



St John's Regional College Dandenong

2020

Annual Report to the School Community



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Contact Details

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

Timothy

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

Our College Vision

We at St John's Regional College are a contemporary Catholic community placing at our heart our students and their learning outcomes through personalised learning and a culture of performance and development.

St John's Regional College is a Catholic co-educational secondary school 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, De La Salle Brothers and our local parishes, as we shape learning to reflect 21st 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.

The priorities of our work over the next 4 years of our school improvement plan will be:

To strengthen the Catholic identity of the college in the context of a diverse community; Through the fostering of a strong professional learning culture, based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust. By improving student learning and wellbeing outcomes through personalised, effective and stimulating learning, that builds student ownership, engagement, involvement and achievement.

Principal's Report

Key Decisions, Events & Achievements

2020 was the first year of implementation of our School Improvement Plan 2020 to 2023. With a focus on the following priorities :

To strengthen the Catholic identity of the college in the context of a diverse community; Through the fostering of a strong professional learning culture, based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust. By improving student learning and wellbeing outcomes through personalised, effective and stimulating learning, that builds student ownership, engagement, involvement and achievement.

The goals and strategies to bring our vision to life in 2020 were identified in our Annual Action Plan. The impact of the Corona virus Pandemic has limited and altered the focus of our AAP and the following key decisions, events and achievements reflect a summary of the work of our College Board, Staff and students as we navigated the challenges of 2020.

Stage 1B of the Master plan : Sports Precinct Redevelopment was completed by Turf One Constructions at a cost of \$2.7m in March 2020.

Stage 2 of the Master plan - After a successful capital grant application to the Victorian Government in December 2019, the detailed design of the SJRC Junior STEM project took place in 2020 with Architects Y2. The tender process conducted in October saw the appointment of Alchemy Constructions as the winning tenderer to complete the \$5m STEM centre by December 2021.

A conceptual design of the Stage 3 Master plan facility Senior STEM and Arts Centre was developed with Architects Y2 during term1 of 2020. This design for an \$8m facility was submitted for a Federal Government Capital Grant in March 2020.

The transition to an online learning environment saw the continuation of our focus on building staff capacity with our Learning Management System, SEQTA, Through General Staff Meeting , PL sessions and one to one coaching , staff demonstrated a high level of professionalism in delivering online courses, materials and assessments to students. The continued focus on wellbeing was also evident in the online learning environment through regular communication with parents and students via SEQTA where at risk students were identified and coordinated interventions put in place with families and students.

A successful application for a Place Based Partnership Grant to Support School Engagement and Completion Initiative was made in December of 2020. The Department of Education awarded \$35,000 for a range of initiatives and programs for the 2021 school year including: the Introduction of a Sudanese Counsellor (one day a week) to provide an opportunity for the development of resilience programs and mental health initiatives aimed at students from a CALD background . Funding would also be used for a Young Leaders program and Tutoring Program to develop leadership skills and study skills for all student's Year 7- 12.

A successful application was made in December 2020 to the Department of Education and Training for funding as part of the National School Chaplaincy Program (NSCP) 2021-22. The appointment of a chaplain will further strengthen wellbeing initiatives for students and families.

In partnership with MACS , St Johns reached agreement to appoint a Community Liaison Officer in a part-time capacity for the 2021 school year. The Community Liaison Officer act as the key liaison between school staff and families in transitioning and integrating the students into school life through building collaborative relationships with all stakeholders.

Throughout 2020 Teachers continued to work collaboratively on Curriculum Development for 2022.to coincide with the completion of the Junior STEM Centre. Focusing on an interdisciplinary approach to learning with embedded Project Based Learning (PBL) opportunities for year 7 & 8 students.

After consultation with staff the decision was also taken to provide a complete step-up program in 2021. This would see all students step up into the following years programs in the final three weeks of the current school year, optimising the opportunities for student learning.

Implementation of the Caremonkey Excursion and Medical Information System continued throughout 2020.

A minor Refurbishment of the Hall Foyer and the completion of the installation of the Solar Power System took place in 2020.

Education in Faith

Goals & Intended Outcomes

Goal:

To build the capacity for all to engage in faith formation to create a culture of religious dialogue within the College Community..

Intended Outcomes :

1. Develop a dialogical Catholic Community.
2. Build a contemporary Catholic context in student forums.
3. Relate the Charisms of the Founders to all SJRC community's lives.

Achievements

1. 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.
2. In 2020 the College adopted the theme: "Immanuel: God with Us" (Mtt 1:23). This theme reminded us to ensure that the Gospel values guided us in all we did and in everything we said.
3. Eucharist, the source and summit of the Church's prayer life was celebrated to welcome the year 7s at the start of the year, and then for staff at the conclusion of the year. Unfortunately COVID restrictions made it impossible otherwise, as it was within the parishes.
4. Through the 2020 College Theme, students and staff were reconnected with the Church's Social Justice Teachings and were able to connect with the Gospel values of love and compassion, through mercy, to their work and to their relationships.
5. Lasallian Youth Mentors lead a very successful Year 12 Retreat. The Annual Theme was also the theme of the Year 12 Retreat in March. Over two nights and three days, students had a rare opportunity to pause and reflect on their own life journey. Students were invited to think about what is most important to them, who they rely on most, and what their future goals are. The Year 12s also considered how they relate to self, others and to God. One session explored their 'image of God' in the making of clay sculptures. In another moving session, students and staff wrote a private message on a piece of paper about something they would like to 'let go of' - a painful memory, a shame or regret - then cast this paper on a bonfire as a form of reconciliation to self.
6. There were Reflection Days for Years 7-11 that involved Lasallian Youth Mentors engaging students on matters of faith, spirituality and leadership remotely using Zoom.
7. A new College Song was written and composed; this song celebrates the founding charisms of the college as well as makes meaning references to St John the Evangelist, after which the college is named.
8. The new CYSMA Year 11 group made cloth masks to sell - the money raised went to the purchase of supermarket food vouchers for the most in need in the local community.

