

St John's School Footscray

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Emily Conroy, attest that St John's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

St John's 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

Farm, and 2 new art studios' known as The Atelier's. The atelier, or art studio, plays an especially important role in enhancing and guiding the community. Educators from Reggio Emilia often talk about the unpredictable nature of learning in which knowledge is formed through unexpected relationships and new connections. This understanding challenges the idea that education is a linear process of development.

St John's school is part of the partnered parishes of Braybrook and Maidstone known as The Holy

Family Parish.

- Enrolment in 2022: 218 students.
- The school employs 14 full time staff and 18 - part-time staff (including 5 Learning Support Officers and 2 Administration staff).
- There were 11 class groupings - 2 x Prep; 2x 1; 2 x2; 3x3/4, 2 x 5/6.
- Specialist programs offered at the school are Innovation, Japanese, Physical Education, The Arts - Visual Art, Performing Art and Music

Our Annual Action Plan clearly prioritised the improvement of our Learning & Teaching and Performance & Development Culture through coaching strategies. Family engagement and engagement in Faith as highlighted through the school review process in 2019. Wellbeing remained a strong focus within the school with all new staff undertaking the Berry Street Educational Model Training.

Principal's Report

In 2022, we celebrated 100 years of learning at St John's Footscray. We commemorated this special occasion by engaging an artist, Justine McAllister, to paint a mural on the school boundary along Eleanor Street. "The design presented is a true collaboration between the artist and learners. The hero of the design is the illustrated characters by the children. The themes showcased include Australian flora, friendship, learning, creativity, health, indigenous connections to the land, sharing, play, sport, the school farm, religious faith, brightness and hope." Justine McAllister, artist. We also hosted different events for the community and alumni to come together and celebrate this milestone and documented this through our '100 Year of St John's' website. It was a privilege to be a new Principal joining a community celebrating its 100 years providing lots of opportunities to learn the story and history of St John's Primary School from current and past staff, students and families.

With the return to onsite learning in 2022, the community was excited to be together once again. We marked this return with a Welcome Picnic in Term 1, where families brought a picnic dinner to share at school while listening to live music and purchasing a drink from our coffee van or dessert from the Ice-cream truck. As a school the wellbeing of children, families and staff was a priority as we adjusted to the post-COVID norm. It was wonderful to be teaching children face to face and welcoming parents and grandparents through the school gates. It was also not without its challenges. Like the rest of society, we had people who were ready to live their life like they were pre-COVID and others who were experiencing symptoms of anxiety around being in contact with large groups of people. This was addressed by stopping and checking in with people, reflecting and evaluating how people were coping and feeling across the year.

2022 was also a year for educators working with children to find out what they know and where the gaps were in their learning and which areas of the curriculum need to be prioritised. Leaders attended planning sessions to support educators in designing learning and teaching plans to meet the needs of children and measure their growth. Staff also engaged in a two day retreat with a focus on Spirituality and how we can use the Pedagogy of Encounter to enrich our teaching practices. This was an amazing experience hearing about the history of the Sisters of Saint Joseph who opened our School in 1922, looking at how we can engage children in Religious Education in a context that makes sense in the world they live in as well as time to form positive relationships as a staff group.

I thank Fr Rene and Fr Gerald for their support as we nurture the spirituality of our young people in our care and continue to work with us to ensure we grow as a vibrant Catholic community within the Holy Family Parish.

I would also like to take the opportunity to thank the whole school community for welcoming me to St John's by introducing themselves, sharing and trusting me with their family's story, demonstrating patience and offering support as I became familiar with new structures and processes and valued what I have to offer.

