

2018

ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY



St John's Regional College, DANDENONG



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview .....	4
Principal's Report.....	5
Education in Faith .....	7
Learning & Teaching.....	9
Student Wellbeing .....	12
Child Safe Standards .....	16
Leadership & Management .....	18
College Community.....	24
Future Directions.....	26
School Performance Data Summary.....	27

## Contact Details

<b>ADDRESS</b>	5-11 Caroline Street Dandenong VIC 3175
<b>PRINCIPAL</b>	Tim Hogan
<b>PARISH PRIEST</b>	Fr Brendan Lane
<b>SCHOOL BOARD CHAIR</b>	Kellie Walden
<b>TELEPHONE</b>	(03) 9791 3366
<b>EMAIL</b>	principal@sjrc.vic.edu.au
<b>WEBSITE</b>	www.sjrc.vic.edu.au
<b>E NUMBER</b>	E1213

## Minimum Standards Attestation

I, Tim Hogan attest that St John's Regional College 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)*

15 April 2019

## Our College Vision

St John's Regional College is a Catholic co-educational secondary school. It was established by the local parish priests in collaboration with the De La Salle Brothers and the Presentation Sisters. Their vision and work in educating young people in the rich heritage of the Catholic tradition are both enduring and inspiring.

St John's Regional College welcomes and celebrates the diversity of cultures, gifts and talents which enriches the school and marks its unique identity. It values co-education in preparing young people to be active citizens in our wider community.

Staff at St John's Regional College endorse Catholic beliefs and practices and are committed to excellence in teaching. In partnership with parents, staff engage students in learning as a lifelong process. In realising their individual potential, students will be encouraged to develop a sense of responsibility for their own learning.

Students at St John's Regional College will strive for self-worth and respect for others, will act justly, will confront social issues and contribute to community life.

As a faith community, we will nurture each other's growth in the values lived by Jesus Christ.



## College Overview

At St John's Regional College, we embrace over 50 years of history, the rich Catholic traditions of the Presentation Sisters and De La Salle Brothers and the strong parishes, as we shape learning to reflect 21<sup>st</sup> Century innovation.

We are an inclusive and diverse Catholic Community representing over 100 nationalities and many faiths. Our diversity is found in our students and staff and also in the education of our students. Teachers partner with parents and students to provide the best educational pathway for each individual. We strive to help St John's students become strong and resilient, compassionate and caring young men and women.

A fundamental element of our diversity is that we are a co-educational school; we spend our days learning and living with girls and boys, women and men. We do so harmoniously, cooperatively, collaboratively and with great success.



## Principal's Report

### Key Decisions, Events & Achievements

2018 has seen the completion of the School Implementation Plan 2015-2018 plus significant planning and development for the future strategic direction of St John's Regional College post 2018.

The following summary of key decisions, events and achievements reflects an evaluation of our goals set in our Annual Development Plan for 2018:

- Stage 1 of the Masterplan was approved by the Planning, Finance and Building Committee of the Archdiocese in June 2018, with Stage 1 separated into two tender projects; Stage 1A: Refurbished Administration in the Da La Salle Building and Stage 1B: Redevelopment of the Sport Precinct.
- Stage 1A: Administration Refurbishment put out to tender by Architects Y2 with Newpol Construction being awarded the tender in September 2018 and commencing the \$2.1M project in term 4 of 2018.
- Stage 1B: Sports Precinct Redevelopment underwent further detailed planning and costing in the latter half of 2018 with a view to going to tender in early 2019.
- Stage 2 of the Masterplan – A proposal for Junior STEM Centre was developed as a capital grant application and submitted to the Catholic Education Office in November of 2018 and will be assessed in mid-2019.
- Successful application for a Community Garden Grant from the Department of Education - \$120,000.
- A Year 10-12 student BYOD program was implemented in 2018, with Year 10 students accessing laptop technology in each classroom.
- Our new Learning Management System, SEQTA, was rolled out in 2018, with Staff, Students and Parents accessing online information in regard to courses, assessment and feedback.
- In November of 2018, the fourth group of students and staff embarked on the St John's Regional College Cambodian immersion program. This continues to be a significant outreach program for the College with curriculum links established to the Social Justice program.
- Elements of our New Vision for Learning were implemented in 2018 with a focus on Project Based Learning. Successful trials of a College Café Project took place in the Year 9 Immersion Program. Further planning and development of the Year 9 College Café Program took place in Semester 2 of 2018 with implementation planned for 2019.
- The new POL structure was implemented with a focus on coaching as the preferred style of leadership. All Leaders undertook Professional Learning in the art of coaching and crucial conversations, conducted by Emanate Coaching Services.
- The Consultative Committee reviewed future needs for leadership in 2018 and identified two new POLs for implementation in 2019. The role of Transition Co-ordinator and Learning Leader for Hospitality and Food were developed, advertised and appointments made for positions that will begin in 2019.

