



St John's Regional College Dandenong

2021 Annual Report to the School Community



Registered School Number: 1588

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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 2021 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 Schools.

16/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our College Vision

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

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 4 years of our school improvement plan 2020 to 2023 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

2021 was the second year of our 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 well-being 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 2021 were identified in our Annual Action Plan. The impact of the Coronavirus 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 School Advisory Committee, Staff, and students as we navigated the challenges of 2021.

Stage 2 of the Master plan - Commencement of the building of the SJRC Junior STEM project took place in 2021 with Architects Y2 and Builders Alchemy Constructions. Delays in the establishment of the footings and foundations due to poor soil conditions has seen the completion date of facility pushed into 2022.

The conceptual design of the Stage 3 Senior STEM and Arts Centre which was submitted for a Federal Government Capital Grant in 2020 was unsuccessful. Further discussions were undertaken in 2021 at the School Advisory, Finance Committee and Leadership team level as to the directions that future Capital Grant applications should take as per the Master plan.

St John's successfully implemented the Shade Sail grant to the value of \$30000, to provide an additional outdoor learning space as part of the COVID protocols for students returning to face-to-face learning in 2021.

In preparation for the introduction of the new Junior STEM centre, staff embarked on the development of a more integrated and skills focused curriculum for Year 7 & 8 students with a focus on STEM education and Project Based learning. The initiative was also taken to introduce a whole school step-up program at the end of the 2021 school year. The benefits of Step-Up program at the end of the school year include establishment of academic rigour, improved student attendance rates, stimulated student learning opportunities, assessment of students abilities prior to the beginning of the next year and having a solid foundation prior to the holiday period with a purposeful holiday homework program embedded.

The introduction of the new sporting facilities at St John's in 2020 has also seen additions to our 2021 curriculum program. Under the Health and PE banner a new Year 9 Soccer Academy Program was established as an elective for students interested in following a sports pathway which could include senior VCE subjects of Units 1-4 in Physical Education, Units 1-4 in Health & Human Development and our VET Certificate in Sport and recreation. The program is run in conjunction with our community partner Olympiakos who run a Soccer Identification program at St John's each weekend for all age groups.

The continued development of the Student Representative Council over 2021 has been significant in providing a forum for the collection of student voice on a range of issues both well-being and learning. We continue to build the capacity of our young leaders particularly in their role of capturing and interpreting the different needs of our students.

In 2021, St John's transitioned to the new MACS Governance Model through a process of consultation with all stakeholders. The new Governance structure has been effectively implemented with the key teams including our ; Association of Canonical Administrators, School Advisory Committee, Finance Committee and leadership team working cohesively with MACS to ensure good governance of St John's.

In 2021 funds from the Place Based Partnership Grant to Support School Engagement and Completion were used to employ a Sudanese Counsellor (four days a week) to provide an opportunity for the development of resilience programs and mental health initiatives aimed at students from a CALD background. Funding was also used for a Young Leaders program and Tutoring Program to develop leadership skills and study skills for all student's Year 7- 12.

A chaplain was appointed in 2021 to strengthen well-being initiatives for students and families with funding from the National School Chaplaincy Program (NSCP) 2021-22.

In partnership with MACS, St Johns introduced 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.

The online learning environment in 2021 saw the continuation of our focus on building staff capacity with our Learning Management System, SEQTA, through General Staff Meetings, PL sessions and one to one coaching. Staff demonstrated a high level of professionalism in delivering online courses, materials, and assessments to students during remote learning. The continued focus on well-being 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.

The management of the challenges of the pandemic have been significant for all school communities. We count as a significant achievement of the 2021 school year that through teamwork, agility and flexibility we have been able to deliver a comprehensive educational program that also met the pastoral needs of our students and families.

Education in Faith

Goals & Intended Outcomes

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 embedded 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. While many of our celebrations were required to be held remotely, the Faith aspect remained a central facet of these celebrations.

2. In 2021 the College adopted the theme: "Everything is Interconnected" Pope Francis, Laudato Si (70). The College Theme reminded us that as stewards of Creation we are called to respect the environment, to use its resources wisely and distribute justly its goods to meet the needs of all peoples. We do this when we understand the interconnectedness of all human beings to each other and to all of Creation.

3. Eucharist, the source and summit of the Church's prayer life was not able to be celebrated frequently during the year due to COVID restrictions. However, the Year 12 Graduation Mass was a welcome celebration for our year 12 students and families, held at St Patrick's Cathedral in November 2021.