School Advisory Council Report

At the beginning of 2022 a School Advisory Council was introduced to the community. The formation process was followed as outlined by MACS (Melbourne Archdiocese of Catholic Schools) resulting in the selection of four parents and two parishioners meeting four times across the year with the school Principal. The initial meetings were focused on the purpose of the School Advisory Council at St John's and the Terms of Reference. Agendas and materials were sent out prior to meeting and topics we explored included as a group included:

- Launch of the new school website
- Enrolment and fee increases
- Additional Child Safe Standards and Policies
- Mid and End of Year reviews of our 2022 Annual Action Plan
- Farm lease and possible Convent lease to allow for additional learning spaces
- Centennial Celebrations

Catholic Identity and Mission

Goals & Intended Outcomes

Build an environment of Faith formation that celebrates and engages both the Catholic tradition and relationship with the wider Church.

Create a sense of belonging by purposefully listening to and celebrating the narratives of the community and encouraging dialogue with Catholic beliefs and practices.

Explore recontextualisation and investigate innovative ways for children to engage in a dialogue about the Catholic faith and its place within our diverse multi-faith community.

Achievements

- REL attendance at the Western Region REL Network
- Twice Termly TADs (Teachers as Designers Meetings) to build capacity of staff in the teaching of Faith Life and Social Justice Principles
- Fortnightly whole School Prayer Gatherings led by Hub Groups including daily Holy Week liturgies (including Stations of the Cross installation) and weekly Advent Liturgies
- Two whole school masses celebrated at Our Lady's Church for Beginning of the School Year and the Feast of St. Mary MacKillop (Centenary Mass).
- School liturgy for Ash Wednesday led by Father Rene
- Blessing of the Centenary Mural by Father Rene
- Faith and Spirituality Retreat held at Mary MacKillop Heritage Centre including immersion in the tradition of the Sisters of St. Joseph on Day 1 and curriculum development on Day 2.
- Sacramental Preparation Program, Family Formation Evenings and celebrations of Reconciliation, First Eucharist and Confirmation with Christ the King School in Braybrook at Our Lady's Church.

VALUE ADDED

- Development of a partnership with Mary MacKillop Heritage Centre (MMHC) to provide immersion and professional learning for staff
- Purchase of resources including a mobile altar and lectern to use when gathering for liturgies onsite. A Mary MacKillop print was purchased from MMHC for the front office foyer which was blessed at the Centenary Mass.
- Promotion of the Catholic Identity of St. John's School through making the traditions and rituals of the Catholic Faith visible including prayer when gathering for assemblies and staff update meetings (Tea Time Tuesday).

- Acknowledgment of faith traditions and spiritual traditions of cultural groups including engaging with an Indigenous Elder for a Smoking Ceremony and acknowledging significant celebrations of other faiths ie. Ramadan, Holi, Diwali.

Learning and Teaching

Goals & Intended Outcomes

Ensures that students are consistently engaged in meaningful experiences and there is a strong whole school focus on student assessment and providing opportunities for students to engage in feedback processes.

To build a culture of giving and receiving feedback across the school to facilitate high-quality pedagogy and leadership in learning and teaching.

Build a culture of designers of learning to foster student motivation, increase children's voice and build children's agency.

Achievements

A consistent explicit teaching approach across the school in Target Teaching groups.

Consistent and explicit use of learning progressions to design Target Teaching groups.

Consistent and explicit use of learning progressions to engage in conversations with children about their learning progress.

A consistent instructional approach to delivering lessons, including stating the 'learning question', providing opportunity for hands on- collaborative learning and lesson reflections.

Working with Lisa Burman as a consultant to develop a share approach to writing through online Professional Learning with Educators

Introduction and implementation of the Heggerty program for Prep and Yr 1 targeted teaching sessions

Online NAPLAN administration for Years 3 & 5 (Measuring Literacy & Numeracy)

Induction to Discovery Learning for new staff.

Implementation of feedback processes through Discovery launches in 4-6

Administration of PAT R and PAT M online assessments

Administration of pre- and post-assessments in Mathematics to gather data around student growth throughout units, semesters and years

Consistent use of student data to form Target Teaching groups using a range of data including Essential Assessment, Running Record data, teacher observations and anecdotal notes.

