



St John's Regional College Dandenong

2022 Annual Report to the School Community



Registered School Number: 1588

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Contact Details

ADDRESS	5 - 11 Caroline Street Dandenong VIC 3175
PRINCIPAL	Tim Hogan
TELEPHONE	03 9791 3366
EMAIL	principal@sjrc.vic.edu.au
WEBSITE	www.sjrc.vic.edu.au
E NUMBER	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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

03/04/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our College Vision

We at St Joh'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

2022 was the third 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 well-being outcomes through personalised, effective and stimulating learning, that builds student ownership, engagement, involvement and achievement.

The Annual Action Plan in 2022 identified the following areas for focus in 2022 as a result of feedback from the 2021 MACSIS Surveys :

Improvements in the area of Leadership & Management through a focus on Professional Learning , structured time to collaborate in teams and improvements in the quality of feedback.

Improvements in Community engagement through a focus on the removal of the barriers to family engagement caused by language.

Improvements in Student engagement through a focus on the factors that improve belonging such as approaches to learning and Student Voice.

In the area of Catholic Identity achieving a higher level of relevance and meaning for students through the recontextualization of the RE Curriculum.

Highlights & Achievements

Completion of the \$5m STEM facility took place in July 2022 when Archbishop Peter A Comensoli opened the Sr Genevieve Robertson Junior STEM Building and Fidelis Community Garden .

The opening of this flexible learning facility allowed us to continue with our partnership with the CSIRO STEM professionals in school programs to enrich our passionate science students at all year levels. Staff continued to work hard on our desire to be a leader in STEM education through 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.

2022 saw the continued development of a Whole School Approach to Literacy lead by the Curriculum Leadership team. With a strong focus on the development of Reading Capabilities across all learning areas , skills were developed in the following areas : connection making , visualising , emotional sensory involvement ,inner voice and metacognition.

Victorian Child Safe Standards and Ministerial Order No. 1359 came into effect in July 2022.The leadership team led staff through changes in the standards which included a greater focus on the following :

- the involvement of families and students in child safety efforts
- focus on the safety of Aboriginal children and young people
- management of the risk of child abuse in online environments
- governance, systems and processes to keep students safe.

In 2022 the continued development our football program saw St John's formally enter a partnership with Football Technique Australia and Dandenong City Soccer Club to provide an

educational and sporting pathway for our students. This will see students enrolled in the Football program receive multiple training sessions per week including Strength and conditioning, on field training , classroom learning and provide pathways into a range of careers in the sporting industry.

The continued development of the Student Representative Council over 2022 has been significant in providing a forum for the collection of student voice on a range of issues both well-being and learning. Regular Student Wellbeing Surveys were viewed by the SRC , discussed and recommendations made to school leadership to address student concerns and initiatives.

In 2022 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.

2022 saw the continuation of the Community Liaison Officer role at St Johns funded by the Melbourne Arch Diocese. The Community Liaison Officer has been successful in supporting and facilitating communication with members of community on a range of issues from financial concerns to student engagement.

Catholic Identity and Mission

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. Develop a greater understanding, for staff, of the role of prayer beliefs and practices in Catholicism.
2. Build a contemporary Catholic context in student forums.

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.

- Establishment of prayer tables with symbols in every homeroom
- provision of daily homeroom prayer resources
- distribution of staff prayer roster
- revisiting aspects of the College Theme at the beginning of GSMs
- Student work/reflections posted in the Newsletter

2. Eucharist, the source and summit of the Church's prayer life, continues to be a focus on several levels:

- ad hoc R.E. Classes celebrate Eucharist
- Major feasts celebrated as a whole school Eucharistic experience
- End of Year Eucharists for all year levels
- Graduation Eucharist at St Patrick's Cathedral Melbourne

3. Additional Liturgical Celebrations:

- Ash Wednesday
- Retreat and Reflection Days
- Easter Liturgy
- R.E. classroom experiences
- Catholic Action Program Liturgical Experiences

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.

5. 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.

6. The implementation of the Catholic Identity Committee. This committee has now met several times and provides the College with ideas and processes to continue to develop the Catholic Identity of the college using ECSI and MACSSIS data to inform their decisions and directives.