4. Lasallian Youth Mentors led 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. The first network meeting was held for all the Catholic Primary Principals of our feeder schools and the Parish Priests of the foundation Parishes of St John's Regional College.

7. The appointment of Mr Juma Lofornk as a Community Liaison Officer in partnership with the Melbourne Archdiocese Catholic Schools.

8. Restructuring of the role of the Association of the Canonical Administrators to enhance the Catholic Identity of St Johns under the new MACS Governance Structure for schools.

VALUE ADDED

- Opening School Assembly with focus on Annual Theme
- Appointment of a new Youth Minister as part of our 2-year appointment cycle
- Review of Student leadership structure and subsequent appointment of inaugural Faith & Mission Captains.
- Participated in the Catholic Education Bicentennial Celebrations
- House Assembly Opening Prayer - weekly
- Daily Prayer in morning Home-room
- Induction of Student Leaders with a focus on Servant Leadership
- Easter Liturgy
- Harmony Day Celebrations with a focus on inclusion and cultural appreciation
- Conclusion of the Container Project for PNG in conjunction with Melbourne Based Lasallian Schools
- ANZAC Day Service
- Year 12 Retreat
- Year 7 Orientation Camp
- Catholic School Youth Ministry - Retreat Day
- Founders Day Mass & Celebration
- Feast of the Assumption celebration conducted online.
- Year 7 and Year 8 Retreat Days
- 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 presentation of the Sr Margaret Bellesini Award to acknowledge the charism of the Presentation sisters at work at St John's.

Learning & Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

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

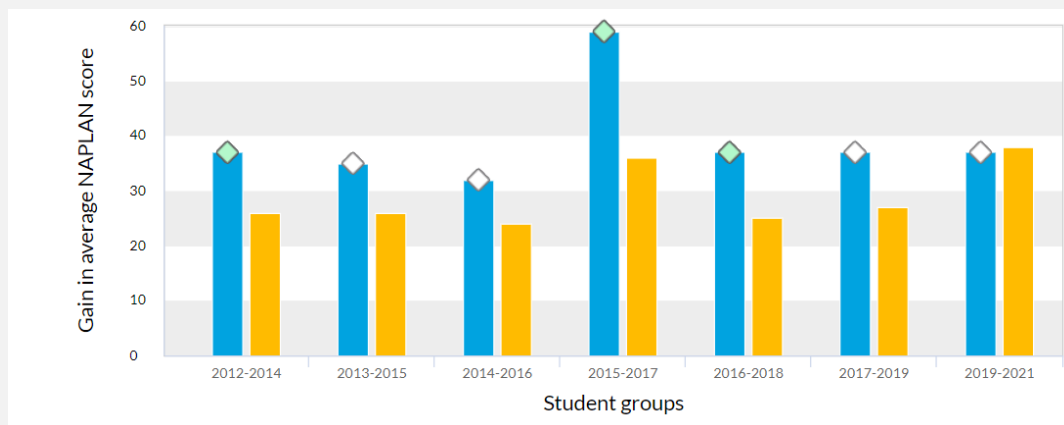
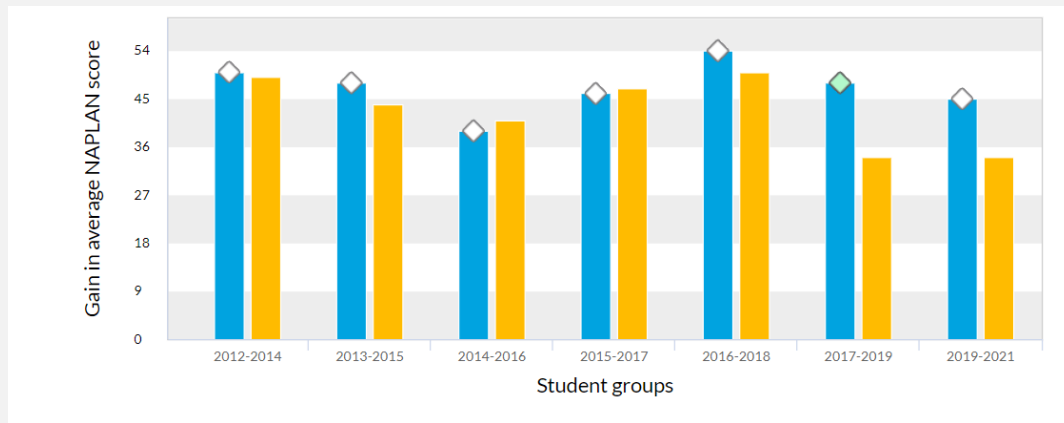
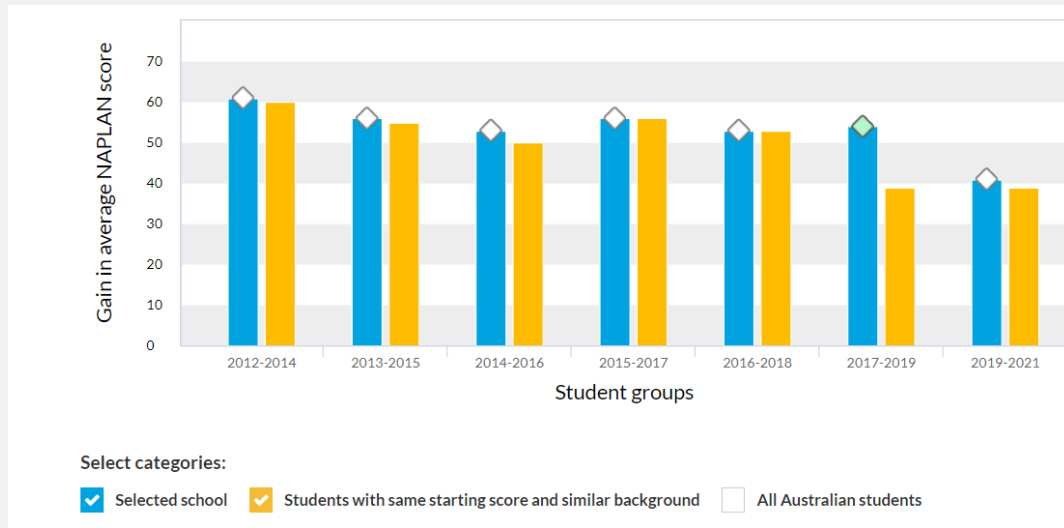
Intended Outcomes :