Data analysis during weekly planning sessions with leader support

Tracking children's growth over time through progression points and learning progressions (Literacy, Numeracy, Capabilities, other key learning areas.

Purchasing decodable readers for use with children in years P-1 to support early literacy skills. Including in Reading Discovery sessions.

Children collaborate with their educators to communicate about their learning through the SeeSaw App.

Children are involved in conversations about their learning with their educators using examples of success from Target Teaching groups and evidence from assessments. Children are scaffolded to talk about their goal, their success and their 'where to next' in the learning.

Children are supported to use a range of thinking tools to develop their self assessment and self reflection skills, including identifying 'What's Worked Well' (WWW) and 'Even Better If' (EBI).

Children are provided with opportunities to engage in play and project based learning based on their interests and curiosities.

Children engage in weekly conferences with an educator to discuss their progress on their play and project experiences, where the children discuss their goals and problem solving processes.

STUDENT LEARNING OUTCOMES

The results for NAPLAN assessments for Year Three have stayed consistently on par with the National standard between the years 2021 and 2022. The Year Five NAPLAN results for all areas improved from 2021 to 2022 with all children meeting the minimum standards for Numeracy, Grammar and Punctuation and the majority of children for Reading, Spelling and Writing.

This growth is attributed to:

The teachers engage in small - group explicit teaching.

Children are strategically grouped using pre-assessment data. Their progress is evaluated and monitored using Progressions adapted from the Victorian Curriculum F-10

Children engage in a mixture of similar and mixed abilities throughout their learning.

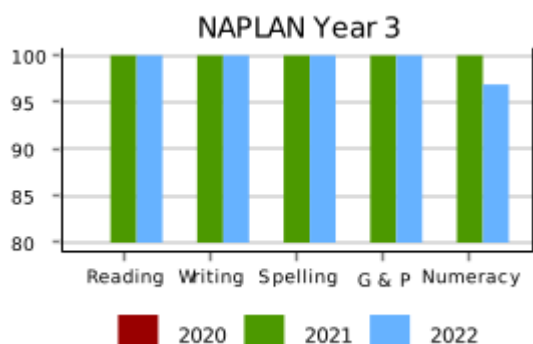
A range of data is used to inform groupings and teaching strategies including, PAT-R, PAT-M, Running Records, Essential Assessment, SPAT-R, and teacher designed assessments.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	96.9	-3.1
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	93.8	-	100.0	6.2
YR 05 Numeracy	-	94.1	-	100.0	5.9
YR 05 Reading	-	100.0	-	95.7	-4.3
YR 05 Spelling	-	100.0	-	95.5	-4.5
YR 05 Writing	-	93.8	-	95.8	2.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

To build a culture of giving and receiving feedback across the school to facilitate high-quality pedagogy and leadership in learning and teaching.

To ensure that students are consistently engaged in meaningful experiences and there is a strong whole school focus on student assessment and providing opportunities for students to engage in feedback processes

Continue to promote high expectations of all school community members in the demonstration of our Ways of Working to maintain an environment where children feel safe and ready to learn.

Achievements

- Professional Learning in the Berry Street Education Model for all new staff. All incoming staff have now completed Day 1 & 2 of BSEM with Christ the King PS.
- Follow-up TADS (Teachers as Designers) for BSEM on Body Module and Relationships Module as reinforcement Professional Learning for all staff.
- Compliance with legislative responsibilities under the Children, Youth and Families Act 2005 (Vic.) and Ministerial Order No.1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises.
- Staff completion of the eLearning Modules on the MARAM Online Learning System.
- Purchasing and administering the PATSEW Survey for students in Years 3-6 to gather data on the current climate of student wellbeing at St. John's to gather data to inform the Social and Wellbeing needs of our students with a view to undertaking an introduction to The Resilience Project in 2023.
- Continued integration of the Berry Street Education Model through the Ready to Learn routines in each Hub group to assess and monitor progression of each student of their development in the learning outcomes of the Personal and Social Capability Curriculum (Victorian Curriculum).
- Transition Programs at Kinder to Prep level and Year Six to Year Seven level including induction programs and Kinder visits for Preschool children and a Parish Schools Transition Day for Year Six.
- Leader Induction to the Resilience Project by attendance at TRP Conference at Melbourne Exhibition Centre.
- Attendance at the Wellbeing Conference by the Wellbeing and Learning Diversity Leaders
- Acknowledgement and explicit teaching of positive relationships to mark Harmony Day
- Explicit Teaching of protective behaviours during the "We are Safe Acknowledgment Week"