9. The new Youth Minister created an online social media platform - SJRC Connect. This helped to keep the community in touch with each other during the lengthy lockdown. It involved highlighting what various members of the community were up to, songs, dances and prayers.

VALUE ADDED

- Appointment of two Ministry Captains (Year 12) and six Middle Year Leaders - Ministry Captains (Years 9 or 10)
- Appointment of a Youth Minister
- Daily Prayer in morning Homeroom
- House Assembly Opening Prayer - weekly
- Opening College Eucharist and Induction of Student Leaders
- Easter Liturgy
- Celebration of the Sacrament of Reconciliation
- ANZAC Day Service
- Year 12 Retreat
- Year 9 Immersion Social Justice Day
- Year 7 and Year 8 Retreat Days
- Breakfast Club
- Lasallian Foundation Presentations
- Wellsprings for Women Presentations
- Lasallian Young Leaders Program - Collaroy, N.S.W. via Zoom
- Lasallian Teachers Induction Program
- Eco-spirituality - Staff PD Day
- Professional Learning Teams Accreditation to Teach in a Catholic School programs
- Faith Development and Youth Ministry Activities
- Social Justice Initiatives
- De La Salle Brother regular visits to the College and R.E. classrooms remotely via Zoom
- The Sr Margaret Bellesini Staff Award
- Relatively strong Catholic Identity regarding all students and Year 7 enrolments from a Catholic School, as indicated by Catholic enrolment data and CEM SIS data compared to the CEM average for the same type of school.

Learning & Teaching

Goals & Intended Outcomes

Our key aim for 2020 was for teachers and students to work collaboratively to enhance student learning and wellbeing.

To achieve this overarching goal, we had set the following intended outcomes:

Student learning and wellbeing is driven by authentic student voice, data and positive relationships. Students are active, resilient and strive for success in the learning process, developing a greater sense of autonomy.

Achievements

The switching to extended periods of remote online learning did provide for some significant skills' growth for both our students and staff. Of particular note:

- development of online learning programs in SEQTA
- assessment down through remote platforms
- classes taught through TEAMS
- significant student voice with regular surveying and data collection.

There were several activities that were still able to be held despite the impact of Covid 19. This included:

- Year level learning assemblies
- Awards presentations and our awards evening
- Tutoring
-

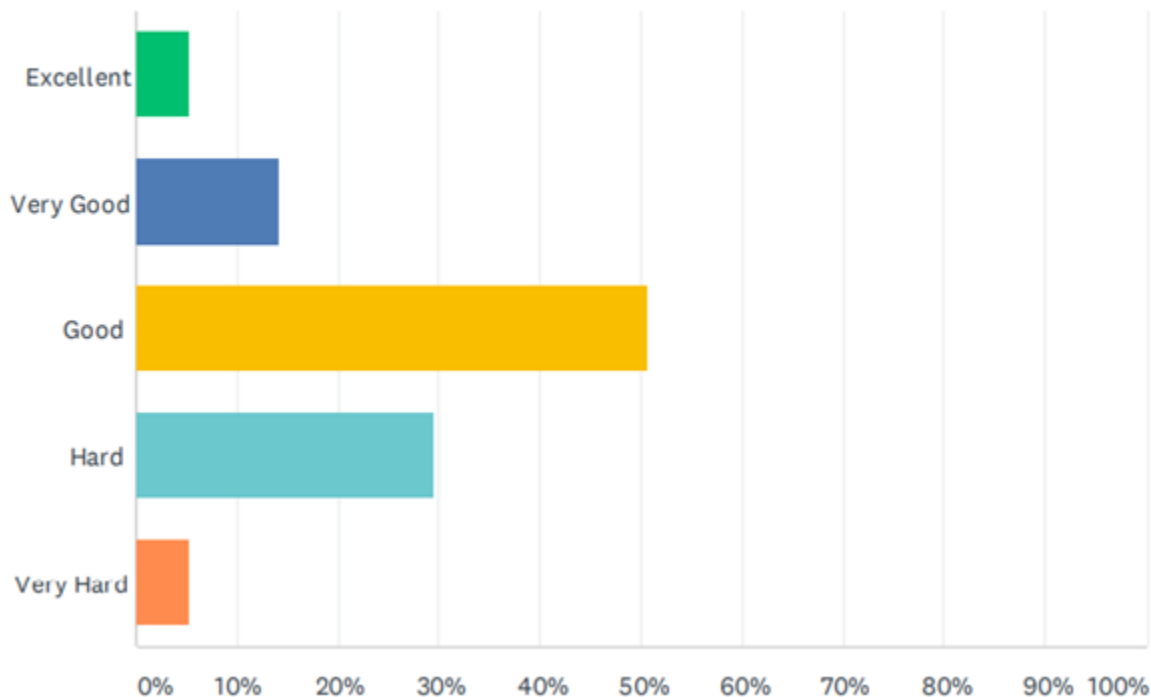
We collected extensive learning data through the provision of PAT Maths and PAT Reading assessments for Years 7 to 9 students in Term 4.