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

Achievements

- Successful VCE and VCAL programs with high student enrolment and success rates.
- Establishment of the Lantern Café has provided an option for enhancing VCAL studies through hand-on tasks.
- End of Year VCAL and Unscored VCE students program saw our Hospitality staff provide the Responsible Serving of Alcohol (RSA), Safe Food Handling and a certificate in Barista skills.
- The excitement of the new Junior STEM building has also contributed to the momentum of curriculum redesign during 2021. There will be transference of skills and knowledge across subjects, which will limit the overcrowding of the curriculum.
- New subjects developed include SCIMAT, STEP at Year 8, Human Movement, Artistic Expression, Healthy Life, Learning to Learn and Project-Based Learning. Teaching staff have worked in teams to devise new and engaging curriculum for students, and we are very much looking forward to the opening of our new building in 2022.
- Coaching at the College has been in place now for four years. It has been aligned with the adoption of Visible Learning methods, enabling teachers to reflect on their own practice, especially in the areas of feedback to and from students, learning intentions and success criteria and student engagement in learning.
- Online learning delivered through SEQTA and Microsoft Teams when required.
- SEQTA Reports developed and used in 2021, including subject skills and learning skills.
- Student Progress Interviews held remotely in Semester 1 and 2 2021.

STUDENT LEARNING OUTCOMES



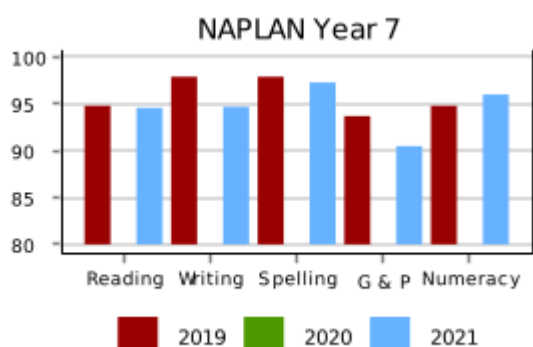
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	552.8
Year 9 Numeracy	561.5
Year 9 Reading	561.2
Year 9 Spelling	567.5
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	93.7	-	-	90.5	-
YR 07 Numeracy	94.8	-	-	96.0	-
YR 07 Reading	94.8	-	-	94.6	-
YR 07 Spelling	97.9	-	-	97.3	-
YR 07 Writing	97.9	-	-	94.7	-
YR 09 Grammar & Punctuation	93.2	-	-	89.9	-
YR 09 Numeracy	100.0	-	-	93.7	-
YR 09 Reading	95.8	-	-	91.3	-
YR 09 Spelling	97.5	-	-	91.1	-
YR 09 Writing	89.3	-	-	86.3	-