VALUE ADDED

- Embedding the Berry Street Education Model and the Ready to Learn routines into daily instruction leading to increased learning engagement for students (including induction for new staff).
- Analysis of student data on the current status of Student Wellbeing via the PAT SEW student survey for Grades 3 - 6 and the Teacher survey for Grades Prep - 1 leading to the engagement of the Resilience Project for 2023 in an initiative to support the mental health and wellbeing of students
- Camping program for students in Years 3/4 and 5/6 offsite and Years Prep - 2 onsite to re-establish opportunities for relationship building, independence and building resilience post COVID 19

STUDENT SATISFACTION

Student responses in 2022 MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey), indicates that staff were 69% overall positive in their responses compared to the MACS average of 66%.

STUDENT ATTENDANCE

School attendance across the school was at 91.6% in 2022.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.6%
Y02	91.3%
Y03	91.0%
Y04	91.5%
Y05	91.8%
Y06	93.4%
Overall average attendance	91.6%

Child Safe Standards

Goals & Intended Outcomes

Engage and invite families to be active partners in school life by providing opportunities for families to engage in dialogue about their child's learning; and to contribute to discussions, school celebrations and events.

Continue to lean into our Ways of Working to uphold expectations to maintain an environment where children feel safe and ready to learn

Achievements

1. Compliance with the MACS requirements of the implementation of the 11 Child Safety Standards including:
 - Transition to the MACS approved Policies, procedures and processes in accordance with the MACS Action Plan 2022
 - Publishing of the following Child Safe Policies to the publically accessible St. John's School Website
 - Child Safety and Wellbeing Policy
 - Anti-Bullying Policy including cyberbullying
 - Child Safety Code of Conduct
 - Engaging Families in Child Safety Policy
 - Complaints Handling Policy
 - ICT Acceptable Usage Policy
 - Duty of Care Guidelines
2. Compliance with all Child Safe Standard Regulations and Actions in accordance with Ministerial Order 1359 - Implementing the Child Safe Standards - Managing the Risk of Child Abuse in Schools and School Boarding Premises.
3. Communication of Child Safe Standards and St. John's response to implementing the 11 Child Safe Standards through the School Newsletter.
4. School wide acknowledgment of Harmony Day on the National Day of Action Against Bullying and Violence - March 18th 2022
5. CyberSafety program delivered to students by Bess Naughtin (eLearning Leader) and Martin McGuaran - Inform and Empower.
6. 'We are Safe' Acknowledgement Week - November 21 - 25 where educators accessed education resources from the 'Day for Daniel' Website to teach and explore child safe strategies and recognising feelings, emotions and body cues to act when in unsafe situations. (Ready to Learn focus).

Leadership

Goals & Intended Outcomes

Engage educators in the process of coaching through co-constructing professional goals through ongoing discussion and dialogue.

Empower educators to engage in professional inquiries based on areas of interest and potential areas for professional growth with coaches.

Maintain current practice of allocating time and resources to educator professional development, as per the Australian Institute for Teaching and School Leadership (AITSL) standards for teaching.

To provide opportunities for educators to develop their capacity in understanding the capabilities and its place within all curriculum areas.