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
- The presentation of the Sr Margaret Bellesini Award to acknowledge the charism of the Presentation sisters at work at St John's.

Learning and Teaching

Goals & Intended Outcomes

1. Student learning and wellbeing are 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

Achievements

Achievements

Preparation for the implementation of the Vocational Major.

Ongoing refinement of enhancing applied learning opportunities via the Lantern Café and hands-on learning.

Ongoing and development of sci/mat curriculum.

Professional learning for staff to develop capacity and skills associated with teaching in a contemporary learning space.

Alignment of Project Based Learning Knowledge and skills with Sci/mat curriculum.

Use of student learning data and student work samples to build greater shared teacher understanding and efficacy associated with extension of high achieving students

Planning and Development of visible learning strategies, particularly through the embedding of whole school literacy initiatives facilitated by external consultant – expert in the field

Using coaching as a vehicle to implement emerging literacy related teaching strategies

Increased School engagement through Learning Mentor and subject teacher follow-up on SEQTA, parent engagement sessions to build capacity and depth of SEQTA use.

Re-enforced SMART goal setting to guide learning process .

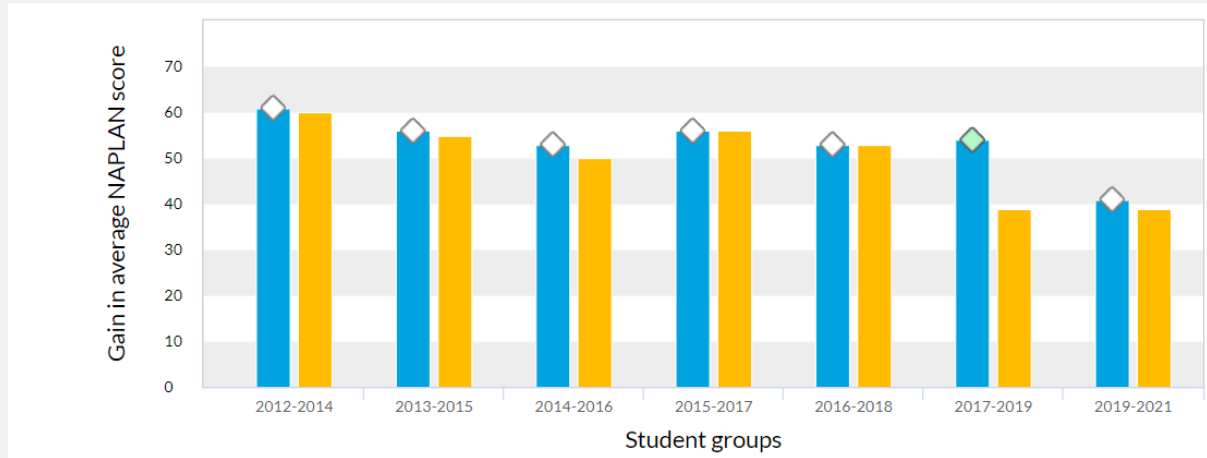
STUDENT LEARNING OUTCOMES

The 2021 to 2022 NAPLAN results for the Year 9 cohort show clear gains across most of the areas.

Student achievement improved dramatically in the area of writing , with an increase on 6.2%. The increase for Writing indicates the impact of classroom-based programs focusing on literacy attainment. Numeracy results also showed a significant gain of 5.3% with the majority of the cohort meeting the minimum standard. A small drop of 1.6% occurred in the area of grammar & Punctuation with steady growth in spelling 3.6% and reading 1.4%. This provides a direction for action in the future with an embedded whole school literacy program.

