirez for his ongoing encouragement and support of all we do at the school. St John's is well known for excited and eager staff. Parent feedback at the end of year 2017 was that staff were trusted and 'fresh'. Each staff member works tirelessly alongside our families to enable the children to achieve the best possible outcomes in their learning. I feel privileged to work with such dedicated and energetic Educators I congratulate all for their ongoing professionalism and willingness. I remain very confident that St. John's will continue to be a place of innovation, ready to meet the changing needs of our students and the families that are our community

Education in Faith

Goals & Intended Outcomes

To strengthen the Catholic Identity of St John's School as a faith community.

IO: That students demonstrate a commitment to their faith and the school's Catholic culture.

Achievements

Enhance teacher capacity to engage parents in their child's learning and faith development - 4 x Professional Learning sessions with Paul Fumei (CEM).

Continued to write Faith and Life units (Term 1-4) - connected Faith and life using through lines, Catholic Social Teachings and students' Knowledge and understanding.

PLT focused on Understanding other religions /Faiths each term. Connecting to our Catholic Faith.

VALUE ADDED

Community charity support through an ongoing roster of collections for the local Joseph's Corner, ASRC and WEST

Mary Mackillop whole school Feast day with food collection and combined family Mass and celebration.

Harmony day celebrated and explored in class and as a whole school.

Regular involvement in parish liturgy.

Ongoing facilitating of a training program and roster for new altar servers to help within the parish and at school celebrations.

2 staff members attended Josphite Colloquium.

Learning & Teaching

Goals & Intended Outcomes

Build student learning confidence to set goals, self-assess and be self-directed learners.

IO:

That students are empowered by learning how to learn.

That students' Literacy results improve.

That students' numeracy results improve.

All students experience success in learning.

Students become self-directed learners.

Achievements

Developed a shared a renewed Vision

Participated in Visible Learning PL

Implemented Learning intentions, Success criteria & targeted Feedback

Designed Yearly assessment schedule

Introduced Student Performance Analyser

Reading Family Night

Maths Hands on night for families

Writing expo - focused on developmental stages of writing

Personal Learning Plans embedded

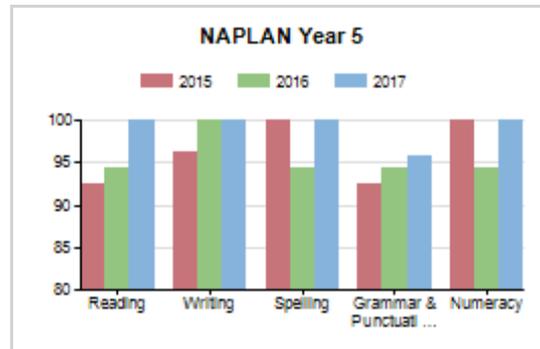
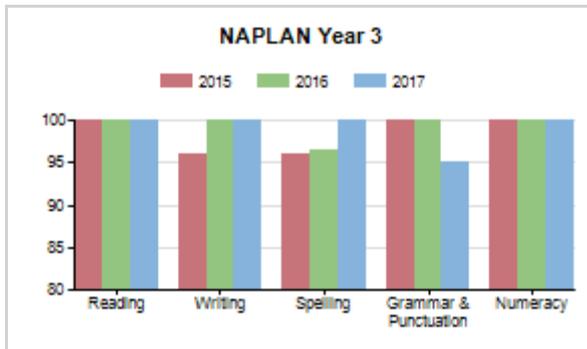
PSG- occurred each term with parents and Teachers

Launched online APP to communicate with parents - SEESAW

E1100
St John's School, Footscray

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	95.0	-5.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	96.0	96.6	0.6	100.0	3.4
YR 03 Writing	96.0	100.0	4.0	100.0	0.0
YR 05 Grammar & Punctuation	92.6	94.4	1.8	95.7	1.3
YR 05 Numeracy	100.0	94.4	-5.6	100.0	5.6
YR 05 Reading	92.6	94.4	1.8	100.0	5.6
YR 05 Spelling	100.0	94.4	-5.6	100.0	5.6
YR 05 Writing	96.3	100.0	3.7	100.0	0.0