Achievements

- Leadership engagement with Geoffrey Still to build leader capacity to engage staff in coaching processes
- Graduate support to prepare for VIT registration by engaging with a mentor including providing a 'graduate hour' to meet with a mentor or engage in tasks to develop their capabilities in Learning and Teaching.
- Learning Support Officer TADs facilitated by the Learning Diversity Leader to upskill LSOs in delivering Reinforcement Groups and supporting Discovery in the Learning Hubs.
- Provision of opportunities for staff professional development by engaging CRTs to replace teachers engaging in Professional Learning.
- Induction of new staff ensuring all educators understand and value the ways of working at St John's.
- Provisions of professional reading and discussions in areas of interest to educators through collegial discussions at planning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Faith Retreat with Sr Rita Malavisi and Adrian Lacey: History of the Sisters of Saint Joseph of the Sacred heart and Pedagogy of Encounter
- Writing PL with Lisa Burman
- Grammar in Context (MACS): Lead by Dr Misty Adiniou, an approach for teaching writing, and explicit teaching of grammar through the use of rich texts.
- Berry Street Education Model PL (for new staff)
- EduTeach Conference

- uLead Conference : Leadership
- Wellbeing Conference
- The Resilience Project
- Deputy Principals Conference at Torquay
- Agile Leadership
- Speech sounds and Articulation (Deewardrop Speech Therapists)
- Heggerty implementation training (P-2 educators)

Number of teachers who participated in PL in 2022	35
Average expenditure per teacher for PL	\$1031

TEACHER SATISFACTION

Staff responses in 2022 MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey), indicates that staff were 85% overall positive in their responses compared to the MACS average of 67%. Results show that over 100% of staff responded positively for their perceptions that staff and the school have what it takes to improve instruction and over 90% for the social and learning climate of the school, the quality of relationships between staff, how well school leadership sets the conditions for teams to collaborate effectively and how teachers work together in teams to improve teaching and learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	61.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	13.3%
Graduate Certificate	0.0%
Bachelor Degree	73.3%
Advanced Diploma	13.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	25.0
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Explores innovative ways for the diverse cohort of parents to be more engaged in the life of the school.

Develops relationships with the primary caregivers of students to empower them as active partners in their child's learning

Define and promote Family Engagement

Achievements

Three parents and Three staff members formed a working committee to develop and deliver a Twilight Centenary Celebration Evening in Term 4.

The Centenary Committee, composed of staff members planned, developed and facilitated a number of events to mark the Centenary of St. John's School as a way of connecting with our past, present and future communities and reaffirming our relationship with the Sisters of St. Joseph of the Sacred Heart - the founders of St. John's. Major events included Welcome Picnic Term 1, Centenary Reunion Term 3, and the Centenary Twilight Celebration Term 4.

Parents participated in forums and community conversations about the Learning and Teaching of Literacy which included a Learning Walk.

Parents participated in a community conversation relating to "What is working well at St. John's and Even better if" in Term 1, 2022 led by the incoming principal in addition to a "Raise your Voice" forum focusing on the use of the Farm.

Parents of the incoming 2023 Prep cohort were supported in the transition process through the distribution of the Prep Hub web page containing weekly video updates and information about life at St. John's to support induction.

Social Media engagement through the use of St. John's Facebook and Instagram accounts

Newsletter and email communications to keep parents and carers informed of upcoming events and important information

Working Bee at the Farm to ensure safe use by all children in the community

PARENT SATISFACTION

65% of the parent community who completed the MACSSIS Survey (Melbourne Archdiocese Catholic Schools - School Improvement Survey), responded with overall positivity. The school scored highly in the areas of parents feeling like the school meets the developmental needs of their child (78%) and families' perception of the social and learning climate of the school (81%). The results also show an increase in positive responses in the families perception of and engagement with the overall Catholic Identity of the school from 51% in 2021 to 60% in 2022.