



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St John's Regional College

5 - 11 Caroline Street, DANDENONG 3175

Principal: Timothy Hogan

Web: www.sjrc.vic.edu.au

Registration: 1588, E Number: E1213

Principal's Attestation

I, Timothy Hogan, attest that St John's Regional College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2024

About this report

St John's Regional College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

For over 50 years, St John's Regional College has been a Centre of educational excellence, blending the time-honored traditions of the Catholic faith with the forward-thinking ethos of the 21st century. Located in the vibrant heart of Dandenong, our College prides itself on its inclusive and diverse community, representing over 50 nationalities and numerous faiths.

With a strong commitment to holistic education, we serve our local Parishes: St Mary's Dandenong, St Paul Apostle Endeavour Hills, St Kevin's Hampton Park, St Francis De Sales Lynbrook, Resurrection in Keysborough, and St Gerard's in Dandenong North. Our mission extends beyond academics; we strive to cultivate compassionate, resilient individuals who embody the values of our Catholic heritage.

Diversity is at the core of our ethos, evident in our co-educational approach that brings together students of all genders and backgrounds. Our expansive 14-acre campus, running alongside the Dandenong Creek, provides a conducive environment for learning and growth. Equipped with modern facilities, we cater to the needs of our 650 students in partnership with St Mary's School of the Deaf, offering an educational experience tailored to their unique talents and aspirations.

As we embark on our school improvement journey from 2020 to 2023, our focus is twofold. Firstly, we aim to strengthen our Catholic identity within our diverse community through a collaborative and consultative approach to professional learning. By fostering a culture of trust and shared vision, we seek to create an inclusive environment where every student feels valued and supported.

Secondly, we remain dedicated to enhancing student well-being and academic outcomes. Through personalized and stimulating learning experiences, we aim to cultivate student engagement, ownership, and achievement. Our goal is to equip students with the skills and resilience needed to thrive in an ever-changing world, preparing them for success beyond the classroom.

At St John's Regional College, we continue to adapt to the evolving landscape of education while our commitment to empowering young minds remains unwavering. Together, guided by our faith and strengthened by our community, we strive to nurture the leaders of tomorrow who will make a positive impact on the world.

Principal's Report

KEY DECISIONS, EVENTS AND ACHIEVEMENTS

Implementation of School Improvement Plan 2020-2023

2023 marked the culmination of our four-year School Improvement Plan (SIP) from 2020 to 2023. Our focus remained on enhancing the following priorities:

- Strengthening Catholic Identity
- Improving Student Learning and Well-being Outcomes

Annual Action Plan for 2023

The Annual Action Plan for 2023 was formulated based on feedback gathered from the 2022 MACSIS Surveys. The plan outlined the following strategies for focus in 2023:

Leadership & Management

- Conducting surveys among teachers to identify professional learning needs.
- Implementing whole-school professional learning sessions on literacy.
- Providing coaching on literacy skills.

Community Engagement Enhancements

- Continuing to promote parent utilization of SEQTA and Operoo for feedback, subject formative data, interim reports, etc., to facilitate more meaningful conversations during Parent-Student Interviews (PSI).
- Strengthening relationships with Primary Schools through events and activities to enhance exposure.
- Promoting school activities through active social media posts to increase engagement.

Student Engagement Improvements

- Implementing visible learning strategies, particularly through the integration of whole-school literacy initiatives.
- Utilizing student learning data and work samples to foster greater shared understanding and efficacy among teachers.
- Implementing MACS Excel Wellbeing guidelines.

Enhancement of Catholic Identity

- Recontextualizing the Religious Education (RE) Curriculum to make it more relevant and meaningful for students.

- Establishing student and staff forums for dialogical experiences from a contemporary Catholic viewpoint.
- Sustaining the efforts of the Catholic Identity Committee (C.I.C.).
- Providing enhanced Professional Development opportunities for RE Teachers, both internally and externally.