STUDENT LEARNING OUTCOMES

- Year 3 NAPLAN Data across all areas of Literacy and Numeracy indicated that over 95% of our students reached the minimum standard required. A small decrease was expected as NAPLAN practice tests did not determine the teaching and learning of the term and instead effective pedagogy was employed at all times.
- Year 5 NAPLAN Data over the three-year period (2015-2017) indicated that over 90% of our students reached the minimum standard required. We will continue to have high expectations of our students' learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders.

VALUE ADDED:

Deb Vietri - Inquiry consultant working with each team to provide guidance

Attending Discovery Learning network days

Teaching and Learning network

Numeracy network attended

Literacy network attended

Family involvement in Learning

SEESAW online engagement

Worked with Michael Ymer to build Mathematics knowledge and understanding

Student Wellbeing

Goals & Intended Outcomes

Goal: Build a culture that supports positive relationships, engagement, and a strengthened sense of wellbeing.

LO: That student learning engagement and connectedness increases

Achievements

Began to explore Positive Behaviour Learning

Child safety policies created, revisited and presented to staff

Established protocols of how to report for children with concerns

Established protocols of how to report to outside authorities on children at risk

Introduced Meditation each morning - WHOLE SCHOOL

Introduced games on yard to engage students

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	89.61
Y2	91.70
Y3	92.45
Y4	95.25
Y5	95.10
Y6	96.12
Overall average attendance	93.37

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.8%

STAFF RETENTION RATE	
Staff Retention Rate	68.42%

- Role is taken twice a day. Parents are contacted - Parents are expected to notify the school of absences due to sickness/appointments or holidays.

Late book has been implemented for parents to sign in late children. Admin officers will add to roll.

VALUE ADDED

- Positive Student Behaviour Procedures which focus on teaching students to assume responsibility for their own behaviour, therefore creating a cooperative learning environment.
- Transition Programs: Year 6 to 7 & Kinder to Prep School wide fortnightly focus on a specific social skill.
- PLTs and Staff Meetings to support teacher practice in wellbeing strategies.
- Facilitated parent conversations and information sessions providing avenues for parent education and input in many areas e.g. Cyber Safety,
- Parent night - external facilitator May 2017
- Get to Know You (family Chats)
- Child Safety Professional Development Mandatory Reporting, Anaphylaxis & First Aid
- Continued employment of a Speech/ OT for one day per week who provides counselling and advice to both parents and students.
- Emergency Management, Evacuation & Lock Down practices
- Before and After School Care Program

STUDENT SATISFACTION

Student satisfaction data (Insight SRC) confirms an increase in student motivation (83.24 to 86.57) and student morale (64.09 to 67.09)

Child Safe Standards

Goals and Intended Outcomes

- *To Create and maintain a child safe environment*
- *To develop procedures to ensure child safety standards are communicated and adhered to.*

Achievements

- *CHILD SAFETY STAFF MEETING*
- *PROTECT Focus in staff forums*
- *The embedding of policies and commitments into every day practice*
- *All induction – child – Volunteers and parent work shops*
- *Consultation with the community*
- *Student participation and empowerment strategies – wellbeing focus and blended into Inquiry units. Focus beginning of each term.*
- *Child safety - Risk Management approaches – Leadership meetings – minimise risk at all times*

Leadership & Management

Goals & Intended Outcomes

To develop a positive culture characterized by, commitment and accountability to the school vision

That all members of the school community are confident, responsible and accountable learners.