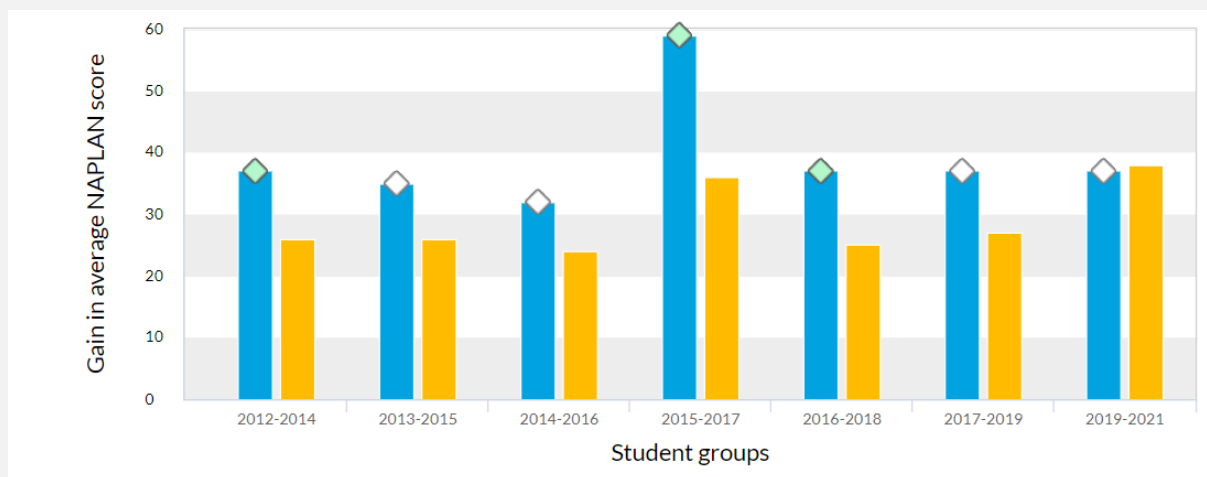
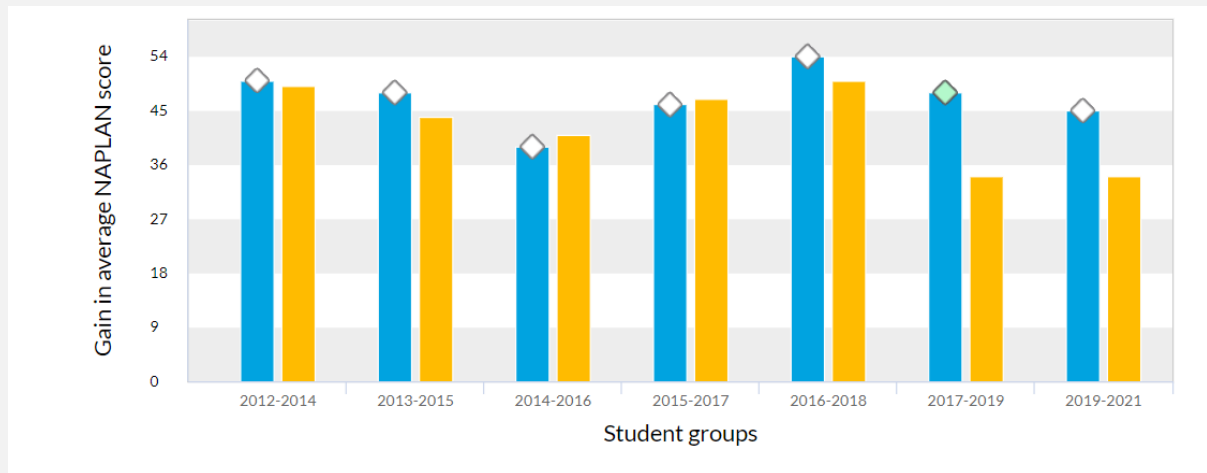
The College had a VCE completion rate of 97%. Our VCAL students had a success rate of 94%, which reflects our commitment to enabling the students to complete the Certificate at the level best suited to them. Some Year 12 students gain TAFE access at the end of Year 12 with an Intermediate Certificate.

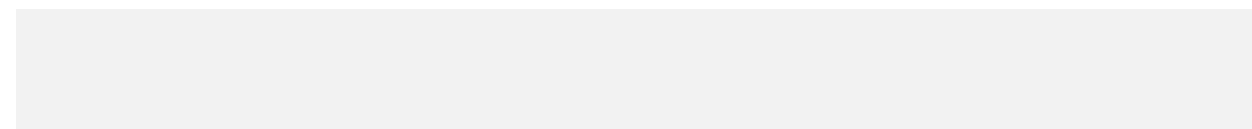
Identified students at risk are managed and supported through regular Student Support Meetings with a focus on their learning, wellbeing, pathways and established goals.