## Principal's Report

### Key Decisions, Events & Achievements

- The Senior Leadership Team structure was reviewed in 2018 and new Duty Statements developed for the Deputy Principal - Student Wellbeing, the Deputy Principal - Learning & Teaching and Director of Faith & Mission.
- A review of the Administration structure took place in early 2018 and new roles and appointments made for the following positions: HR & Compliance, Student Records and Daily Organisation.
- A review of the canteen operations was undertaken and staffing levels adjusted to compliment the new Year 9 College Café Program.
- The continued implementation of Complispace – as leading provider of Governance, Risk and Compliance programs and services.
- Continued implementation and development of Child Safe Standards in preparation for VRQA audit in 2019.
- The marketing company MAPS Marketing was engaged to develop a marketing toolbox for use by the Marketing Officer and to conduct market research with parents from feeder primary schools to determine factors that influence secondary school selection.
- A College Board working party developed and submitted a draft constitution clarifying the role of the College Board as an Advisory Board to the Archbishop of the Melbourne Diocese for ratification.
- In 2018 St John's Regional College celebrated its 60<sup>th</sup> Anniversary since it was established by the Lasallian Brothers and Presentation Sisters. A number of events and promotions were held throughout the year including:
  - A Founders Day Invitation to all of our Lasallian Brothers & Presentation Sisters
  - Commemorative 60<sup>th</sup> Anniversary Badges
  - A Board & Staff Dinner to celebrate our 60<sup>th</sup> Year
  - Awards Evening
  - Introduction of a Diamond Stella Student Award
  - Email acknowledgement
  - Introduction of a Staff Award to celebrate the charism of our Religious Orders
  - Promotion of our 60th anniversary on our website
  - Alumni events for past students

## Education in Faith

### Goals & Intended Outcomes

- Ensure St John's Regional College's vision for Catholic identity is lived in all that we do
- That understanding of the vision and membership of a Catholic community is articulated and demonstrated by all members of the St John's community.
- Students and Staff will consistently model faith based values with/for each other
- Students and Staff will make a clear link between their House and the scripture it refers.
- Students and Staff will be engaged in activities that instil in them the values expressed in the vision.
- Students and staff will engage in School based Social Justice Programmes
- Students, staff and broader community develop further an understanding and implementation of ECSI
- Students and staff engage more profoundly in the prayer and liturgical life of the College

### Achievements

- Education in Faith is imbedded in many programs that occur at St John's Regional College. This is most evident in the Religious Education Curriculum and Prayer Life of the College. Supporting the more formal Education in Faith activities is the variety of experiences provided for staff and students listed below in the "value added" section of this report. In 2018 the College adopted the theme: "Jubilate". This theme and its related exegesis formed the focus of the College's celebrations and the community's daily interaction.
- In 2018 the College celebrated its Diamond Jubilee and all celebrations, prayer, liturgy and publications reflected our history and the joy (Jubilate) of the past 60 years
- Eucharist, the source and summit of the Church's prayer life, is offered weekly and celebrated with the entire community on our special feast days.
- Through the College theme for 2018, students and staff were reconnected with the Church's Social Justice Teachings and were able to connect the gospel values of love and compassion, through mercy, to their work and relationships.
- The MAD day initiatives, Lasallian and Presentation Young Leaders groups and the Social Justice group provide real example of Faith in Action. The work with Cornerstone, Vinnies and Christmas Hamper drive are some of the many examples where students have demonstrated their faith through tangible action.
- A group of staff and students travelled to Pothum, Cambodia, for the fifth Coolies for Cambodia project. These students and staff again volunteered their time to the Lasallian School in Pothum, working with the students on basic English language skills through art, music, sport and rote learning. This group of young men and women certainly made their mark undertaking Coolies as an alternative to the Schoolies celebrations that often accompany the formal end of schooling for Year 12 students. 2018 saw the continuation of the process of connecting the Coolies experience more so with the Church's Social Justice Teaching through the preparation of the students and regular debrief and prayerful responses to their shared experience.



## VALUE ADDED

- Appointment of two Ministry Captains (Year 12) and six Middle Year Leaders – Ministry Captains (Years 9 or 10)
- Daily Prayer in morning Homeroom
- House Assembly Opening Prayer – weekly
- Opening College Eucharist and Induction of Student Leaders
- Easter Liturgy
- Founders Day Eucharist
- Celebration of the Feast of the Assumption combined with MAD Day
- Year 12 Graduation Eucharist
- Friday Morning Eucharist's
- Celebration of the Sacrament of Reconciliation
- End of Year Eucharistic Celebrations for Years 7-11
- Year 7 and 8 Eucharistic celebrations
- ANZAC Day Service
- Christmas Hamper Appeal
- Vinnies Fashion Parade and Clothes collection
- Year 12 Retreat
- Year 11 Reflection Day
- Year 9 Immersion Social Justice Day
- Year 7 and Year 8 Retreat Days
- Breakfast Club
- Lasallian Foundation Presentations
- Wellsprings for Women Presentations
- Wellsprings for Women visitations – Year 12
- Lasallian Young Leaders Program – Collaroy, N.S.W.
- Lasallian Youth Camp (School Holidays), Mentone
- Lasallian Teachers Induction Program
- Wellbeing for Staff – Staff PD Day
- Professional Learning Teams Accreditation to Teach in a Catholic School programs
- Faith Development and Youth Ministry Activities
- Social Justice Initiatives
- Cambodian Immersion
- De La Salle Brother regular visits to the College and R.E. classrooms
- The inaugural Sr Margaret Bellesini Staff Award

## Learning & Teaching

### Goals & Intended Outcomes

At St John's our key goal was to nurture and grow a learning culture of high expectations and excellence in which all students can experience success.