Achievements

- analysis
- Closure Days - To develop a school vision (Term 3 external person) School horizon developed with support from Ed Partnerships - Dr Jayne- Louise Collins
- Closure days - philosophy based - our core understandings and beliefs around Learning and Teaching
- Introduce Tune in Protocol for reflective dialogue in relation to decision making Use the *Performance and Development in Catholic Schools Guide* to inform school improvement, including action to:
- review the school's vision and values and develop the clarity, ownership and commitment of all school community members
- develop a climate of *high challenge, high support*¹ for staff knowledge and practice through mentoring, P and D meetings and Learning walks
- develop and monitor a school wide professional learning plan aligned to the *SIP*
- ensure high reliability of data, including Insight SRC School Improvement Surveys, *NAPLAN* testing and school based assessments, that is regularly collected, analysed, communicated and monitored to inform school improvement
- developed the leadership capacity of the leadership team (term 2/3) through weekly leadership focus rather than managerial tasks / admin
- Each 5-week facilitated Professional Development meetings to discuss individual Teacher inquiries - supported by professional practice time

develop emerging leaders through giving opportunities to be leaders - emerging leaders attended CEM WRO - leaders PL

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	29.41%
Graduate	17.86%
Certificate Graduate	17.86%
Degree Bachelor	82.35%
Diploma Advanced	47.06%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	19
FTE Teaching Staff	16.200
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	6.503
Indigenous Teaching Staff	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2016**

Understanding the School Improvement Data professional learning

Jayne Louise Collins - Ed Partnerships - coaching and developing Vision

Berry Street

Reggio Emilia - ITALY study tour

Occupational Therapy Strategies.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3000

TEACHER SATISFACTION

Feedback from teachers indicates a great love and commitment to St John's. Insights SRC data presents an overall increase in teacher satisfaction: Individual morale (72.80 to 79.44) Supportive leadership (69.00 to 75.56) and Role Clarity 65.75 to 68.75.

School Community

Goals & Intended Outcomes

St John's School moves from parent involvement to parent engagement.

That student learning, wellbeing and faith development is enhanced by strengthened partnerships between home, school, Parish and our broader, diverse community.

Achievements

- A number Community Conversations were run to gather information from parents and children that would feed into our 'St. John's Horizon' document. We ran these over several days, including a weekend at different times so that we could get as many voices as possible.
- Farm has been established and 'Cultivating Communities' is running a program with the students.
- Parent group were involved in obtaining a grant from the council to buy things for the Farm e.g. BBQ.
- Parent group/ school ran an evening for the school community 'Harvest Festival'.
- Parents formed a roster to water & maintain the garden over the holidays.
- Parents ran a 'Movie Night' for the school - movie for the children and get together for parents to build relationships within the parent community.
- New teachers cluster to develop an understanding of parent engagement- our cluster group with Christ the King and St. Monica's organised a series of sessions across the year to PD beginning teachers and new teachers to our schools. This is continuing in 2018.
- in grade prep the Seesaw App was trialled as a way of communicating with families about what was happening in the classroom and how they could then support their child at home. This will be rolled out across the school in 2018.

PARENT SATISFACTION

- Parents are very happy with the children going to the farm. Their response to the Harvest festival showed their level of commitment.
- Parent response and involvement to the community conversations was evidence of their commitment to having a say in the way they want for their children at St. John's.

Prep parents embraced the Seesaw app and the conversations with the teachers were evidence of the understandings parents had developed about their child's learning.

Insight SRC data confirms parent satisfaction – Parent input 2016: 78.07 to 2017: 85.27

Approachability 2016: 79.61 to 2017: 80.98, connectedness to peers 2016 :80.41 to 2017: 87.27

Future Directions

- **Seesaw App will be rolled out in 2018.**
- **Community conversations will continue in 2018.**
- **Learning walks for parents will take place in 2018.**
- **Parent involvement and engagement in the farm will continue to increase. Parents will take ownership of the farm as a gathering place for them during school and on weekends.**
- **Professional development for staff within our cluster group (Christ the King, St. Monica's and St. John's) will continue; Beginning & new teacher PL and whole cluster day with Debbie Pushor.**
- **Follow up sessions for the cluster - this will take place in cluster PLT's where we meet at each other's school over the year.**

VRQA Compliance Data

NOTE:

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