STUDENT LEARNING OUTCOMES

Regular surveys were delivered to our teachers, students and parents throughout the period of remote learning. These surveys were used to consistently review our learning program, as it was being delivered remotely. Our greatest concern was to ensure that our students were able to engage in their learning program, and that the workload was achievable. Student feedback about remote learning improved during the time of online learning, with students particularly reporting that the support from teachers in TEAMS was beneficial.

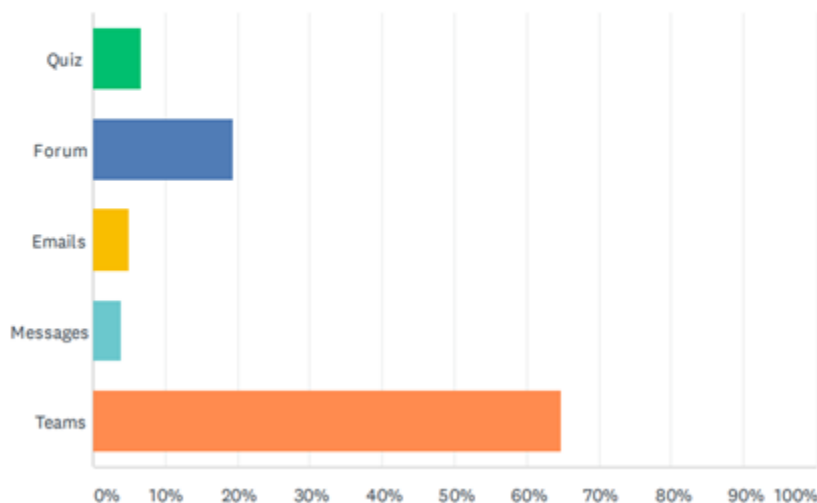
Q2 How have you found online learning this week?

Answered: 190 Skipped: 0

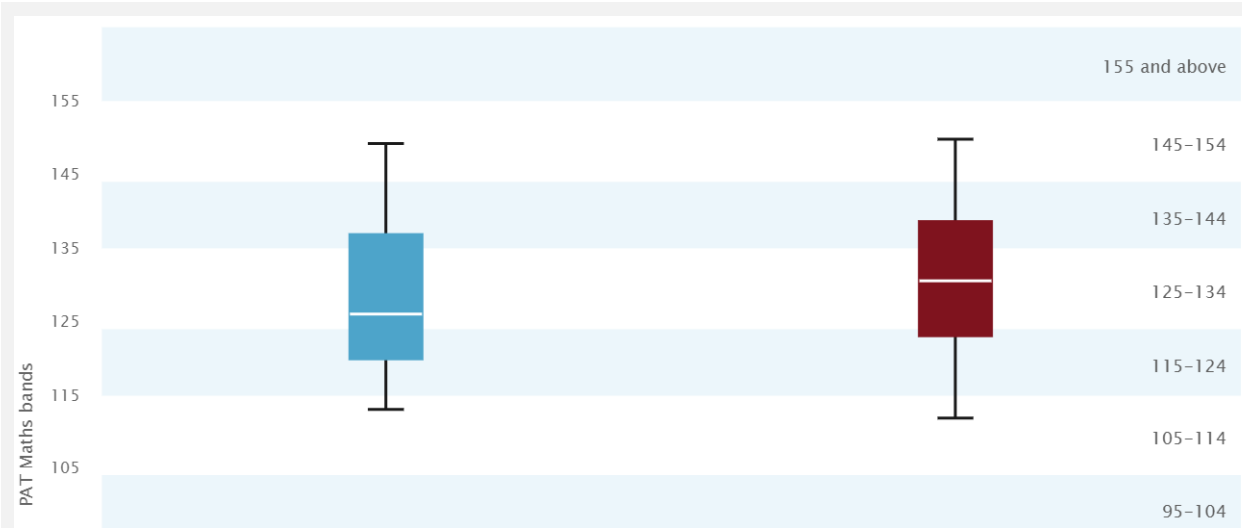


Q6 What is one thing your teachers have done this week that made online learning simple/enjoyable or engaging?