* 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

Intended Outcomes for 2021 identified:

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 agency

The achievement of these outcomes would empower all students to be successful independent learners and this was done through:

- 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 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 identified a number of initiatives explicitly aimed at strengthening the learning and wellbeing of our students:

1. Student Voice through an improved Student Representative Council model.
2. Visible Learning Collaborative Impact Project
3. That the wellbeing of all students is enhanced.
4. That there is a shared understanding of learning.
5. That the relationship between a positive learning environment and improved student outcomes will be understood and enacted.

6. That staff are provided the opportunities to build their professional capacity to link student wellbeing and independent engaged student learning.
7. To further develop the role of the Learning Mentor and ensure re-connection with the College after a COVID disrupted 2020.
8. The ongoing support of Child Safety and Protect protocols

These initiatives helped to guide 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 Leader 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, this is even more important after the impact of COVID lock-downs and disruptions and requires additional support for students who were new in 2020 and 2021 to feel connected.

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
- Legal Rights and Responsibilities
- Social Justice
- Goal setting
- Study skills
- Team building activities and physical activities for mental health

VALUE ADDED

In 2021 some of the College activities included:

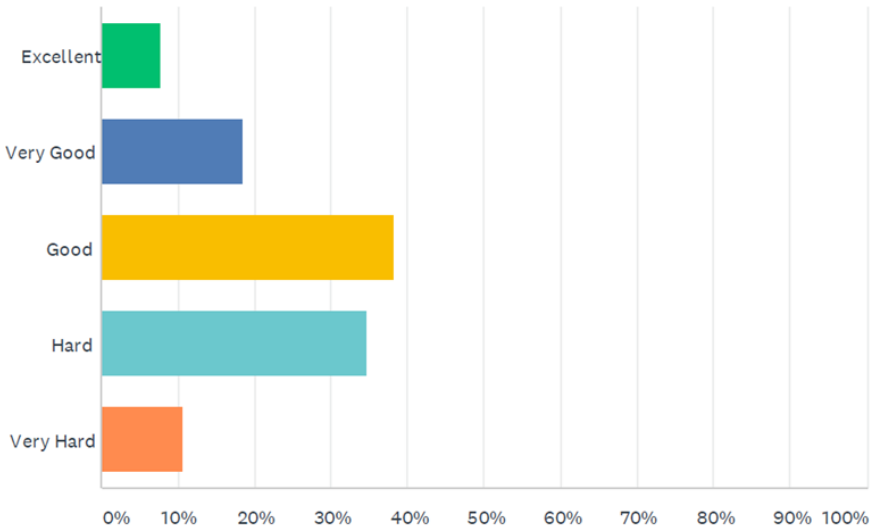
- Faith development and Youth Ministry activities
- Social Justice initiatives
- Student Leadership

- SIS Sporting Competitions, public speaking, theatre sports, music, debating and chess (many of which were conducted remotely due to COVID restrictions)
- SIS Art and Technology Exhibition
- SIS MasterChef competition (final unable to be held)
- House Sport Carnivals - Aquatics / Athletics & Cross Country
- Intra-House lunchtime activities and competitions
- Year 12 Retreats
- Year 7 Orientation Camps
- Tutoring program (virtual appointments)
- Stella Awards recognising student excellence
- Founder's Day celebrations and Talent Quest
- MAD Day fundraising and Social Justice
- Futsal competitions
- Dante Alighieri poetry competition
- Book Week speakers and activities
- Pastoral Care and Personal Development presentations and guest speakers (limited number via ZOOM)
- Futures Expo (virtual event)
- Private Music Tuition