Select categories:

- Selected school
- Students with same starting score and similar background
- All Australian students





MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	557.0
Year 9 Numeracy	558.5
Year 9 Reading	578.4
Year 9 Spelling	576.8
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	90.5	-	94.6	4.1
YR 07 Numeracy	-	96.0	-	93.5	-2.5
YR 07 Reading	-	94.6	-	96.7	2.1
YR 07 Spelling	-	97.3	-	92.5	-4.8
YR 07 Writing	-	94.7	-	94.7	0.0
YR 09 Grammar & Punctuation	-	89.9	-	88.3	-1.6
YR 09 Numeracy	-	93.7	-	99.0	5.3
YR 09 Reading	-	91.3	-	92.7	1.4
YR 09 Spelling	-	91.1	-	94.7	3.6
YR 09 Writing	-	86.3	-	92.5	6.2

* 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 2022 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 2021.
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 2021 and 2022 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

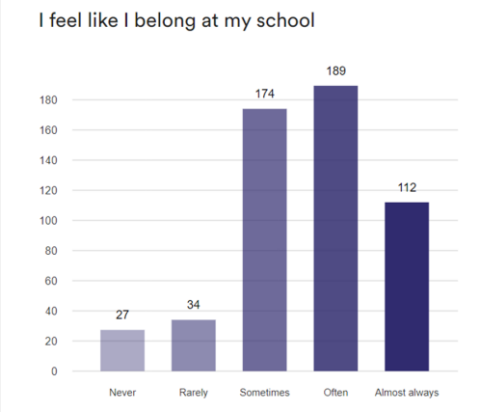
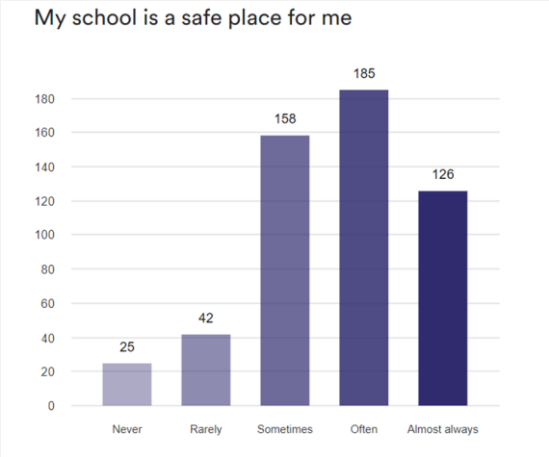
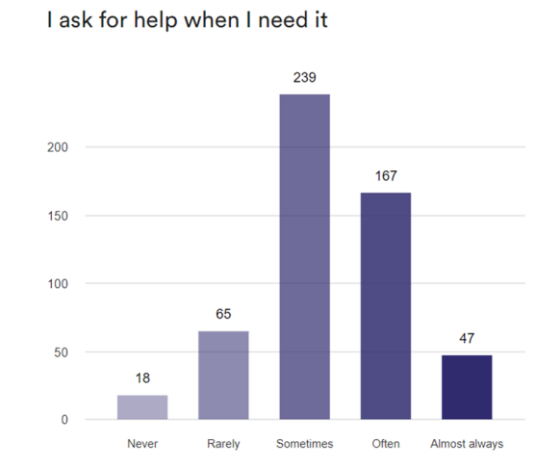
VALUE ADDED

In 2022 some of the College activities included:

- Faith development and Youth Ministry activities
- Social Justice initiatives

- Student Leadership and the ongoing development of the Student representative Council
- SIS Sporting Competitions, public speaking, theatre sports, music, debating and chess
- SIS Art and Technology Exhibition
- SIS MasterChef competition
- House Sport Carnivals – Aquatics / Athletics & Cross Country
- Intra-House lunchtime activities and competitions
- Year 12 Retreat
- Year 7 Orientation Camp
 - Year 9 Outdoor Camp
 - Year 10 Outdoor Camp (for yr 9 2021 students)
- 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
- Futures Expo
- Private Music Tuition
 - Year 11 Formal
 - Year 12 Graduation