Answered: 179 Skipped: 11

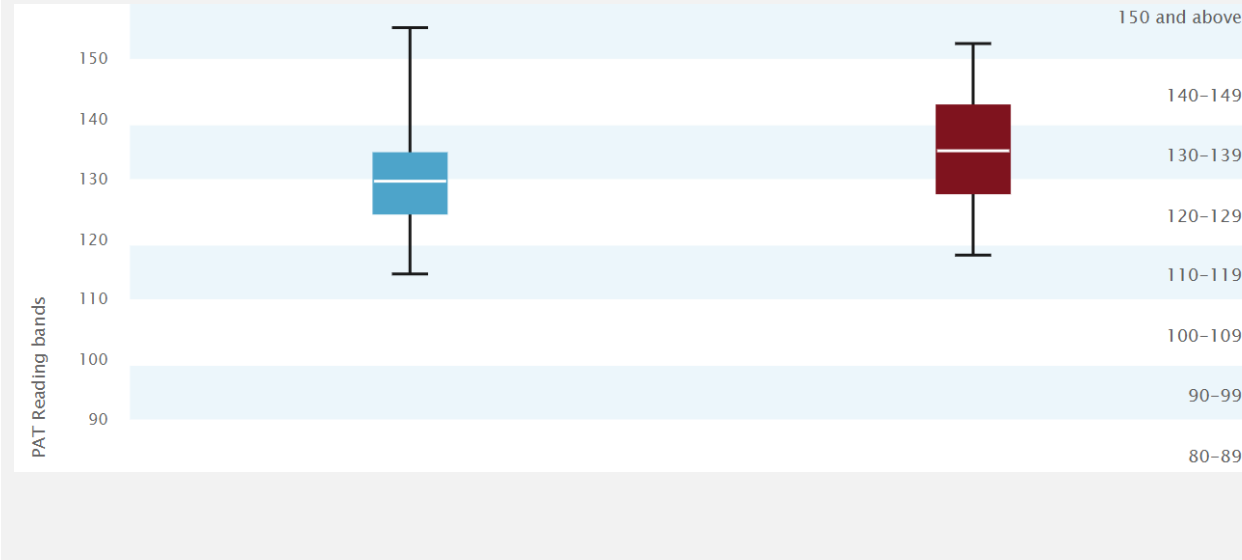


When remote learning concluded, we returned to campus for term 4, and were able to collect extensive student progress data. Students in Years 7-9 completed the PAT Reading and PAT Mathematics. The graphs below present a snapshot of one year level, year 9 2021 as they performed on re-entering the College.



The graph above illustrates the performance of our students in year 8 on the PAT Maths test in November 2020 with the blue box indicating the school performance against the norm reference group for the year level. The results indicate that the students in the middle band will have a slightly lower median score.

The same cohort on the PAT Reading assessment indicated some readers of higher and lower levels than the norm reference group. The lower median score indicates an area requiring support with this cohort. The provision of PAT assessments in 2020 was to ensure that we could work with our students on maintaining a focus on learning growth, despite the interrupted classroom learning in 2020.



MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

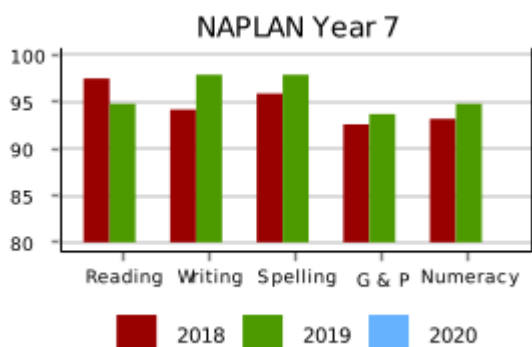
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	92.6	93.7	1.1		
YR 07 Numeracy	93.2	94.8	1.6		
YR 07 Reading	97.5	94.8	-2.7		
YR 07 Spelling	95.9	97.9	2.0		
YR 07 Writing	94.2	97.9	3.7		
YR 09 Grammar & Punctuation	91.7	93.2	1.5		
YR 09 Numeracy	95.1	100.0	4.9		
YR 09 Reading	96.6	95.8	-0.8		
YR 09 Spelling	89.0	97.5	8.5		
YR 09 Writing	80.0	89.3	9.3		

* 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

Annual Action Plan Goal:

Teachers and students will work collaboratively to enhance student learning and wellbeing.

Intended outcomes:

1. Student learning and wellbeing is driven by authentic student voice, data and positive relationships
2. Students are active, resilient and strive for success in the learning process, developing a greater sense of autonomy

Key improvement strategies:

Positive Relationships

Enhanced student leadership structures

Further enhancement of expectations and accountability of Learning Mentors

Achievements

Empower all students to be successful independent learners

- Learning progress and pathway conversations between Learning Mentors and students
- Learning Mentors and Students review Term and Semester Reports and set goals for future actions
- Communication and information flow and management centred through Learning Mentors
- Use of SEQTA as a means of Learning Mentors, Students and Families being in contact and supporting the learning of students
- 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 Resilience Project

VALUE ADDED

In 2020 despite COVID some of the College activities included:

Faith development and Youth Ministry activities

Social Justice initiatives

Student Leadership online messages

SIS Sporting Competitions, public speaking, theatre sports, music, debating and chess, some were completed online after COVID lockdown and remote learning.

