



Melbourne Archdiocese
Catholic Schools



ST JOHN'S REGIONAL COLLEGE

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Registration: 1588, E Number: E1213

2024

Annual Report to the School Community

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 2024 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 23 May 2025



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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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

Implementation of School Improvement Plan 2024-2027

2024 marked the implementation of our new School Improvement Plan (SIP) from 2024 to 2027. Our focus remained on enhancing the following four priorities:

- Develop a distributive leadership framework
- Build teacher data literacy capacity to effectively and collaboratively analyse data to ensure learning is differentiated for all students.
- Embed student agency, empowering students to become visible learners
- Build an agreed school wide approach to developing appropriate pathways for all students

Events, Highlights and Achievements

Raising the Bar – Launch of Positive Behaviours for Learning with a focus on improving attendance

2025 POL Structure Review and staff consultation process

Implementation of Learning Area Walks to support instructional improvement

Launch of the College Learning Vision aligned with the MACS Vision for Instruction

Planning and development of the Basketball Program as part of the expanding Sports Academy

Establishment of Professional Learning Communities focused on improving formative assessment practices

Whole-staff professional learning on Accreditation to Teach in a Catholic School

Successful Staff Spirituality Day supporting Catholic identity and formation

Review of ICT roles and responsibilities to support school operations

Events

Harmony Day Assembly celebrating cultural diversity

Student Leadership Dinner recognising student voice and leadership

Year 12 Retreat fostering reflection, connection, and faith

ANZAC Day Ceremony honouring service and sacrifice

Soccer Gala Days promoting sport and community engagement

Shrek the Musical – a vibrant school production showcasing student talent

Primary School STEM programs building partnerships and future pathways

Participation in the Lasallian Leaders Gathering, strengthening Catholic mission and leadership

Achievements

As measured by the 2024 Staff MACSSIS Surveys conducted in September of 2024 the following domains have shown improvement year on year from 2023 to 2024 as a result of the collective implementation of strategies in the Annual Action Plan for 2024:

- Student Safety - perceptions of student physical and psychological safety while at school
- Instructional Leadership – the extent to which the school leaders set the conditions for improving teaching and learning in the school.
- Feedback - perceptions of the amount and quality of feedback staff receive.
- The school leadership perceptions of the school leaderships effectiveness
- staff safety - perceptions of staff safety in the school.
- Professional learning - perceptions of the quality and coherence of professional learning opportunities.
- Collaboration in teams- how well teachers work together in teams to improve teaching and learning.
- Support for teams- teachers perceptions of how well school leadership sets the conditions for teams to collaborate effectively.
- Collective efficacy teachers perceptions that staff at the school have what it takes to improve instruction .

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

Achievements

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

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

- occasional R.E. Classes celebrate Eucharist
- occasional Lunch Time celebrations of the 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

Additional Liturgical Celebrations:

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

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.

The continuation of the Catholic Identity Committee (CIC). 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 MACSSIS data to inform their decisions and directives. The CIC launched a school wide process of developing new House Names in place of the current House names. This process focused on selecting House Patrons who share in the Catholic Tradition and who, through their personal narrative, join our Founders and College Patron, in providing students, families and staff an opportunity to resonate with Catholic Heroes and discovering authentic ways through which to live the Gospel Values of Jesus Christ.

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 and some fundraising initiatives for MAD Day.

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.

The annual staff Spirituality Day was well received at the Salesian Retreat Centre in Lysterfield as the environment and a “re-visiting” of the central tenets of the College Theme: *That they may be one.*

Value Added

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 Faith and Mission Captains
- Developing a role description for a Social Justice Leader; advertising and hiring a member of staff to take on this role
- Daily Prayer in morning Home-room with dignified Prayer Table symbols
- induction of Student Leaders with a focus on Servant Leadership and student voice
- Easter Liturgy
- Harmony Day celebrations with a focus on inclusion and cultural appreciation
- Year 12 Retreat
- Year 7 Orientation Camp
- Catholic Action Program - Retreat Day
- Founders Day Mass and Celebration
- Years 7, 9 and 11 R.E. Curriculum Days
- Year 8 and 10 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 Staff Award to acknowledge the charism of the Presentation Sisters at work at St John's

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal 1 - Develop a distributive leadership framework.

Intended Outcomes : Empowerment & Professional growth , Transparency and Accountability

Goal 2 - Builds teacher data literacy capacity to effectively and collaboratively analyse data to ensure learning is differentiated for all students.

Intended Outcomes: Collaborative improvement , Pedagogy on data-based insights , Collaborative Data based analysis discussions, Leveraging a shared understanding of student progress , Curriculum planning and development influenced by ongoing data insights and instructional content for student needs .