Highlights & Achievements in 2023

Successfully renewed our school registration through the Victorian Registration and Qualifications Authority (VRQA).

Developed a new School Improvement Plan for the period 2024-2027, aligned with the following four priorities:

- Developing a distributive leadership framework.
- Building teacher data literacy capacity to effectively and collaboratively analyze data to ensure learning is differentiated for all students.
- Embedding student agency to empower students to become visible learners.
- Building an agreed-upon school-wide approach to developing appropriate pathways for all students.

Successfully applied for the “Strengthening School Engagement” grant from the Department of Education for the 2024-2026 school years.

Conducted staff professional learning with a focus on building literacy skills in all faculty areas, led by consultant Leon Furze.

Engaged in a Community Engagement Event on cyber safety with Susan McLean.

Developed a Master Plan for the redevelopment of the CLC garden and the demolition of surplus office space.

Resubmitted a capital grant for the refurbishment of the Presentation building to incorporate senior science labs and flexible learning space for Vocational Major students.

Enhanced our Catholic identity through staff participation in the World Youth Day Emerging Leaders Program held at WYD 2023 in Lisbon, Portugal.

Strengthened our Lasallian Charism through staff attendance at the Asia & Pacific Lasallian Education Conference.

Launched an Academic Intervention Program to align students with pathways for success.

Commissioned a demographic study through MACS Department of Infrastructure and Planning to analyze enrolment trends within the priority parish system of Dandenong.

Implemented a new multi-employer agreement with improvements to teacher workloads and the introduction of the 30/8 model.

Conducted future planning for Vocational Major and VET opportunities for SJRC in collaboration with MACS representatives, to be incorporated in the 2024-2027 school improvement plan.

Reviewed ICT infrastructure and role descriptions with external consultant John Edmunds to further support the School Improvement Plan 2024-2027.

Noted an increase in projected Year 7 enrolments for the 2024 school year, leading to the decision to increase the number of class streams from four to five.

Catholic Identity and Mission

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.
3. 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. The Faith aspect remained a central facet of these celebrations which brought the community together more regularly. There was:

- 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. The Sacrament of Reconciliation was then made available to participants.

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 continuation 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.

7. The students were particularly engaged in the Justice League activities through regular meetings at which the following expressions of justice were engaged:

- visits and letter writing campaign to the elderly in Endeavour Hills
- Salvation Army clothes drive
- breakfast Club
- St Vincent de Paul Christmas Hampers
- raising awareness with the College regarding the conflicts in Ukraine
- some fundraising initiatives for MAD Day

8. 20% of the Teaching Staff availed themselves of the In-House Staff Accreditation Courses to tally up hours towards their Accreditation to either continue to teach in a Catholic School or to teach Religious Education and Lead in a Catholic School.

9. The annual staff Spirituality Day was well received at Melbourne Zoo as the environment and a "re-visiting" of the central tenets of the College Theme: *Known and Loved*.

Value Added

- opening school assembly with focus on Annual Theme and environment decoration
- appointment of a new Youth Minister as part of our 2-year appointment cycle

- consolidation of student leadership through the appointment of inaugural Faith and Mission Captains.
- daily Prayer in morning Home-room with dignified Prayer Table symbols
- induction of Student Leaders with a focus on Servant Leadership
- Easter Liturgy
- Harmony Day celebrations with a focus on inclusion and cultural appreciation
- Year 12 Retreat
- Year 7 Orientation Camp
- Catholic School Youth Ministry - Retreat Day
- Founders Day Mass and Celebration
- Years 7 to 11 Reflection Days
- In-House staff accreditation courses
- Professional Learning Teams Accreditation to Teach in a Catholic School programs
- Faith Development and Youth Ministry Activities
- Social Justice Initiatives
- 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

Goal:

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

Intended Outcome:

Student learning and wellbeing is driven by authentic student voice, data and positive relationships.