Our intended outcomes for the year were that:

- Multiple forms of data are generated and utilised to inform learning and teaching for all students.
- There is a shared understanding of Visible Learning components, and that these are incorporated into learning and teaching processes.
- Teamwork processes in learning teams will be strengthened.
- Students' learning outcomes will improve in terms of: Learning growth from Years 7-10, VCE results and VCAL outcomes.

### Achievements

- Consistent emphasis on the enhancement of student learning outcomes. Staff engaged in the process of implementation of the Learning Vision through a variety of planned activities in 2018. Additionally, working parties were convened to focus on curriculum review and the development of new curriculum plans for future implementation at the College.
- The College Immersion program enabled the trialling of a variety of project-based learning activities. This included a patisserie and canteen program, two STEM programs, an outdoor education bike education program and a film-based media project. These projects are informing the development of the Year 9 program for implementation in 2020.
- Staff team work skills continued to be emphasised. This is illustrated through the Curriculum Development Team planning a program for implementation in 2019 which will enable hands-on learning for Year 9 students within the patisserie, restaurant and Café. The implementation of this Year 9 program is to place an emphasis on 21<sup>st</sup> Century learning skills and engagement with a variety of Victorian curriculum area outcomes across a variety of subjects. It will be designed to be an integrated learning program.
- The alignment of Wellbeing with Learning continues to be integral to our actions and future planning. This was demonstrated through the enhancement of the Learning Mentor role and how this included an emphasis on planning a pathway for each individual student for each year level as well post-school planning.
- The use of rubric-based assessment to provide opportunities for students to engage in rich tasks continued to be embedded.
- The majority of Year 11 VCE students completed a Year 12 subject as part of their studies, thus ensuring they are well versed in the requirements of VCE studies prior to undertaking a full year 12 VCE program.
- The VCE subject Global Politics was added to the offerings for students.
- Year 11 students gained access to 6 periods of supervised study, thus promoting a culture of focused learning and study.

## Achievements

- The VCAL program continued to build on project-based learning as a key component of attaining Learning Outcomes. Outdoor activities were included with students attaining a VCE unit in VCE Outdoor Education.
- Over 75% of the Year 12 cohort went onto further study, while 6% went into the workforce on completion of their studies.
- Planning for a STEM-based learning program and Centre for Year 7 and 8 students was started.
- In partnership with the Smith family, selected students completed a training program with Orora in Dandenong.
- SEQTA was introduced for its first full year as the Learning Management System. This enabled online communication and sharing of work between the teacher and students.
- The capacity of SEQTA to provide individual learning data on students began to be explored.
- Full curriculum review was undertaken in Learning Teams, with subject courses being reviewed, updated and documented.
- New Learning Team structures were introduced with the introduction of a Communication Learning area and STEM Learning area enabling easier transference of knowledge between subjects, thus targeting the overcrowding of the curriculum, particularly in the junior levels.
- The Media area was relocated and updated, with both a photography studio and film studio built during the refurbishment of the Leonis building classrooms.
- Notebook computers replaced iPads for Year 10 students in the first year of introduction of these devices at the Year 10 level.

### STUDENT LEARNING OUTCOMES

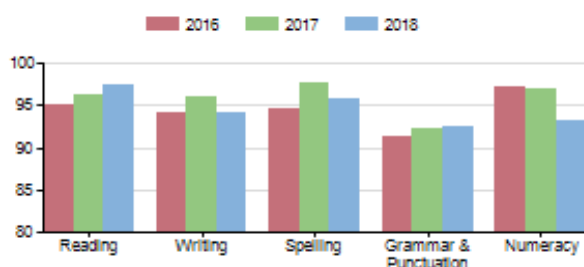
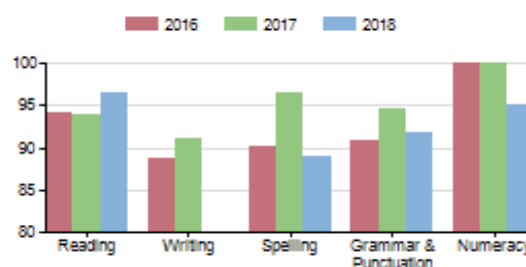
The 2016 to 2017 NAPLAN results demonstrated high level gains by our Year 9 cohort. Gains were achieved in all areas of NAPLAN except for in Reading. The 2018 results indicate a reduction in student attainment of the National Minimum Standards in Numeracy, Writing, Spelling and Grammar and Punctuation. There was a slight rise in Reading from 94% to 96.6%. In 2018, we planned for a whole school approach to literacy which we will begin implementing in 2019. Additionally, 2018 was the first year in which the Cars and Stars reading program was introduced at Year 7. This program is set to be expanded in 2019. With an emphasis on reading, this program targets several components of literacy, with the intention being for a flow on effect to vocabulary usage, with a desire to improve the quality of vocabulary utilised by our students in their writing. A continued focus on literacy across all learning areas and subjects will be a focus of ongoing staff professional learning.

The number of students attaining the National Minimum Standards in Numeracy fell to 95.1% in 2018. The junior Mathematics program now includes numeracy classes in Years 7, 8 and 9. This program provides selected students with the opportunity to re-visit mathematical concepts that they may have missed in prior years of their education.