SIS Art and Technology Exhibition online

House Aquatics Carnival

Year 12 Retreats

Year 7 Orientation Camps

Stella Awards recognising student excellence

St John's Day celebration online

Book Week speakers and activities online

Futures Expo online

College music ensemble online

Student Surveys online

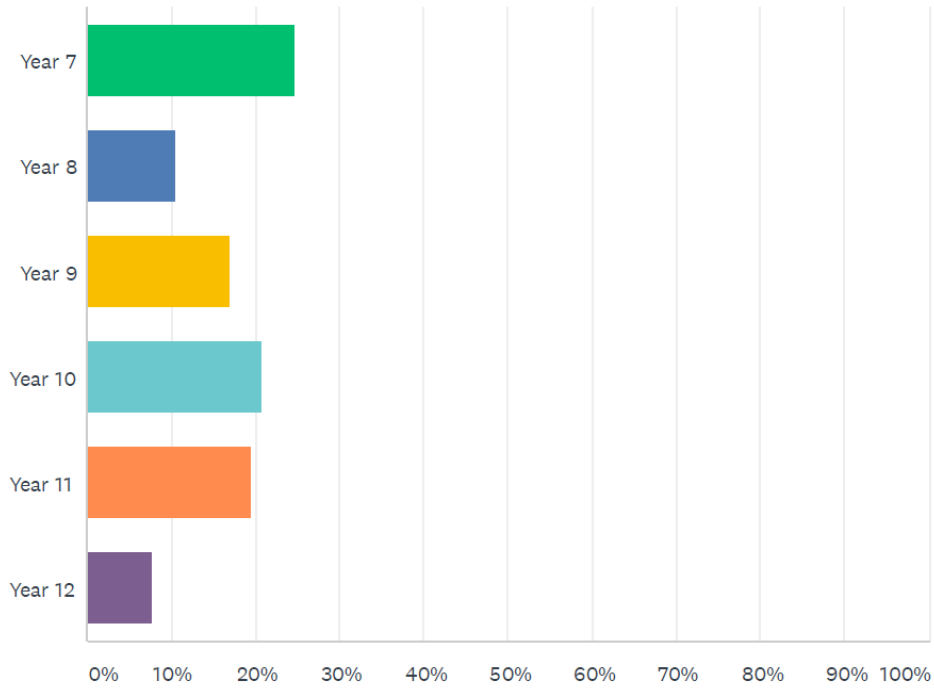
College Talent Quest online

Pastoral Care and individual wellbeing activities online

STUDENT SATISFACTION

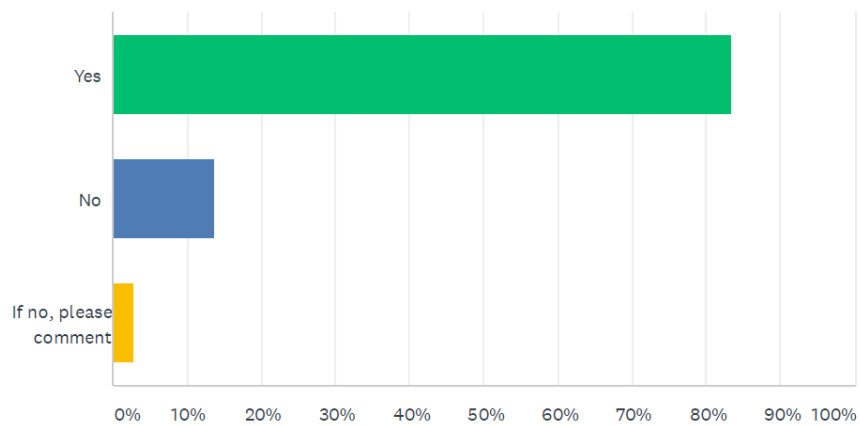
Q1 Please Select your Year Level

Answered: 77 Skipped: 0



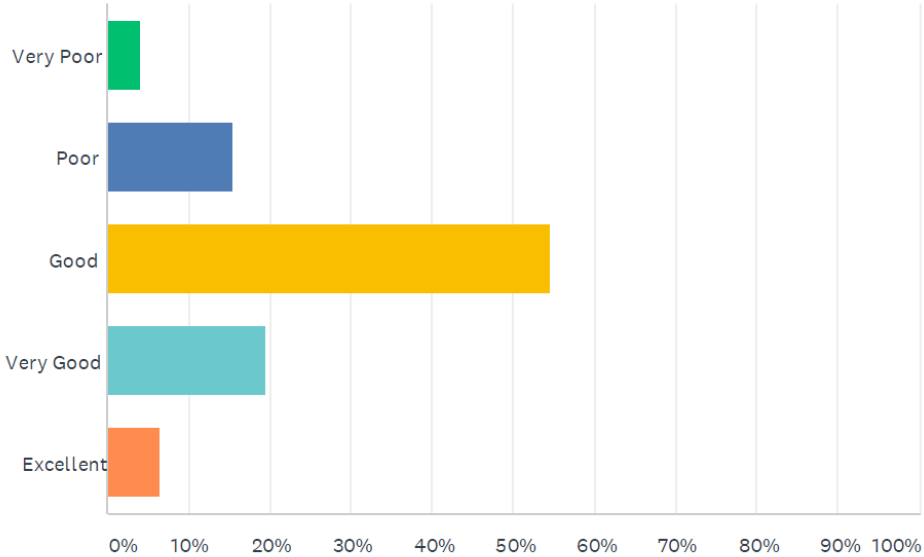
Q4 Are you in favour of the College's proposed new Student Leadership Model and the introduction of a Student Representative Council?