Achievements

1. Whole school approach to literacy.
2. Audit and refine curriculum documentation practices.
3. Improve student pathways via academic and wellbeing intervention.
4. Strategic planning established.
5. VRQA registration process.
6. Development of a Strategic Plan 2024-2027
 - Establishment of a Literacy Committee
 - Collective approach to command terms via learning areas
 - Curriculum audit conducted. Opportunities for growth identified.
 - Curriculum documentation practices established.
 - Teaching teams as per teacher delegation framework collectively approach curriculum development.
 - Learning Area Leaders and House Leaders worked collectively to establish student intervention practices. Data informed practices and student tracking established. Intervention meetings occurred working with families to discuss appropriate pathway options.
 - Research and development of a learning vision commenced.

Student Learning Outcomes

NAPLAN scales and proficiency standards

NB: A new NAPLAN time series was established from 2023. As such it should be noted that results from 2023 on cannot be directly compared to results from 2008 to 2022.

Education ministers agreed that NAPLAN test results would be reported using proficiency standards from 2023. Together with the move to an earlier NAPLAN in March, these changes met an initiative of the 2019 National School Reform Agreement.

The proficiency standards are reported on reset NAPLAN measurement scales that make better use of the online adaptive tests.

The College furthered the government funded tutoring program in 2023 supporting identified students one on one and in small group settings. Specialised intervention programs were established in Years 7-9 for numeracy and literacy supporting students at their point of need.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	535	65%
	Year 9	553	51%
Numeracy	Year 7	527	65%
	Year 9	551	54%
Reading	Year 7	532	66%
	Year 9	566	66%
Spelling	Year 7	540	80%
	Year 9	575	73%
Writing	Year 7	539	69%
	Year 9	576	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	26
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goal:

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

Intended Outcomes for 2023 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 Regional College 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 that allows for all students from year 7 to year 12 to have a voice on both wellbeing and learning initiatives within the College.
2. Visible Learning Collaborative Impact Project continued to be reinforced with key Learning Intentions and Learning Criteria highlighted through SEQTA for every Learning Area.
3. That the wellbeing of all students is enhanced through the ongoing inclusion of the Resilience Project in Pastoral periods and also as a key feature of the Student Planner with daily activities that students could complete.
4. That there is a shared understanding of learning and wellbeing supported by targeted intervention programs to find successful pathways for students. Meetings were held with families that involved House Leaders, Learning Area Leaders and Deputy Principals to facilitate an understanding of students academic performance and possible options.
5. That the relationship between a positive learning environment and improved student outcomes will be understood and enacted. This was supported by classroom visits and a whole school approach to behaviour strategies.
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 involve them in support of student pathways and subject selection opportunities and information sessions.
8. The ongoing support of Child Safety and Protect protocols through professional development and following of government guidelines for mandated Child Protection modules and reporting expectations.

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.

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 2023 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 Program
- Year 10 Outdoor Education Camp
- Tutoring program (virtual appointments)
- Stella Nominations & Awards recognising student excellence
- Founder's Day celebrations and Talent Quest
- MAD Day fundraising and Social Justice activities
- futsal competitions
- Dante Alighieri poetry competition
- Book Week speakers and activities
- Pastoral Care and Personal Development presentations
- Futures & Pathways Expo
- private music tuition
- Year 12 Graduation

Student Satisfaction

The 2023 MACSSIS Data for Secondary Students asked questions across 10 Domains:

Rigorous expectations - MACSSIS average was 53% and SJRC average was 50%

School Engagement - MACSSIS average was 27% and SJRC average was 28%

School Climate - MACSSIS average was 44% and SJRC average was 40%

Teacher-Student Relationships - MACSSIS average was 41% and SJRC average was 34%

School Belonging - MACSSIS average was 47% and SJRC average was 44%

Learning Disposition - MACSSIS average was 48% and SJRC average was 50%

Student Safety - MACSSIS average was 50% and SJRC average was 42%

Enabling Safety - MACSSIS average was 46% and SJRC average was 39%

Student Voice - MACSSIS average was 39% and SJRC average was 39%

Catholic Identity - MACSSIS average was 36% and SJRC average was 37%

We did see positives in a number of the Domains: School Engagement, Learning Disposition, Student Voice and Catholic Identity.