The results attained in 2018 were particularly strong and set a standard for us to attempt to attain in future years.

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	91.4	92.2	0.8	92.6	0.4
YR 07 Numeracy	97.3	96.9	-0.4	93.2	-3.7
YR 07 Reading	95.2	96.2	1.0	97.15	1.3
YR 07 Spelling	94.7	97.7	3.0	95.9	-1.8
YR 07 Writing	94.1	96.1	2.0	94.2	-1.9
YR 09 Grammar & Punctuation	90.8	94.7	3.9	91.7	-3.0
YR 09 Numeracy	100.0	100.0	0.0	95.1	-4.9
YR 09 Reading	94.2	94.0	-0.2	96.6	2.6
YR 09 Spelling	90.1	96.5	6.4	89.0	-7.5
YR 09 Writing	88.7	91.2	2.5	80.0	-11.2

**NAPLAN Year 7**

**NAPLAN Year 9**

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	570.4
Year 9 Reading	576.0
Year 9 Spelling	579.3
Year 9 Writing	546.2

**POST-SCHOOL DESTINATIONS AS AT 2018**

Tertiary Study	58.3%
TAFE / VET	18.8%
Apprenticeship / Traineeship	6.3%
Deferred	10.4%
Employment	6.3%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Student Wellbeing

### Goals & Intended Outcomes

#### Empower all students to be successful independent learners

- Learning progress and pathway conversations between Learning Mentors and students
- Communication and information flow and management centred through Learning Mentors
- Learning Mentors as initial facilitators of wellbeing and pastoral needs
- Learning Mentors supported through Restorative Practices, professional development and ongoing coaching
- Restorative Practices Conversations between Learning Mentors and students to ensure understanding of what went wrong and means to repair damaged relationships
- Resilience Project key ideas built into Student Planner to be used in daily activities as well as forming part of the whole school Pastoral Program
- Use of key words and themes such as Mindfulness, Gratitude and Empathy to ensure an ongoing inclusion of the program

### Achievements

At St John's we know a lot about how young people flourish, progress and achieve success in learning and in life. We understand that all student outcomes are inextricably linked. Students with higher levels of wellbeing achieve better in their learning and students who are engaged in their learning, tend to have stronger wellbeing. St John's embraces this, and this year we have begun two initiatives explicitly aimed at strengthening the learning and wellbeing of our students:

1. The Resilience Project
2. Visible Learning Collaborative Impact Project

These initiatives add to the great work done every day by our wellbeing and learning teams to assist our students to achieve strong outcomes; whether in subject classes, in homerooms and houses, or in the support offered by our specialised teams in mental health counselling, learning support, and careers counselling.

Student Wellbeing at St John's is supported most effectively through the House system. Over their six year learning journey at St John's, students are in the same House, and most have the same House Coordinator and Learning Mentor; our vertical pastoral model creates a close "family" for students within the wider family of our school community. Our students are known, connected and belong.

Pastoral learning occurs within Houses and Homerooms, and includes curriculum on:

- Anti-bullying and digital citizenship
- Resilience Building
- Mindfulness
- Emotional self-regulation
- Helpful Thinking and Self-Talk
- Resolving Conflict
- Respectful Relationships
- Healthy Body Image
- Balanced Lifestyle: Healthy Mind, Healthy Body
- Safe Partying
- Driver Education
- Legal Rights and Responsibilities
- Social Justice

#### VALUE ADDED

**In 2018 some of the College activities included:**

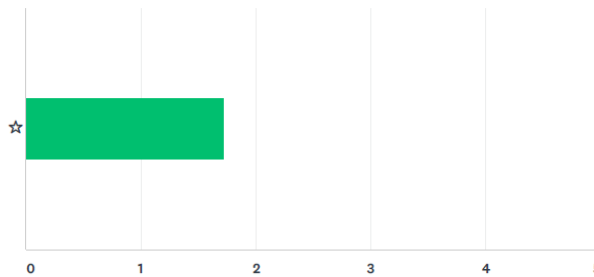
- Faith development and Youth Ministry activities
- Social Justice initiatives
- Student Leadership
- Coolies for Cambodia
- SIS Sporting Competitions, public speaking, theatre sports, music, debating and chess
- SIS Art and Technology Exhibition
- SIS MasterChef
- House Sport Carnivals
- Intra-House lunchtime activities and competitions
- House Weeks activities and celebrations
- Year 12 Retreats
- Year 7 Orientation Camps
- Year 9 Immersion program
- Breakfast Club
- Year 11 Presentation Ball
- Homework Club
- Stella Awards recognising student excellence
- St John's Day celebrations
- MAD Day fundraising and Social Justice
- Futsal competitions
- Australian Mathematics, Science, and English competitions
- Dante Alighieri poetry competition
- Book Week speakers and activities
- Pastoral Care and Personal Development presentations and guest speakers
- Futures Expo
- Private Music Tuition
- Music Concert Nights and Drama Evenings
- College Band
- College Choir
- Casey Mentor Breakfast

**STUDENT SATISFACTION**

Surveys conducted during 2018 indicated a strong sense of connection shown by students with their homeroom group. Over 90% of students indicated that they either strongly agree or agree that they felt comfortable safe and happy in their homeroom. The strengthening of the relationship between Learning mentor and the homeroom group has been a major goal within the Annual Action Plan for 2018.