STUDENT SATISFACTION

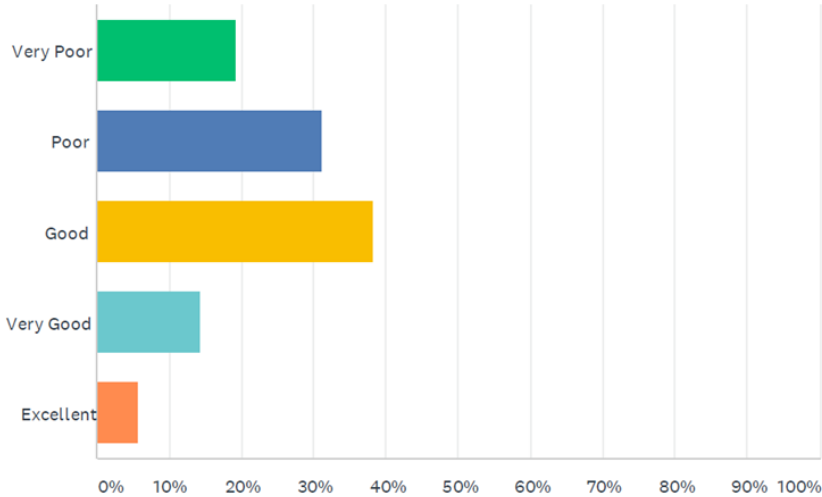
Q2 How have you found online learning this week?

Answered: 141 Skipped: 0



Q4 Rate your motivation

Answered: 141 Skipped: 0



ANSWER CHOICES	RESPONSES	
Take care of yourself by sticking to a routine during your days	32.12%	44
eating regular healthy meals (plus some treats!)	37.23%	51
keeping a good bedtime & sleep routine (don't be tempted to stay online etc. late into the night)	26.28%	36
get some physical activity into your day (even a walk around the house or yard in your breaks is good)	44.53%	61
get outdoors to take in some fresh air (very fresh at this time of year)	34.31%	47
stay in contact with your friends and family	64.96%	89
do something you enjoy each day	53.28%	73
use the pages in your school Journal about Wellbeing	4.38%	6
none	15.33%	21
Total Respondents: 137		

STUDENT ATTENDANCE

Students attendance and engagement was very difficult to monitor and manage with the large numbers, and lengths, of lockdowns. Students and staff were often required to teach to the timetable with limited internet access and no genuine 'face to face' teaching. However we continued to follow our processes with the College following up with roll marking for every class that runs. At the end of period 2 all parents of students who have an unexplained absence according to the rolls were contacted by SMS through SEQTA Direct Messaging.

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 both MACS and the Department of Education and Training (DET) to inform them of the situation. Parents of student with unexplained absences are also included in SEQTA messages and followed up by 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, continued absences are supported by the Every Day Counts program initiated by MACS. Where necessary the College supports families with internal and external help regarding school refusal and possible mental health or general well-being concerns.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	78.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.2%
Y08	93.9%
Y09	89.9%
Y10	92.1%
Overall average attendance	91.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26.0
VCE Completion Rate	97.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	61.0%
TAFE / VET	17.0%
Apprenticeship / Traineeship	6.0%
Deferred	3.0%
Employment	11.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & 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
- 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 2021 school year, St John's Regional College developed and implemented through our Pastoral Program and Teacher Training strategies for 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 2021 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:

- Annual engagement with the Child Safety policy and Code of Conduct
- Induction training of new staff & volunteers in child safety policies & procedures

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 was implemented by the Deputy Principal Student Wellbeing.

The Senior Leadership Team and College Board review and maintained the Child Safety Risk Register as a regular standing agenda item.

Ongoing advertising and recruitment throughout 2021 reflected Child Safety standards.

Excursions and camps were 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. We also included, and adhered to, COVID safety protocols.

Audit of school facilities and masterplans 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. The importance of Child Safety in regards to online activity was increased to ensure students were safe while learning from home.

Leadership & Management

Goals & Intended Outcomes

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 2021 represents the staff professional learning plan in alignment with the Annual Action Plan goals and strategies for 2021.