The lower-than-expected averages in the Domains of Student Safety and Enabling Safety identified concerns from the students and this resulted in a whole school program aimed at improving behaviour inside and outside the classroom with clear expectations on following teacher direction and having consistent strategies that supported positive learning.

The results from the Domains of Teacher-Student Relationships and Student Voice resulted in these areas being identified as important aspects of both the new SIP for 2024 as well as important parts of House based AAPs for 2024.

It was highlighted that the majority of responses from the 2023 year 7 students were above both the MACSSIS average and SJRC average and that the students from year 10 had the lowest averages across all the Domains. This was also identified as a key area for improvement in 2024.

Student Attendance

The College maintains attendance data with roll marking for every class that runs or for any special events, excursions or other on campus activities. 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 Everyday Counts program initiated by MACS. Individual learning plans can be discussed, and interventions

actioned to support engagement with learning. Where necessary the College supports families with internal and external help regarding school refusal and possible mental health or general well-being concerns. This may involve support through the Navigator program or referrals to Orange Door counselors.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	93.0%

Average Student Attendance Rate by Year Level	
Y07	91.5%
Y08	88.1%
Y09	82.7%
Y10	89.5%
Overall average attendance	87.9%

Leadership

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.

Our intended outcomes included :

Create a clear professional learning plan for internal professional development aligned to the four-year school plan.

Establish a shared understanding of leadership and coaching, incorporating our values and beliefs, which leads to a culture of teamwork, openness and trust.

Develop a meeting structure that supports coaching, encourages collaborative practises and develops strong teamwork to achieve the goals of our school plan.

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

Achievements

As measured by the Professional Learning Domain of the 2023 Staff MACSSIS Surveys conducted in September of 2023 the following areas of practice have shown improvement year on year from 2022 to 2023

- Teacher practice will improve due to professional learning activities (9.2, 9.3)
- Teacher Learning needs will direct professional learning activities in 2023 (9.4)
- Improve access to professional learning in 2023 (9.5)

As measured by the Collaboration in Team Domain of the 2023 Staff MACSSIS Surveys that our meeting structures will allow:

- for greater use of student as the basis for discussions around teaching decisions (11.3)

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)

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023
<p>Professional Learning in 2023</p> <p>Arts Faculty Workshop</p> <p>English Faculty Meeting</p> <p>Food & Technology Workshop</p> <p>HD & PE Faculty Workshop</p> <p>Humanities Faculty Meeting</p> <p>Mathematics & Science Workshop</p> <p>NCCD</p> <p>Religious Education Faculty Workshop</p> <p>Whole School Literacy</p> <p>STEM Faculty Meeting</p> <p>Industry Practice in Visual Arts Classroom</p> <p>Creating the engine for Scientific Discovery</p> <p>Year 7 Welcome Mass</p> <p>7/8 STEP Meeting</p> <p>Science & Technology Meeting</p> <p>New Study Design in Economics</p> <p>RTO: IVET/AIET</p> <p>Exploring the Pedagogy of Encounter</p> <p>HPE Faculty Meeting</p> <p>VCE systems Engineering Unit 3 Online</p> <p>Mentor & New Staff Induction Meeting</p> <p>Arts & Engagement Meeting</p> <p>English and Languages Meeting</p> <p>Deakin University Careers Advisors Day</p> <p>GSM - Literacy</p> <p>VINE Members 2023 Lunch</p> <p>Avoiding Breaches in Education</p> <p>Jasper Hotel, Melbourne</p>