STUDENT SATISFACTION



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	82.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.1%
Y08	86.8%
Y09	89.1%
Y10	85.4%
Overall average attendance	88.1%

SENIOR SECONDARY OUTCOMES

VCE Median Score	25.0
VCE Completion Rate	97.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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 2022 school year, St John's Regional College developed and implemented through our Pastoral Program and Teacher Training strategies for all eleven of the following Child Safe standards in order to embed a stronger culture of child safety at the College.

There are eleven Child Safe Standards:

Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

In complying with Child Safe Standard 1, an organisation must, at a minimum, ensure:

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- 1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture

In complying with Child Safe Standard 2, an organisation must, at a minimum, ensure:

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.

2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.

2.6 Staff and volunteers understand their obligations on information sharing and recordkeeping.

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

In complying with Child Safe Standard 3, an organisation must, at a minimum, ensure:

3.1 Children and young people are informed about all of their rights, including to safety, information and participation.

3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.

3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.

3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.

3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.

3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing

In complying with Child Safe Standard 4, an organisation must, at a minimum, ensure:

4.1 Families participate in decisions affecting their child.

4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.

4.3 Families and communities have a say in the development and review of the organisation's policies and practices.

4.4 Families, carers and the community are informed about the organisation's operations and governance.

Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice

In complying with Child Safe Standard 5, an organisation must, at a minimum, ensure:

5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.

5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

In complying with Child Safe Standard 6, an organisation must, at a minimum, ensure:

6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.

6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.

6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.

6.4 Ongoing supervision and people management is focused on child safety and wellbeing.

Child Safe Standard 7 – Processes for complaints and concerns are child focused

In complying with Child Safe Standard 7, an organisation must, at a minimum, ensure:

Achievements

The following strategies were implemented in 2022 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 2022 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.

Inclusion of Student Representative Council in discussions around Child Safety and review of student survey data to inform best practice

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 regard to online activity was increased to ensure students were safe while learning from home.

Leadership

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.

The 2022 Annual Action Plan identified the following goals and outcomes for the focus area of Leadership & Management :

As measured by the Professional Learning Domain of the 2022 Staff MACSSIS Surveys:

- Teacher practise will improve due to professional learning activities (9.2 , 9.3)
- Teacher Learning needs will direct professional learning activities in 2022 (9.4)
- Improve access to professional learning in 2022. (9.5)

As measured by the Collaboration in Team Domain of the Staff MACSSIS Surveys that our meeting structures will allow:

- for greater use of student as the basis for discussions around teaching decisions (11.3)
- for greater level of discussions on specific instructional practices within team meetings.(11.9)

As measured by the Feedback Domain of the Staff MACSSIS Surveys that feedback from school leaders will be at a greater level in terms of :

- frequency (5.1)
- role specific(5.4)
- capacity building (5.3)

Achievements

Achievements

The following General Staff Meeting Structure held on a fortnightly basis for 2022 represents the staff professional learning plan in alignment with the Annual Action Plan goals and strategies for 2022.

Term (Colour) and Date	General Staff Meeting Topic - 2022	Links to 2022 Annual Action Plan & School Improvement Plan	Links to AITSL Standards
14 February 2022	<p>GSM Agenda for 2022</p> <p>What we want our staff meetings to be in 2022. Staff Forum</p> <ul style="list-style-type: none"> •High achievers – Who are they ? What are we doing ? What is the best form of team collaboration on this ? •Literacy – Whole school approach to Literacy – Building capacity – what is the best form of collaboration on this? •Feedback – Quality of Feedback / regularity / What is the best form of collaboration on this ? •NCCD – Data - Building Capacity and record keeping - what is the best form of collaboration on this ? 	<p>SIP : 2020-2023</p> <p>By improving student learning and wellbeing outcomes through personalised, effective and stimulating learning, that builds student ownership, engagement, involvement and achievement.</p> <p>AAP 2022</p> <p>To use student learning data and student work samples to build greater shared teacher understanding and efficacy</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 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning <p>Professional Engagement</p> <ol style="list-style-type: none"> 6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community
28 February 2022	NCCD – PLP Expectations and Adjustments		