Date	General Staff Meeting Topics of 2021	GSM Links to 2021 Annual Action Plan and School Improvement Plan. GSM Links to AITSL Standards
1 February	GSM Agenda for 2021 <ul style="list-style-type: none"> • The Pedagogy of our staff meetings in 2021. • The Work of Collective Efficacy. • College Vision for Learning - 2022 Curriculum Development Expectations • VCE and VCAL Classroom Programs 2021 	By improving student learning and wellbeing outcomes through personalised, effective and stimulating learning, that builds student ownership, engagement, involvement and achievement. (SIP 2020-2023) Teachers and students will work collaboratively to enhance student learning and wellbeing. (AAP 2021)

		<p>Know thy Impact : All teachers are collecting and reflecting on student learning data (AAP 2021)</p> <p>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. (AAP 2021)</p> <p>AITSL Standards :</p> <p>Professional Knowledge</p> <ol style="list-style-type: none"> 1. Know students and how they learn 2. Know the content and how to teach it <p>Professional Practice</p> <ol style="list-style-type: none"> 3. Plan for and implement effective teaching and learning 5. Assess, provide feedback and report on student learning <p>Professional Engagement</p> <ol style="list-style-type: none"> 6. Engage in professional learning
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		7. Engage professionally with colleagues, parents/carers and the community
15 February	<ul style="list-style-type: none"> NCCD: An understanding of NCCD Funding requirements and Personalised Learning Programs . 	As Above.
1 March	<ul style="list-style-type: none"> Curriculum Preparation for 2022 ARM Goal setting for 2021 linked to 2021 AAP and the AITSL Standards. 	As Above.
15 March	<ul style="list-style-type: none"> College Vision for Learning - 2022 Curriculum 	As Above.
Term 2 26 April	<ul style="list-style-type: none"> Child Information Sharing Scheme and Family Violence Information Sharing Scheme College Vision for Learning - 2022 Curriculum Working Groups on Curriculum Development for 2022 	As Above.
10 May	<ul style="list-style-type: none"> Staff Consultation on 2022 POL Structure 	As Above.
24 May	<ul style="list-style-type: none"> Working with student Data to identify and support High Achievers 2021 Reports - Presentation & Report Guide 	As Above.
7 June		As Above.

	<ul style="list-style-type: none"> • Semester 1 - Reports • SEQTA Homeroom Reports incorporating to Pastoral Data 	
21 June	<ul style="list-style-type: none"> • Using Data to Inform Teaching & learning of High Achievers for semester 2. 	As Above.
Term 3 19 July	<ul style="list-style-type: none"> • Feedback On POL Submissions for 2022. • Learning Mentor Training for Subject Selection. 	As Above.
2 August	<ul style="list-style-type: none"> • NCCD - Evidence of Adjustments 	As Above.
16 August	<ul style="list-style-type: none"> • NCCD Review - Preparing Adjustments for the 2021/2022 Year 	As Above.
13 September	<ul style="list-style-type: none"> • Preparation for Consultative Meeting : Tuesday 14/9/2021 : Staff Feedback on options for unfilled 2022 POL's 	As Above.
11 October	<ul style="list-style-type: none"> • MACSIS Surveys - Purpose and completion of MACSIS Surveys 	As Above.

25 October	<ul style="list-style-type: none"> • Promotion of HALT - Certification of Highly Able and Lead Teachers • Feedback on Class Sizes 2022 from the Consultative Committee. • Step-up Program 2021 - Structure and benefits of the whole school step-up program in 2021 	As Above.
8 November	<ul style="list-style-type: none"> • Curriculum 2022 - Evaluation of 2021 learning programs in preparation for STEP-Up 2022. 	As Above.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Description of Professional Learning undertaken in 2021

Back to Secondary School Day

Student Focused Data Groups

Spiritual Direction

School attendance, refusal webinar

ZART - What's New 2021 Webinar

Meet the Assessors

Developing School Based Assessment Tasks

Improving Sport for People with an Intellectual Disability

VCE Mini Mathematics Conference

NCCD

21 LED125A - HALT Certification Workshop
RAS Unit 3 and Unit 4 Seminar
Creative Task
SRO New Learning Diversity Leaders
YARK - Reading Assessment
Teaching English in Multilingual Classrooms
CDES Annual Psychology Conference
VCE History Conference and Examination Reports
CSYMA Oceania Leaders Training Day
Planning Stage for STEP students
Staff Data Groups & Walkthroughs
Annual Review Meeting
Diabetes at school elearning program
Discovery Conference
Diabetes Training
Setting up students for Exam Success
Community Life Saving Certificate
CISS Leadership Introduction
ASBA Roadshow - Term 1 "Courageous Conversations"
Term 1 2021 Vine Meeting
Vine Meeting
Victorian ICT Network for Education
Behind the Scenes at the MCG
Child and family violence
Curriculum Vision Planning 2022
SEV conference 2021 - Global Politics Examiner's Report
STILE enhanced use
Headstart Apprenticeships
School attendance, refusal & engagement
Draft POL 2022
Cycling Safe
GSM: The Future Learning Environment 2020
Khans Hospitality Services - Commercial Cookery
Reading and comparing: The Queen and Ransom
Reading & Comparing: The Queen and Ransom