Expenditure And Teacher Participation in Professional Learning

2023 - CDES Psychology Conference
Victorian Physics Teachers' Conference
Improving Literacy Across the Domains
RASNET Annual Conference
Instructional Coaches Meeting
VATE Meet the assessors
Bike Ed Instructor Training
Numeracy, Science & Technology meeting
VCE Literature Newwork - MACS
GSM - College Theme & Student Behaviour
GSM - SIF Rubric
MACS Working Party for Continuous Improvement
Virtual SAC Workshop - Maths Methods
Exam Workshop
ACU Careers Advisors Day
Assessment Practices VCE VM
Learning Diversity Leaders Network
VCAA Special Provision Information Session
Vine Talking Tech Day
GSM
Food Service Expo
Futsal Tournament
Fanning the Flames
RAS Twilight Seminar
Southgate Promenade & Langham Hotel
VINE Technology Leaders Conference
VATI Congress 2023
Student Wellbeing - Resilience Project
HP Hewlett Packard - Artificial Intelligence
VINE Technology Showcase 2023
Secondary Religious Leaders' Network Days
VCE Food Studies - Unit 4 Toolkit 2023
Level 2 First Aid
Visiting Penola College
GSM - Student Wellbeing - Resilience Project
2023 Virtual SAC Workshop - Maths Methods
VET Programs Expo
Federation University Careers Advisors Day
VEC Passport to Democracy
GSM - NCCD
Behaviour Management

Expenditure And Teacher Participation in Professional Learning

North West VCV Network
Southern Secondary Learning Diversity Leaders Network
Monash University Careers Advisors Day
Pride in Schools
National Education Summit
Assessment Literacy
Growing up Online
HPE - Zero Trust Networks
VTAC Briefing
DS Music Musicianship Meetup
Emerging Materials - Masterclass DATTA
Chestnut Gardens Aged Care - Connect to Community
BlendED
BlendED Information Session
Greg Van Es
Pathological Demand Avoidance
Dandenong Tech School Forum
School Improvement Framework
Staff Spirituality Day
STEM Meeting - 3D Printing
VCAA VCE Visual Communication Design Implementation
Spotlight on Educators
Engaging OOHC Students
Engaging OOHC Students in Protective Factors
Engaging students in protective behaviours
Electrifying Children's Mathematics
Faith and Mission Leaders Conference
Zart Conference - Art & Wellbeing
Zart Conference 2023 - The Art of Wellbeing
ASBA New Members Event
National Liturgical Conference
2023 Tailored Pathways Program
VCAA VCE Exam Supervisors Training
Berry Street Education - Relationship
VIC Tesol Symposium2023
VCE Visual Communication Design
Site Visit - SEQTA Setup
Minecraft Education
Teacher Collaboration in SEQTA
Advent in the Classroom Webinar
Advent in the Classroom Webinar

Expenditure And Teacher Participation in Professional Learning	
VCAA - Naplan Reporting & Data Service GSM - Curriculum & Reporting Southeast Region Wellbeing Group Tech for Tomorrow's Education 2024 Curriculum Planning Day VCE Study Design Implementation & Interpretation of PAT & SEW PAT & SEW Training Berr Street Education - Engagement & Stamina GSM - Step Up Community Surf Life Saving Certificate VCE Literature 2024 Big Kodaly Day COMVIEW 2023 Mini Musical Jukebox DigiCon 2023 ACHER Victoria Annual Conference IVET - Changes to Training Packages LABCON 2023 Mathematics Conference 2023 MAV23 Annual Conference Community Surf Life Saving Certificate Update Planning 2024 Integrated Projects EDUCATION 4.0 for Victorian Teachers SEQTA Analyse Online CPR & Anaphylaxis Update Student Options & Daily Organiser Timetabling Solutions GSM - VCE VM	
Number of teachers who participated in PL in 2023	60
Average expenditure per teacher for PL	\$639.00

Teacher Satisfaction

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2023 for staff , parents and students.