Answered: 73 Skipped: 4



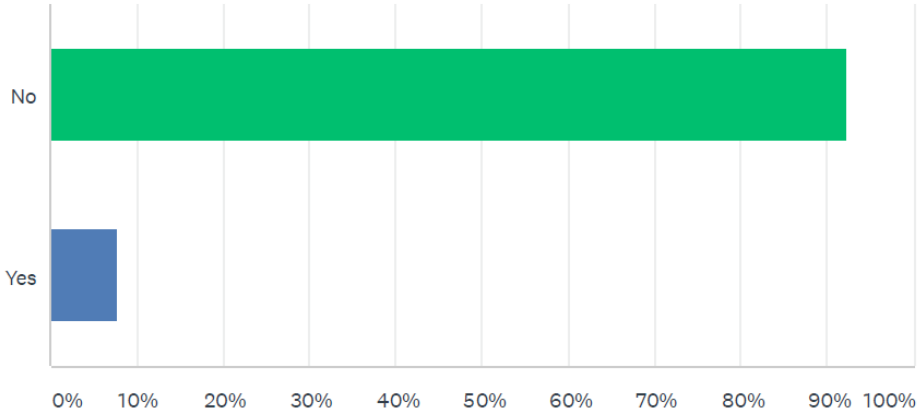
Q9 Please rate your Wellbeing level.

Answered: 77 Skipped: 0



Q11 Do you need help contacting a Counsellor?

Answered: 77 Skipped: 0



STUDENT ATTENDANCE

All attendance is marked for each class and at the end of recess messages are sent to parents and guardians informing them if students are absent. During remote learning students were expected to 'attend' their classes at regular timetabled times and teachers completed the roll either through each student responding orally or through them logging into the class via TEAMS or SEQTA platform. Teachers also followed up during class time. Normal SMS messages were then sent to parents and guardians informing them that students had failed to join classes at the appropriate time. Non-attendance reports were run by House Leaders and followed up with

parents to ensure as much engagement with online learning as possible. Those students who were identified as at risk were able to attend the College and this list was reviewed weekly to ensure no students were disadvantaged or unsafe. Students with internet issues were given WI-FI devices to allow for logging in to classes and completing work.

Semester 1 2020

Hours Available	Hours Attended	%	Yr Level
11,239	9,598	85%	Yr 7
9,022	7,495	83%	Yr 8
9,900	8,527	86%	Yr 9
10,820	9,106	84%	Yr 10
40,981	34,726	85%	Overall

Term 3 2020

Hours Available	Hours Attended	%	Yr Level
5,463	4,807	88%	Yr 7
4,455	3,751	84%	Yr 8
4,876	4,206	86%	Yr 9
5,420	4,605	85%	Yr 10
20,214	17,369	86%	Overall

YEARS 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	86.2%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	86.3%
Y08	83.2%
Y09	86.2%
Y10	84.4%
Overall average attendance	85.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	25.0
VCE Completion Rate	98.0%
VCAL Completion Rate	64.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

The College continued to follow the Protect guidelines and Mandatory Reporting expectations. We joined the Respectful Relationships program and looked at undertaking baseline assessment of students understanding of their safety and equality. We formed a staff action group to review College behaviours in response to the Respectful Relationships guidelines. We continued to inform students and parents around anti-bullying and e-safety information and conducted student and parent surveys during the remote learning time to ensure students felt safe and supported. Where we had concerns regarding 'attendance' or engagement with remote learning students, parents or guardians were contacted and if necessary invited to attend onsite learning as per government guidelines.

Achievements

The College continued working on the Respectful Relationships program in partnership with the Victorian government and identified staff members to work together. Those staff then worked with a broader group of staff to work on the baseline assessment of the Respectful Relationships Action Plan and then started work on the identification of key goals to be actioned through the year for all sections. We used elements of the Respectful Relationships Student Survey in a number of surveys conducted during the year to inform our practise on understanding student wellbeing during COVID. House Leaders and the Deputy Principal Student Wellbeing also identified students at risk of academic or wellbeing concerns through COVID lockdown and ensured ongoing support for students and staff in dealing with these concerns. Some students were able to be invited into the College under the guidelines presented by the Victorian government and these students received support both academically and through wellbeing services to ensure their safety and continued development. Staff were reminded to report any concerns that they may have regarding child safety or engagement with their learning whilst working remotely or at the College. We continued to have our counselling staff available for students to access either remotely via TEAMS or email as well as the option of booking face to face meetings at the College if required. We also continued to support referrals to outside agencies such as HeadSpace or Child First where the need arose.

Leadership & Management

Goals & Intended Outcomes

The 2020-2023 School Improvement Plan provided the following goal for the Mission Direction of Leadership & Management:

Goal :

The College will continue its development of a strong professional learning culture that is based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust.

Intended Outcomes :

1. Create a clear professional learning plan for internal professional development and for identifying which external professional development will be prioritised for all staff (teaching and non-teaching), aligned to the four year school plan.
2. Establish a shared understanding of leadership and coaching, incorporating our values and beliefs, which leads to a culture of teamwork, openness and trust.
3. Develop a meeting structure that supports coaching, encourages collaborative practises and develops strong team-work in order to achieve the goals of our school plan.

Achievements

The following General Staff Meeting Structure held on a fortnightly basis for 2020 represents the staff professional learning plan in alignment with the Annual Action Plan goals and strategies for 2020.