**Q6 I feel comfortable, safe and happy in my Homeroom**

Answered: 364 Skipped: 9



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
★	34.62%	59.62%	3.57%	2.20%	364	1.73
	126	217	13	8		

## STUDENT ATTENDANCE

The College follows up with roll marking for every class that runs and at the end of period 2 all parents of students who have an unexplained absence according to the rolls is contacted by SMS.

Expectations for student attendance are placed in the College Newsletter at the start of each semester to show parents the importance of attendance and also of informing the College when students will be absent.

The College highlights the expectation of no more than 5 unexplained absences or the need to contact the Department of Education and Training (DET) to inform them of the situation. Parents of student with unexplained absences are also given letters generated by Learning Mentors so that they can explain absences.

Any extended absence is discussed with parents and students given concerns over truancy or possible school refusal. Where necessary the College supports families with internal and external help regarding school refusal and possible mental health or general wellbeing concerns.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.6
Y08	89.4
Y09	89.6
Y10	87.3
Overall average attendance	90.0



## Child Safe Standards

### Goals and Intended Outcomes

St John's Regional College is committed to being a Child Safe School:

- where all children are protected
- where proactive measures are taken to ensure child safety
- where all members of our College Community have the information and the support to report any safety concerns, confident that they will be responded to promptly and according to the Child Safe standards.

Throughout the 2018 school year, St John's Regional College developed and implemented through our Pastoral Program and Teacher Training strategies in all seven of the following child safe standards in order to embed a stronger culture of child safety at the College.

**Standard 1** - Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

**Standard 2** - A Child Safe Policy or statement of commitment to child safety

**Standard 3** – A Code of Conduct that establishes clear expectations for appropriate behaviour with children

**Standard 4** – Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

**Standard 5** – Processes for responding to and reporting suspected child abuse

**Standard 6** - Strategies to identify and reduce or remove risks of child abuse

**Standard 7** – Strategies to promote the participation and empowerment of children

## Achievements

The following strategies were implemented in 2018 to assist in embedding a culture of Child Safety at St John's:

- Child Protection Training Program Modules 1-9 provided by Complispace are undertaken by all staff in the annual training cycle and central records of this are maintained. This training includes:
  - Review of Child Safety policy and Code of Conduct
  - Induction training of new staff in child safety policies & procedures
- 'Protect' books underpinning our Child protection program and resources were reviewed and updated
- All mandated staff completed the Mandatory Reporting eLearning Module from the Department of Education Cycle as part of the annual training cycle
- Annual training on Reportable Conduct and role of Commission for Young People
- The Senior Leadership Team and College Board review and maintain the Child Safety Risk Register as a regular standing agenda item
- Ongoing advertising and recruitment reflected Child Safety standards.
- Excursions and camps reviewed and assessed for risks in relation to Child Safety.
- Visitor register includes sign in process and awareness of our Code of Conduct and Child Safety
- Audit of school facilities to ensure Child Safety visibility.
- Pastoral Programs were conducted to raise awareness of Child Safety standards, College procedures and child safety personnel for all students.

## Leadership & Management

### Goals & Intended Outcomes

The 2018 Annual Action Plan focused on the following goals and intended outcomes for the Mission Direction of Leadership & Management as identified in the 4-year strategic plan: Grow and sustain a staff culture that is characterised by a shared vision, a commitment to excellence, a strong sense of teamwork and a focus on continuous improvement.

### Intended Outcomes

The following intended outcomes were identified in 2018:

- A clear articulation of our School Improvement Plan and agenda for improvement
- Clear expectations are set
- Professional responsibility and accountability are understood by all to be central to a performance and development culture
- Clarity is achieved around leadership roles and teachers as leaders
- Teamwork and collaboration will improve

### Achievements

- Implementation of a new leadership structure involving new roles for Deputy Principals, Learning Area leadership and coaching.
- Implementation of a new administration structure.
- All designated Coaches completed professional learning with a focus on developing coaching skills in 2018.
- All staff holding a position of Leadership completed professional learning on the art of coaching as a leadership style from Emanate Coaching in 2018.
- All learning mentors completed professional learning in the art of coaching conversations for use with students.
- In 2018, professional Learning was conducted for all staff in the art of holding crucial conversations to assist in the development of accountability.
- Annual review meetings were aligned with the strategic goals of the 2018 Annual Action Plan with support through coaching process.
- In 2018 time was allocated for team building in all GSM & House briefings to assist collaboration and teamwork for our Pastoral teams and our Learning Teams.