In comparison with the staff surveys last conducted in 2022 the following domains showed improved levels of staff satisfaction :

- Catholic Identity

- Support for Teams
- Collaboration around our improvement strategy
- Staff-leadership relationships

Teacher Qualifications	
Doctorate	0.0%
Masters	12.9%
Graduate	22.6%
Graduate Certificate	5.4%
Bachelor Degree	48.4%
Advanced Diploma	6.5%
No Qualifications Listed	4.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	74
Teaching Staff (FTE)	67.8
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	39.9
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

Goal:

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

Intended Outcomes :

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

Achievements

In 2023 Engaging with families and the school community through a variety of activities has been central to our goal to create a collaborative and supportive educational environment. The following activities' have been implemented throughout the year:

Fortnightly School Newsletter: Our fortnightly newsletter serves as a regular touchpoint with families, providing updates on academic and extracurricular activities, upcoming events, and important notices. We include features on student achievements, staff updates, and key initiatives within the school.

Regular School Highlights on Social Media (Facebook, Instagram): Our social media platforms are channels for sharing school highlights. We post photos, videos, and stories that showcase student successes, events, and daily life at school. This real-time engagement allows families to stay connected and informed.

Welcome Eucharist for All New Families: The Welcome Eucharist is a special event for new families, providing a moment of spiritual reflection and community engagement. It's an opportunity for families to feel welcomed and integrated into our school's faith-based environment.

Invitations to College Assemblies: By inviting families to college assemblies, we offer them a chance to witness student achievements and participate in important school traditions. This encourages greater involvement and connection to the school culture.

Regular Open Evenings for New Enrolments: Open evenings are designed for prospective students and their families to experience the school's offerings firsthand. These events include tours, presentations, and opportunities to interact with staff and students.

Parent-Teacher Interviews in Term 1 & 3: Parent-teacher interviews provide a structured opportunity for direct dialogue about student progress, challenges, and opportunities. This collaboration supports students' academic and personal growth.

Staging of Primary School Learning Events in STEM and Sports: Hosting learning events in STEM and sports showcases our school's commitment to holistic education. These events build connection with our Primary schools and allows prospective families the opportunity to see our school in action.

Regular Meetings of the School Advisory Council Consisting of Parent, Staff, and Alumni Representatives: The School Advisory Council brings together key stakeholders to discuss important matters related to school operations and development.

Engagement of Community Groups Through Facility Hire: We engage with community groups such as Dandenong City Soccer Club, Olympiacos, Dandenong Basketball Association, Dandenong Volleyball Association, and the Syro-Malabar Church by providing facility hire opportunities. This promotes community involvement and strengthens our ties with local organizations.

Staging of Parent Forums Each Term: Parent forums provide a platform for open discussion on topics relevant to the school's academic and social programs. These forums encourage dialogue and feedback, helping us tailor our approaches to meet families' needs.

Careers-Focused Futures Evening: Our Careers-Focused Futures Evening offers students and their families guidance on potential career paths and educational opportunities. This event connects families with professionals and resources to support informed decision-making.

Continued Enhancement of Learning and School Operation Platforms (SEQTA and Operoo): We consistently enhance our learning and school operation platforms like SEQTA and Operoo to improve the efficiency of communication and operations. These platforms offer

families convenient access to important information such as student progress, scheduling, and school announcements.

SMS Messaging on Attendance: SMS messaging on attendance is a practical way to keep parents informed about their child's attendance record, allowing for prompt intervention when needed.

Together, these activities contribute to a well-rounded approach to engaging with families and the school community, ensuring strong connections and open communication throughout the school year.

Parent Satisfaction

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2023 for staff, parents and students. In comparison with the parent surveys last conducted in 2022 the following domains showed improved levels of parent satisfaction in

2023 :

- Catholic Identity
- School climate

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjrc.vic.edu.au