Term and Date	Topic	Links to Annual Action Plan Goals & AITSL Standards
3 February	Learning Expectations and Processes – Year 7-10 and VCE. Pedagogy: Presentation and Collaborative Group Work	School Improvement Plan Goals <ul style="list-style-type: none"> The College will continue its development of a strong professional learning culture that is based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust. All teachers are collecting and reflecting on student learning data Teachers and students will work collaboratively to enhance student learning and wellbeing. To build the capacity for all to engage in faith formation to create a culture of religious dialogue within the College Community. Establish a understanding of leadership and coaching, incorporating our values and beliefs, which leads to a culture of teamwork, openness and trust. AITSL Standards Professional Knowledge <ol style="list-style-type: none"> Know students and how they learn Know the content and how to teach it Professional Practice <ol style="list-style-type: none"> Plan for and implement effective teaching and learning Create and maintain supportive and safe learning environments Assess, provide feedback and report on student learning Professional Engagement <ol style="list-style-type: none"> Engage in professional learning Engage professionally with colleagues, parents/carers and the community
17 February	Action Research Projects - <ol style="list-style-type: none"> Feedback to improve student learning Using Data to inform practise Literacy as a whole school approach Extension of High Achievers - Maths Group NCCD - Providing evidence for student Adjustments Pedagogy: Presentation and Collaborative Group Work	
2 March	Action Research Projects - <ol style="list-style-type: none"> Feedback to improve student learning Using Data to inform practise Literacy as a whole school approach Extension of High Achievers - Maths Group NCCD - Providing evidence for student Adjustments Pedagogy: Presentation and Collaborative Group Work	
16 March	Preparation for Online Learning – Building Teacher capacity with SEQTA Pedagogy: Presentation and Collaborative Group Work	
Term 2 27 April	Literacy Approaches	

	<p>Literacy work on scope and sequence of strategies for Year 7.</p> <p>ICT : Using Technology for Remote Learning and Teaching</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	
11 May	<p>The Future Learning Environment - Junior STEM 2022 - The Curriculum Vision</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	
26 May	Staff Wellbeing	
22 June	Presentation of Action Research Groups	
Term 3 20 July	<p>2022 Year 7 and 8 Curriculum Update</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	
3 August	Cancelled – Staff Wellbeing	
17 August	<p>Curriculum Development 2022</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	
31 August	<p>Curriculum Development 2022 / AITSIL Standards</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	
14 September	<p>Horizons of Hope</p> <p>Faith Formation and Dialogue</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	
12 October	<p>MACS – Governance Under MACS</p> <p>BUDGET 2021 – A Sustainable Future</p> <p>Leadership Charter – The values and beliefs of leadership at SJRC.</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	

26 October	<ol style="list-style-type: none"> 1. Staff Expectations Document – Clarity and Review for 2021 School Year 2. 2021 AAP L&T - Prioritising strategies & outcomes for Learning and Teaching in 2021 <p>Pedagogy:</p> <ol style="list-style-type: none"> 2. Presentation and Collaborative Group Work 	
9 November	<p>Curriculum Planning 2022 Year 7 and 8 Curriculum Update</p> <p>Pedagogy: Presentation and Collaborative Group Work</p>	

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Jacaranda VCE SAC Night-Bus Management
- Food Studies Teachers Toolkit 3&4
- History Conference 2020
- Psych Teachers' Conference
- The New VCE Study Design for Italian-Looking Back Looking Forward
- Seminar Units 1-3VCD
- VALA Induction Day
- Introduction to VEX Robotics
- Lasallian Conference
- PL Byron Clinic
- PL EB Future School
- RE Conference
- Bicycle Education Training Course
- First Aid Course Level 2
- Together for Mission
- Bike Education Instructor Course
- Organisational Dynamics & Behaviour
- Governance
- African Drumming Course

- Instructional Leadership
- Corwin Visible Learning Conference
- Eating Disorders in Young People
- VCE Food Studies & Remote Learning Professional Learning
- Changes to Reporting Processes for Remote
- HDV Teacher Exam Preparation
- Timetable Development in Timetabling
- Agile School Leadership Program
- VCE Food Studies Exam Preparation
- OH&S in Technology
- Workshop Elevating Work Platform
- PBL Works
- High Risk Work Licence
- LSV-Life Saving Certificate Update
- HTAV-Annual Conference 2020-
- Modification of Reporting S2 due to COVID19
- Corwin PL Conference
- Vision:Engaging Maths
- Workshop-Treating OCD
- HTAV Conference
- Design & Disruption Conference
- Online Consultation-Changes to Reporting Semester 2 2020
- John Hattie - Virtual Keynote

Number of teachers who participated in PL in 2020	72
Average expenditure per teacher for PL	\$556

TEACHER SATISFACTION

Informal surveys were conducted throughout 2020 during the remote learning period to assess the effectiveness of our online learning program and the support required by teaching staff during the period of remote learning. The following questions were asked of staff during the lock down periods in term 2 and term 3 :

1. **Please list three challenges you have experienced in Remote Learning**

2. **Please list three positives you have experienced in Remote Learning**
3. **How would you describe your current personal wellbeing?**
4. **What can the College do to assist you?**
5. **Please list your concerns around school resuming**
6. **Are there aspects of Remote Learning you will keep using?**
7. **Are you comfortable with the College's Hygiene protocols?**
8. **Are you comfortable with the College's Social Distancing protocols?**

Responses from both staff, student and parent surveys were used to adjust on our online learning program during both periods of lock down to better suit the learning and wellbeing needs of students and staff during this time.