<b>2018 Professional Learning Activity</b>	<b>Date</b>	<b>Hours</b>
GSM: VRQA Requirements and VCE Administration	5/02/2018	1
Mandatory Complispace - Child Protection	15/02/2018	1
GSM: Catholic School Identity	19/03/2018	1
Team Curriculum Writing	1/05/2018	1
NCCD, Seqta, Wellbeing & the Learning Mentor Role	13/05/2018	1
Pathways	28/05/2018	1
Lasallian Formation	14/06/2018	1
GSM: NCCD	25/06/2018	1
Project Based Learning	11/07/2018	1
Pathways Follow-up	23/07/2018	1
Protecting Children - Mandatory Reporting	25/07/2018	1
ECSI and POL Structure	6/08/2018	1
Relationships & Restorative Practices	20/08/2018	1
Digital Devices in the Digital Technologies Curriculum	30/08/2018	1
SEQTA for Parent Student Teacher Interviews	3/09/2018	1
Using DET's High Impact Teaching Strategies	12/09/2018	1
Naplan Data	17/09/2018	1
GSM: Evacuation and Budget Planning	15/10/2018	1
School Review Curriculum	12/11/2018	1
Intervention Framework	23/11/2018	1
Coaching	26/11/2018	1
NCCD 2018 Information / Awareness Raising	22/03/2018	1.5
VRQA	7/05/2018	1.5
Group Coaching Session with Emma Lainq	7/03/2018	2
Strategies for EAL Learners in mainstream classrooms	7/03/2018	2
EAL learners in mainstream classrooms	14/03/2018	2
SAC 1, Moderation of Text Responses	21/03/2018	2
Trauma Informed Practice	16/04/2018	2
Child Safety and Compliance	4/08/2018	2
Emergency Control Operations - Warden Training	15/08/2018	2
Learning Diversity Network Meeting	16/08/2018	2
Preparing for the Unit 3 & 4 Accounting Exam	30/08/2018	2
Stem Challenge - Monash University	1/09/2018	2
VCV Exam Revision Seminar	13/10/2018	2
English Network Meeting	25/10/2018	2
VATE: Meet the Assessors	1/02/2018	2.45
Webinar	7/05/2018	2.5
Adobe Sign - e Signatures	29/05/2018	2.5
New Study Design Info - Accounting 2019	18/07/2018	2.5

<b>2018 Professional Learning Activity</b>	<b>Date</b>	<b>Hours</b>
VCE Accounting Making Sense of New Study Design	8/08/2018	2.5
Microsoft Surface Demonstration	7/09/2018	2.5
ATOM PD: Narrative and Ideology (Unit 3)	5/02/2018	3
Responding to Acute Chronic Suicide	1/03/2018	3
ATOM	5/03/2018	3
Literacy Southern Region Network	10/05/2018	3
Crucial Conversations	16/07/2018	3
Visible Learning	16/07/2018	3
Enhancing Media Literacy with Adobe CC	1/08/2018	3
Adobe Software Training	1/08/2018	3
The Literature Exam	17/09/2018	3
VCE Systems Engineering Student Exam Prep	08/10/2018	3
Trauma Informed Practice care skills	15/11/2018	3
Culturally Sensitive Practice in Child & Family Mental Health	16/08/2018	3.15
VCAL Quality Assurance SMR Stage 2	12/10/2018	3.15
CEM Literature Network	31/07/2018	3.2
First DVCEA Network Meeting for 2018	15/02/2018	3.45
Australian & Global Politics Units 1 &2	6/02/2018	3.5
Cyber Security CCI	14/02/2018	3.5
ICAN Program - Breakfast meeting	19/09/2018	3.5
TAELLN411 Language, Numeracy & Literacy	12/11/2018	3.5
CPR and Epipen Training	10/12/2018	3.5
VCE VET Hospitality Kitchen Operations	4/06/2018	4
Cyber Security	14/07/2018	4
Palo Alto Networks Traps	31/07/2018	4
SAC Moderation Outcomes	5/09/2018	4
VCAL Program school visit	4/06/2018	4.5
Palo Alto Networks Workshop-Security/Firewall	7/11/2018	4.5
Secondary Leader's Forum Southern Office	27/02/2018	5
AST - Auspice Arrangements for 2018	27/02/2018	5
Aruba/HP Tech Update	1/05/2018	5
Somerville Technology Roadshow	24/05/2018	5
Special Needs Workshop - Glen Allen School	8/06/2018	5
CRC Sydenham Trade Trading Centre Visit	12/09/2018	5
The House Within - Understanding and Managing Emotions	19/10/2018	5
Thrive Exploring Health & Wellbeing for Young People	16/11/2018	5
VINE Term 2 meeting - Security	15/06/2018	5.5
Cyber Teacher	2/02/2018	6
VCE VET Dance 2018 Teacher Workshop	8/03/2018	6