28 March 2022	Literacy – All teachers are teachers of literacy Explicit literacy instruction needs to be embedded in all subjects, not just English.	<p>SIP : 2020-2023 - Teachers and students will work collaboratively to enhance student learning and wellbeing.</p> <p>SIP : 2020-2023 - Student learning and wellbeing is driven by authentic student voice, data and positive relationships</p> <p>AAP 2022 : To implement visible learning strategies, particularly through the embedding of whole school literacy initiatives.</p>
Term 2-9 May 2022	NCCD - Evidence of Adjustments	
23 May 2022	Literacy – All teachers are teachers of literacy Coaches – group feedback on Literacy Initiatives	
6 June 2022	Wellbeing – PIVOT (Student Surveys)	
20 Jun2022	Focus On Sem1 Report Preparation	
Term 3 -18 July 2022	<ul style="list-style-type: none"> • Learning Mentor Training for Subject Selection • Child Safety – new (20mins) ministerial order • VCE /VCAL 2023 (40 mins) LM – Subject Advice 	
1 August	<p>MACS Policies – Suspensions , Negotiated Transfers & Expulsions</p> <p>Employee Relations :</p> <ul style="list-style-type: none"> • MEA – Update • Models for implementing 19 Hrs face to face in 2023 	

<p>15 August</p>	<p>Using Data to Inform Teaching & Learning in Sem 2:</p> <ul style="list-style-type: none"> • Focus on review of Sem 1 High Achievers • Who performed at the expected level ? • What interventions worked with them ? • What didn't ? • What interventions should be applied in semester 2 for these high achieving students <p>MEA Feedback</p>		
<p>29 August</p>	<ul style="list-style-type: none"> • Whole School Literacy • NCCD Review <p>Preparing Adjustments for the 2022/2023 Year</p>		
<p>Term 4-10 October</p>	<p>Preparing for AAP 23 with MACS Team – Revisiting the SIF Rubric</p>		
<p>24 October</p>	<ul style="list-style-type: none"> • Feedback on Class Sizes 2023 from the Consultative Committee. • Class Lists 2023 Review • Review of 2022 Courses : <ol style="list-style-type: none"> 1. Format to be developed : 2. What does an evaluation look like ? 3. What Data is used to review for review ? 4. What teams do we work in ? <p>Documentation of Adjusted Curriculum</p>		

7 November	<p>Planning for Step-up 2023</p> <ul style="list-style-type: none"> • 2023 Timetable • Team Based preparation • SEQTA expectations for 2023 courses • Documentation of courses - SEQTA 		
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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 2022	65
Average expenditure per teacher for PL	\$880

TEACHER SATISFACTION

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2022 for staff , parents and students.

In comparison with the staff surveys last conducted in 2021 the following domains showed improved levels of staff satisfaction :

- Professional Learning - Perceptions of the quality and coherence of professional learning opportunities.
- Catholic Identity - Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

The staff surveys also identified the following domains for focus and improvement as part of the 2023

Annual Action Plan :

- Collective Efficacy
- School Climate
- Student Safety

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	79.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.6%
Graduate	39.6%
Graduate Certificate	9.4%
Bachelor Degree	86.8%
Advanced Diploma	9.4%
No Qualifications Listed	5.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	67.0
Teaching Staff (FTE)	60.5
Non-Teaching Staff (Headcount)	47.0
Non-Teaching Staff (FTE)	41.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

In 2022 the College continued to develop and refine feedback and communication with parents, particularly around the learning needs and progress of their students. To improve this connection, the following activities/initiatives were implemented:

- Promotion of the use of SEQTA through the creation of instructional videos and information sessions
- Increase the variety and amount of communication home to parents

SJRC considers the feedback of its parents to be critical in growing and improving the school. Each year, Formal Parent Surveys are conducted during the Term 3 MACSSIS surveys with the 2022 responses summarised below:

Parents surveyed identified an increased involvement and improved perception of how well teachers support them to engage with their child's learning, increasing from 50% to 58% from 2021 with MACS average of 44% as well as a 33% response rate for teachers seeking their expertise and knowledge to assist in their child's learning (up from 21% and MACS average of 18%)

Parents also identified that feedback via the school online learning management system (SEQTA) was a positive mechanism in helping them understand their child's academic progress, enabling parents to understand how their child is doing in all aspects of school life with an increase in satisfaction to 67% (from 54% in 2021 and 43% MACS average)

VALUE ADDED

The following list of events and activities were

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

- Student Leadership and the ongoing development of the Student representative Council
- SIS Sporting Competitions, public speaking, theatre sports, music, debating and chess
- SIS Art and Technology Exhibition
- SIS MasterChef competition
- House Sport Carnivals – Aquatics / Athletics & Cross Country
- Intra-House lunchtime activities and competitions
- Year 12 Retreat
- Year 7 Orientation Camp
- Year 9 Outdoor Camp
- Year 10 Outdoor Camp (for yr 9 2021 students)
- 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
- Futures Expo
- Private Music Tuition
- Year 11 Formal
- 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
- Sr Genevieve Robertson STEM Building - Official Blessing and Opening bringing together the wider community with Archbishop Comensoli, Presentation Sisters, MACS representatives and local government all attending.
- Parish Primary Connections through the Science Program, Catholic Action Program and Music Program are all opportunities for primary school students to immerse in Secondary School Programs with SJRC students and staff

PARENT SATISFACTION

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2022 for staff, parents and students. In comparison with the parent surveys last conducted in 2021 the following domains showed improved levels of parent satisfaction :

- Barriers to Engagement - Factors that can hinder a family's interaction or involvement with their child's school.
- Communication - The timeliness, frequency, and quality of communication between the school and families.

The parent surveys also identified the following domain for focus and improvement as part of the 2023 Annual Action Plan:

- Communication: The timeliness, frequency, and quality of communication between the school and families.

The following domains remained at the same level as in previous surveys:

- Family engagement
- Barriers to engagement
- School fit
- School climate
- Student safety
- Catholic identity

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. Submission of Catholic Capital Grant Application for Stage 3 - Senior STEM and Arts Centre
2. Development of Soccer Pitch Lighting
3. 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 2023 include:

Leadership & Management

- Survey of teachers to identify PL needs.
- Whole school PL on Literacy
- Coaching on Literacy
- Development of meeting format for GSM & Learning Area Meeting that provides a clear direction and focus on collaboration of teachers around students work, assessment data and instructional practise.
- Staff survey on what effective feedback looks like to provide clarity for all leaders.
- Targeted Professional learning for all school leaders on providing feedback.

School Community

- Continue to promote parent utilisation of SEQTA and Operoo relating to feedback, subject formative data, interim reports etc which will inform and provide more meaningful conversations at PSI's.
- Promote parent communication both at PSI's and ongoing with Learning Mentors
- Continue to develop relationships with Primary Schools through events and activities for improved exposure.
- Promote school activities by active posts on social media and increase followship.
- Continue to explore and develop alternative methods of communication to cater for 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.
- To continue to enhance the expectations and accountability of Learning Mentors.

Religious Dimension

- Create student and staff forums for dialogical experiences in an understanding of their purpose from a contemporary Catholic viewpoint:
 1. Staff meetings
 2. Spirituality Days
 3. Year 12 Retreat
 4. Reflection Days
 5. Full school Liturgy/Eucharist
- Undertake Catholic Identity, Mission and School Effectiveness as informed by ECSI 2022 and beyond.
- Maintain Catholic Identity Committee (C.I.C.) works.
- Review and report on recommendations to enhance Catholic Identity
- Enact recommendations from the C.I.C. regarding:
 - Current House names
 - Charisms of the Founders
 - Charism of the Patron
 - Catholic Identity more broadly
 - Enhanced R.E. Teacher P.D. – regular, ongoing – internal and external
 - Student survey on the efficacy and meaningfulness of Religious Education – classroom tasks; curriculum; meaningfulness; prayer opportunity