Staff feedback was regularly reviewed through the Consultative Committee and OH&S Committee and contained a variety of different responses in terms of personal wellbeing and ability to cope with transition to remote learning. Adjustments were made to the daily timetable, general meeting structures, professional learning and the addition of staff wellbeing opportunities to provide support for staff. The employee assistance program was regularly promoted as an extra avenue for support by the school.

Staff Challenges during remote learning can be summarised below :

- *Accurately gauging student engagement and understanding*
- *Modifying work for all students*
- *Not being able to assess or use non-verbal cues Administration work load*
- *Isolation , Workload, Home/work balance*

Staff positives associated with remote learning can be summarised below:

- *Taking up the technology challenge and mostly succeeding.*
- *Greater interaction with parents/guardians.*
- *Getting to know and understand my homeroom students much better.*
- *Meetings are good via Teams Software*
- *Inspired by how well some students have responded to online learning and tried so hard.*

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.7%
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TEACHER QUALIFICATIONS

Doctorate	1.4%
Masters	26.8%
Graduate	38.0%
Graduate Certificate	9.9%
Bachelor Degree	88.7%
Advanced Diploma	19.7%
No Qualifications Listed	2.8%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	80.0
Teaching Staff (FTE)	72.5
Non-Teaching Staff (Headcount)	39.0
Non-Teaching Staff (FTE)	36.7
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

The 2020-2023 School Improvement Plan provided the following goal for the College Community:

The College will prioritise relationships with current families of students, parish schools and the wider community.

Intended Outcomes :

1. All parents will engage with their child's learning.
2. Increase 2019 percentage of students enrolled from parish schools.
3. Increase positive interactions with the Parish schools and community groups.

Achievements

While many of our strategies identified for 2020 were impeded by the COVID-19 pandemic, we were able to successfully implement the following activities to promote positive interactions with Parish Schools and Community Groups:

- Programs and activities facilitated with our Primary Feeder Schools during Term 1
- Collation of hampers that were distributed via St Vincent de Paul

VALUE ADDED

In 2020, the College experienced a major shift to online/remote learning where there was a significant risk of students and families feeling isolated. To ensure our community remained connected, the following activities/initiatives were implemented:

- Collaboration with peers utilising Teams
- Regular surveys to students and parents
- Transition of traditional activities to an online environment including :
 - Annual Talent Quest
 - Tutoring Program
 - Southern Independent Schools Association events
 - Art & Technology Exhibition
 - Futures Expo

PARENT SATISFACTION

Informal parent surveys were conducted throughout 2020 during the remote learning period to assess the effectiveness of our online learning program through our Learning Management System - SEQTA. The following questions were asked of parents on a weekly basis during the lock down periods in term 2 and term 3 :

1. **Your child has engaged with SEQTA online learning this week on 1,2,3,4 or 5 days**
2. **On average your child completed the following approximate hours of work each day 1-5+ hrs**
3. **Your child has been able to access teacher support via SEQTA**
4. **You have been able to access teacher feedback via direct messaging in SEQTA**
5. **Overall you have been satisfied with the learning your children have been able to undertake at home this week**
6. **Are you intending to send your child in to school once remote learning ends for each Year level?**
7. **Would you like a follow-up phone call from St John's**
8. **To provide more detailed feedback on our Remote Learning please email: principal @sjrc.vic.edu.au**

Parents surveyed identified an improved ability to access teacher feedback via direct messaging on the online Learning Management System with 91% using this functionality. It has been identified that this was a positive step towards helping them understand their child's academic progress and an overall improvement in the engagement of their child's learning. Parents surveyed reported high levels of satisfaction with the online learning program provided for their taking children.

Future Directions

The development of the School Improvement Plan for 2020-2023 identified the following areas for future focus:

Continual development of the School Master plan including :

1. Junior STEM Centre Construction
2. Submission of Catholic Capital Grant Application for Stage 3 - Senior STEM and Arts Centre

Other areas for future focus include:

- Continue to review and develop our meeting structure so that it supports coaching, encourages collaborative practises and develops strong teamwork in order to achieve the goals of our school plan.
- Prioritise our 2022 Curriculum Development in our Professional Learning Plan
- Build capacity in staff to provide adjustments for student learning as part of the NCCD evidence process
- Review Reporting templates to enhance feedback on student learning to all stakeholders
- Build capacity of parents to engage with student learning and wellbeing via increased engagement with our learning management system SEQTA and Operoo our student excursion and medical information repository.
- Increase 2021 percentage of students enrolled from parish primary schools.
- Increase positive interactions with the Parish schools and community groups.
- Ensure Student learning and wellbeing is driven by authentic student voice through the development of the SRC and regular collection of data through Student surveys.
- Enhance the Catholic Identity of our school through the establishment of a working party of Parish Priests, representatives from the Lasallian and Presentation Order, staff and students.
- Review and implement the MACS Governance structure, policies and procedures with all stakeholders in our community.