<b>2018 Professional Learning Activity</b>	<b>Date</b>	<b>Hours</b>
VIC Schools ICT Forum	15/03/2018	6
PBL: Developing Leadership Skills	04/05/2018	6
Project Based Learning: Leading Social Change	11/05/2018	6
Units 3 & 4 Chemistry	30/05/2018	6
Langham Hotel, Southgate	31/05/2018	6
Biology Teachers Workshop	20/07/2018	6
English Conference	6/08/2018	6
Empowering Autistic Learners	13/09/2018	6
Teaching Narrative & Documentary Film Making	15/09/2018	6
School Production Workshop	2/11/2018	6
VCAA VET Workshop - 2019 Implementation of Changes	12/11/2018	6
Practical Planning in Religious Education	26/04/2018	6.15
VATE Conference Workshop	6/08/2018	6.2
Vass User PD	28/11/2018	6.45
Unit 1/3 Seminar	16/02/2018	6.5
Annual Textiles Conference	5/03/2018	6.5
VCE Computing Day	5/03/2018	6.5
Neuroanatomy & How the Brain Functions	16/03/2018	6.5
VCE Vet Scored Assessment Workshop	22/03/2018	6.5
Victorian Association of Teachers of Italian	23/03/2018	6.5
Strategies for managing & understanding difficult behaviour	29/03/2018	6.5
Literary Perspectives	20/04/2018	6.5
VCV 2018 Unit 2/4 Seminar	4/05/2018	6.5
Return to Work Co-ordinator Training	18/05/2018	6.5
CECV Out of home care training	23/05/2018	6.5
The Dream Factory	31/05/2018	6.5
Fusion 360 (PL1844)	31/05/2018	6.5
The Art of Animation	8/06/2018	6.5
Strategies to support Students with Disabilities and Difficulties	22/06/2018	6.5
VCE HPE Conference	25/06/2018	6.5
2018 Leadership Conference	6/08/2018	6.5
Addressing the Needs of EAL in Secondary Mainstream	15/08/2018	6.5
Return to Work Co-ordinator	17/08/2018	6.5
Workshop with Gianfranco Conti	9/11/2018	6.5
ICAN Program	16/11/2018	6.5
First Aid Certificate - HLTAID003	29/11/2018	6.5
EDVAL Daily	6/12/2018	6.5
VET PD Day - Collarts	7/12/2018	6.5
GTAC Overview of VCE Biology Unit 1	10/02/2018	7

<b>2018 Professional Learning Activity</b>	<b>Date</b>	<b>Hours</b>
Whole Day VCE Workshop Metro	16/02/2018	7
Victorian Applied Learning Association	23/02/2018	7
CDES Psych Conference	23/02/2018	7
Improving Reading & Writing Years 7-10	26/02/2018	7
Targeted Teaching in Secondary Mathematics	28/02/2018	7
Engaging in Sacrament	6/03/2018	7
2018 VATT Teachers Conference	13/03/2018	7
Instructor Training Course - Bike Ed	13/03/2018	7
Curriculum Writing Day	14/03/2018	7
Instructor Training Course - Bike Education	14/03/2018	7
Federation Uni Careers Practitioner's Day	16/03/2018	7
African Gangs: Beyond Politics and Media Headlines	19/03/2018	7
Gifted Education - Professor Gagne	20/03/2018	7
Grammar Text by Beverly Derewianka	16/04/2018	7
GTAC Overview of VCE Biology Unit 2	5/05/2018	7
Visit to the Australian Synchrotron	8/05/2018	7
Learning Support Officer Symposium	10/05/2018	7
William Angliss Careers Practitioner's Day	11/05/2018	7
Engaging in Prayer	22/05/2018	7
Primary School PSG Meetings	5/06/2018	7
Monash University Careers Practitioners Day	07/06/2018 0	7
Therapy Room: Ethics, Diversity & Trauma	29/06/2018 0	7
Religious Leader Conference	19/07/2018	7
VTAC Careers and DVCEA Meeting	19/07/2018 0	7
Excel Advanced	3/08/2018	7
Renewed Religious Education Curriculum	28/08/2018	7
Achievement Standards Consultative Group	3/09/2018	7
VCE English Project 2018	4/09/2018	7
Visible Learning - Coaching Impact Day 4	14/09/2018	7
Nurturing Creativity: Art Education Conference 2018	17/09/2018	7
Renewed RE Curriculum Framework	30/10/2018	7
VCAA Oct/Nov Written Assessment - Biology	7/11/2018	7
Peaceful Parents Training	8/11/2018	7
Annual Mathematics Conference - 2018	6/12/2018	7
VCE Units 3 & 4 Global Politics	10/12/2018	7
Practical Planning in RE	31/07/2018	7.15
Exploring Identity & Growth: A Perspective for Catholic Schools	17/10/2018	7.15
Professional Certificate in Education (Positive Education)	16/02/2018	7.5
Discovery Australian Physical, Health & Sport Conference	23/02/2018	7.5

<b>2018 Professional Learning Activity</b>	<b>Date</b>	<b>Hours</b>
Peaceful Kids Facilitator Training & Mindfulness Coaching	15/03/2018	7.5
Visible Learning - Evidence into Action Day 3	26/04/2018	7.5
Professional Certificate in Education (Positive Education)	25/05/2018	7.5
Learning Diversity Symposium	31/07/2018	7.5
Synergetic Payroll System User Training	13/09/2018	7.5
Certificate IV Training & Assessment	26/04/2018	8
NCCD Conference	8/06/2018	8
TAEASSS502 Develop Assessment Tools	19/07/2018	8
Visual Communication Annual Conference	23/07/2018	8
Aruba Clear Pass Essentials 6.5	13/08/2018	8
SAC Assessment	16/08/2018	8
Taxation & Payroll Training	21/09/2018	8
Youth Mental Health First Aid	15/11/2018	8.3
HSR Initial OHS Training Course	3/04/2018	8.5
Religious Education Secondary Teacher	17/08/2018	9
Religious Education Leader	17/08/2018	9
Synergetic SSRS Reporting	29/05/2018	15
National Future Schools Conference	21/03/2018	16
Youth Awareness Mental Health First Aid Course	23/07/2018	16
RACV	23/07/2018	16
Victorian Catholic Deputies Annual Conference	6/09/2018	16
Positive Schools: Mental Health and Wellbeing Conference 2018	31/05/2018	16.5
LABCON 2018	21/11/2018	24
Trident Technology Conference 2018	25/07/2018	27
DATTA Conference 2018	6/12/2018	27
Australia ASEAN Bridge Program	16/03/2018	32