GSM - High Achieving Students
GSM: Data Groups/High Achieving Students
Timetabling Course
GSM: Presentation of Action Research Groups
GSM: NCCD Requirements - Making & Recording Adjustments
Effective Feedback in VCE
Whole School Literacy
Curriculum Writing Groups
Effective Feedback in VCE
NCCD Requirements - Making & Recording Adjustments
NCCD Requirements - Making & Recording Adjustments
Effective Feedback in VCE / Feedback & Coaching
Unit 4 Flying Start
Women's Middle Leadership Program
Semester 1 Reporting & Assessment
Comparative
School attendance refusal webinar
HALT Application Development day
Culturally Responsive Practice
Curriculum Planning / NCCD
Attendance Mgt / School Refusal
Hunter Industrial Chemical Training
Curriculum Guide
GSM: Curriculum Development 2020
Vic. Sen. Sec. Reform: New Cert. consultation
Victorian Senior Secondary Program
DVCEA Meeting
Masterclass One
Berry Street Education Model
Respectful Relationships Workshop
Visible Learning for Literacy Courses
GSM: NCCD & Wellbeing Survey
NCCD and Wellbeing Survey
GSM: 2020-2021 NCCD Review
GSM: NCCD and Wellbeing Survey

Year 12 PE - Recording lesson for assessment
The proposed VCE English study design
High Performing Students 2021
Teaching & Learning
Semester 2 High Achievers
VET KOPS unpacking remote learning
GSM - Curriculum Development AITSL Standards
Masterclass 2 - Maximizing Student Achievement
Masterclass Two: Maximizing Student Achievement
Click View Wellness for Secondary
VCE Exam preparation - Accounting & Business
Horizons of Hope
Zart Nurturing Creativity Conference
Improving Student Engagement through Student Voice
Staff wellbeing cooking sessions
VELG - Changes in VET Training
Comparative Text Response Cross-Marking
GSM - MACS Survey & Enterprise Bargaining
Jenny Kee Workshop
Jenny Kee
SELLEN Cluster Meeting
VCE examination COVID Safety
GSM - HALT Certification
Consultative Feedback
Step U Program
LABCON 2021
VCAA Assessor Training Day
Teaching VCE History in 2022
Changes to VCE VET Programs in 2022
Sellen VET & VCAL Consultation
VET Webex Workshop
Hospitality Industry Discussion Group
Online VALA Presentation
The Future of Cybersecurity in Education
VCE Curriculum planning day

- MAV 21 Virtual Conference
- Arts Curriculum Evaluation
- Respectful Relationships
- HPE Curriculum Evaluation
- STEP Curriculum Evaluation
- RE Curriculum Evaluation
- Humanities Curriculum Evaluation
- English & Language Curriculum Evaluation
- Science & Technology Curriculum Evaluation
- Hospitality & Food Technology Curriculum Evaluation
- Spirituality Day
- Community Surf Life Saving Certificate Update
- STEM Meeting
- Arts & Engagement Meeting
- Applied Learning Meeting
- Religious Education Meeting
- Humanities Meeting
- Hospitality & Food Meeting
- First Aid Course HLTAID009/10/11

Number of teachers who participated in PL in 2021	65
Average expenditure per teacher for PL	\$213

TEACHER SATISFACTION

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2021 for staff , parents and students. In comparison with the staff surveys last conducted in 2019 the following domains showed improved levels of staff satisfaction :

- Collective Efficacy
- Student Safety
- School Climate
- Collaboration in Teams

The staff surveys also identified the following domains for focus and improvement as part of the 2022 Annual Action Plan :

- Catholic Identity

- Instructional Leadership
- Feedback

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.0%
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TEACHER QUALIFICATIONS

Doctorate	1.5%
Masters	23.9%
Graduate	38.8%
Graduate Certificate	9.0%
Bachelor Degree	86.6%
Advanced Diploma	16.4%
No Qualifications Listed	3.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	73.0
Teaching Staff (FTE)	66.2
Non-Teaching Staff (Headcount)	42.0
Non-Teaching Staff (FTE)	34.8
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. Parents will engage with their child's learning
2. Increase 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 2021 were impeded by the COVID-19 pandemic, we were able to successfully implement the following activities to promote positive interactions with the Parish Schools and Community Groups:

- Paul Wade Soccer Gala Day - 7 of our Parish Primary Schools competed in a soccer round robin event and were presented by past St John's student, Paul Wade.
- Parish Primary School students involved with the Addams Family school production
- Yr 12 Graduation Mass and Celebration - students, parents and staff celebrated a Mass at St Patrick's Cathedral followed by a function at the MCG.
- Harmony Day - Wellsprings for Women (Kildare Ministries Community Group based in Dandenong) attended

VALUE ADDED

In 2021 the College continued to develop and refine online/remote learning environments. To ensure our community remained connected, the following activities/initiatives were implemented:

Collaboration with peers utilizing TEAMS

Regular surveys to students and parents

Where possible, physically holding community events with COVID-19 safe measures in place

Formal Parent Surveys were conducted in 2021 during the Term 3 MACSSIS surveys.

Parents surveyed identified an improved sense of belonging and connection to the school through increased communication and personally felt a positive sense of welcome to the school (90%)

Parents also identified that feedback via the school online learning management system (SEQTA) was a positive mechanism in helping them understand their children's academic progress with 95% of respondents finding SEQTA useful.

2021 MACSSIS surveys indicated that the area of family engagement had an overall improvement from 2019 through increased communication between parents and school (up from 10% in 2019 to 32% and MACS average, 19%) as well as increased participation and contribution to learning from parents (41% compared with 20% in 2019).

PARENT SATISFACTION

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2021 for staff, parents and students. In comparison with the parent surveys last conducted in 2019 the following domains showed improved levels of parent satisfaction :

- Family Engagement
- School Climate
- Student Safety
- Communication

The parent surveys also identified the following domain for focus and improvement as part of the 2022 Annual Action Plan :

- Barriers to Engagement for a Multicultural community.

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
3. Development of Soccer Pitch Lighting
4. Exploration of facility development within the master plan based on evolving and emerging curriculum priorities and needs.

Other areas for future focus as outlined in the Annual Action Plan for 2022 include:

Leadership & Management

Survey all teachers to identify teacher learning needs.

Sharing of Professional Learning experience /knowledge/skills in appropriate forums : GSM , Learning Area Meetings , PL Days

Review of ARM structure to provide links to Professional Learning and AITSL Standards

Development of meeting formats to provide a clear direction and focus on the collaboration of teachers around students work, assessment data and instructional practise.

Targeted professional learning for all school leaders on providing feedback.

School Community

Promote Parent utilisation of SEQTA and Operoo to communicate with the school relating to feedback on : students assessment , reports , excursion permissions and medical/emergency information.

Promote Parent attendance at Parent/Teacher meetings and communication with Learning Mentors

Continue to develop and embed Parish Primary events and activities into life at St John's Regional College.

Introduction of Soccer Academy in partnership with Dandenong City Soccer Club to promote enrolments.

Community connections and groups invited to attend and be a part of Harmony Day and Founders Day .

Explore and develop alternative methods of communication to cater to our multi-cultural community.

Learning , Teaching & Student WellBeing

To implement visible learning strategies, particularly through the embedding of whole school literacy initiatives.

To use student learning data and student work samples to build greater shared teacher understanding and efficacy.

To implement MACS Excel Wellbeing guidelines and Pivot Wellbeing program.

To continue to enhance the expectations and accountability of Learning Mentors.

Religious Dimension

Create forums for dialogical experiences - staff meetings, Spirituality Days; retreats and reflection days. That all student forums understand their purpose from a contemporary Catholic viewpoint.

Undertake Catholic Identity, Mission and School Effectiveness - ECSI Survey Round 2022

Create an understanding of the concept of "dialogue" as outlined in ECSI; staff reflection and input following ECSI Survey

Establish Identity and Mission Standing Committee IIMSC) - review and report (10.1 - 10.10)

Review and report on recommendations to enhance school identity

Develop a schematic outline; catechetical, social justice, sacramental which is fleshed out in all 2022 Full School Assemblies.

Enhanced RE teacher PD - regular; ongoing; external and internal

Student surveys on RE meaningfulness (10.2, 10.7, 10.8)

Establish the Identity and Mission Standing Committee with its role to enhance the Catholic Identity of St Johns including the embedding of our Charisms within the House System.