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018**

**71.2**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$1,221.39**

### **TEACHER SATISFACTION**

The Staff School Climate Index is based on all the indicators within Staff Wellbeing, Empathy, Clarity, Engagement and Learning from the staff survey of the annual Schools Improvement Survey. The 2017 survey results showed improvements in the areas of empathy, clarity and engagement as compared to 2016 survey results. The 2018 Staff survey on coaching indicated that in its first year of implementation over 60% of staff found the coaching sessions enjoyable and useful. More than 50% identified that coaching assisted them in changing teaching practises.



## College Community

### Goals & Intended Outcomes

Develop a culture that is characterised by parent engagement with their sons' and daughters' learning.

#### Intended Outcomes:

- That all members of St John's community are connected and contributing to the community
- To have a shared understanding of how community connections can improve student outcomes

### Achievements

The following activities and initiatives have improved communication and parent engagement in the 2018 school year.

- Development and use of an Interview format for term 1 and 3 interviews between students, parents and teachers that incorporates the language of: learning goals/aims, growth and formative feedback.
- The promotion and use of the Learning Management System - SEQTA at Parent Teacher Interviews
- Parent Surveys conducted at parent teacher interviews to gain feedback on communication methods that most engage them with our school community.
- Student Leader visits to Feeder Primary schools.
- Involvement of Feeder primary schools in annual talent quest
- The staging of the Year 11 Presentation Ball as a community event.
- The staging of the Cambodian Trivia Night as a community-building event.
- The involvement of Parents and Alumni in a range of 60<sup>th</sup> Jubilee Anniversary activities



## VALUE ADDED

In 2018 students were involved in the following curricular and extra-curricular activities:

- Southern Independent School Association Sporting and Cultural events and activities including; Art & Technology Exhibition, Book in a Day, Chess, Debating, Drama/Theatresports, Performing Arts, Public Speaking, Teen Chef, Athletics, Swimming and Cross Country.
- Year 12 Retreat Program
- Student Leadership Camp
- Year 9 Camps Program
- Year 7 Orientation Camp
- Senior Students Cambodian Immersion Program
- Camp La Salle
- Year 8 & 11 Retreat Days
- MAD Day
- Faith Development and Youth Ministry Activities
- Year 11 Presentation Ball
- Year 10 Careers – Mock Interviews
- Talent Quest
- Futures Expo
- Holiday Programs with Mushroom Records & Melbourne Victory

## PARENT SATISFACTION

Formal Parent Surveys were conducted in 2018 at Term1 and Term 3 parent/teacher interviews. Survey responses indicated the majority of parents sent students to St John's for the following reasons: Faith Based Education, Quality Education & Student Wellbeing. Overall parents were happy with the communication methods employed by the school, sighting the school website, our Learning Management System, Facebook and face to face interviews as their preferred methods of accessing information about the school and their children.

Increased parent involvement in school life was noted through the participation of Primary Feeder School parents and students in the annual talent quest and several curriculum and pastoral evenings including House Welcome, Parent Teacher Interviews, Futures Evenings, Student Leadership & Family Dinners and Annual Award Evenings.

## Future Directions

A review of our 2018 Annual Action Plan in December identified the following area for focus in 2019.

- Completion of Stage 1 of the Masterplan – Administration Refurbishment and Sports Precinct
- Detailed planning and preparation of Stage 2 of the Masterplan – Junior STEM Centre
- Completion of Community Garden Project
- Implementation of a whole school approach to literacy
- To reconnect our learning and pastoral relationships with our Primary Feeder Schools.
- Grow our relationships, connections and partnerships in the local Dandenong community
- To develop staff's understanding of the Enhancing Catholic Identity (ECI) project and assist student's understanding of the role and purpose of a Catholic school in the realm of recontextualisation
- Improve the use of multiple forms of data to inform learning and teaching for all students.
- New curriculum initiatives are developed according to our Learning Vision
- Improved understanding of Visible Learning components, and that these are incorporated into learning and teaching processes
- A focus on Staff Wellbeing in the appropriate decision-making processes and forums
- A continued focus on the clarity of roles and organisational structure
- Completion of Victorian Registration and Qualifications Authority standards audit in 2019
- Completion of a new 4 year Strategic Plan 2020-2023, as part of the Catholic Education Office School Improvement Process in 2019

## School Performance Data Summary

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	100%
VCAL Completion Rate	92%

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	79.9%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	91
Teaching Staff (FTE)	82.1
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	47.8
Indigenous Teaching Staff (Headcount)	0

TEACHER QUALIFICATIONS	
Doctorate	1.5%
Masters	23.9%
Graduate	38.8%
Graduate Certificate	9.0%
Bachelor Degree	91.0%
Advanced Diploma	22.4%
No Qualifications Listed	0.0%

STAFF RETENTION RATE	
Staff Retention Rate	87.2%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.4%

*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](http://www.acnc.gov.au)*