Goal 3 - Builds an agreed school wide approach to developing appropriate pathways for all students.

Intended Outcomes: Work towards collaboratively establishing a comprehensive and equitable school-wide framework that facilitates the creation of tailored educational pathways for every student.

Achievements

Achievements :Goal 1 Develop a distributive leadership framework.

The Curriculum Leadership Team (CLT) conducted a comprehensive audit of best practices related to teacher classroom observations from like schools within the wider fraternity and consulted available academia and empirical research. This process informed the development of a strategic plan aimed at fostering a culture of continuous professional growth among staff. The initiative prioritised empowerment and professional development, ensuring transparency and accountability throughout the observation process. As a result, a clear framework was established that supports ongoing pedagogical improvement, promotes the sharing of strong instructional practices, and builds a culture of reflective, evidence-informed teaching across the school.

Professional Learning Communities (PLCs) have been successfully established across the school, fostering a collaborative culture focused on continuous improvement in teaching and learning. Educators worked collectively to set shared goals, engage in data-informed inquiry, and implement evidence-based strategies to meet student needs. Through regular collaboration and reflective dialogue, staff strengthened instructional practice, increased accountability, and promoted a shared responsibility for student achievement. As a result, PLCs have become a key driver of building collective capacity, professional growth and improved educational outcomes across the school community.

The school's learning vision was successfully implemented, providing a clear and unified direction for teaching, learning, and student growth. This vision, co-developed with input from staff and aligns with the MACS Vision for Learning (VFI). Our Learning Vision articulates high expectations for academic achievement, engagement, and wellbeing. Through targeted professional learning, alignment of curriculum and pedagogy, and the integration of evidence-based practices, the learning vision was embedded across classrooms. It now serves as a guiding framework that fosters consistency, innovation, and a shared commitment to excellence in learning across the entire school community.

Goal 2 - Builds teacher data literacy capacity to effectively and collaboratively analyse data to ensure learning is differentiated for all students.

Data Workshops were introduced to provide time and space for data analysis and data informed practice. Teacher access to a wide range of data sets was improved, supporting more informed instructional decisions across all year levels. The use of SEQTA was strengthened and actively tracked to enhance communication between school, home, and students, fostering greater transparency and engagement. Longitudinal tracking of student progress using ACER, NAPLAN, and VCE results was established to monitor growth and inform targeted interventions. Teachers' data literacy was significantly enhanced through targeted professional learning embedded within the meeting schedule. Curriculum planning and documentation were realigned to ensure consistency with the Victorian Curriculum and relevant Study Designs.

Goal 3 - Embeds student agency, empowering students to become visible learners.

Student feedback was systematically evaluated and effectively incorporated into instructional design and classroom activities, promoting a more responsive and student-centered approach to learning. In addition, student engagement surveys were administered to assess students' perceptions of their agency and involvement in the learning process, with the results used to inform teaching practices and enhance student engagement across the school.

Students were actively consulted and involved in the development of the academic honesty policy, ensuring that their perspectives and voices were central to the process. The final policy was presented and officially launched by the Student Leadership Team, fostering a sense of ownership and responsibility among the student body for upholding academic integrity.

Goal 4 - Builds an agreed school wide approach to developing appropriate pathways for all students.

Over the past year, significant progress has been made in enhancing the school's careers and pathways initiatives. Student data linked to the use of careers and pathways counselling services has been effectively tracked and analysed, informing further support strategies. All Year 12 student interviews were successfully conducted, and dedicated Pathways Days for Years 10 and 11 were delivered to provide targeted guidance. Pathways education was also embedded into the Year 9 Experiential Week, ensuring early engagement.

Academic intervention strategies were strengthened and implemented to better support student achievement. Additionally, destination data was collected and shared with the wider school community to enhance transparency and planning. Alumni involvement within the school community has grown, contributing to student inspiration and mentorship.

A Vocational Minor program has been developed for Year 10 students, ready for launch in 2025. Efforts to raise community awareness of different educational pathways-including the VCE Vocational Major, as well as unscored and scored options-have been highly successful.

Student Learning Outcomes

NAPLAN

2024 was the second year of NAPLAN testing using the new approach of the Australian government using an Adaptive testing approach. This method is new to all students, and so there is not yet a database to make it possible to do direct comparisons to previous years.

119 students in Year 7 and 99 students in Year 9 undertook testing and we were proud that all of our students attempt this important assessment.

The results showed some very clear areas of strength and also highlighted some areas for increased focus. We will of course continue to use evidence-based teaching practices to help students to achieve their best.

Year 7 Reading test results showed a greater number of students at, or above standard, than either state or national figures, and the school median (midpoint average) being higher than national but lower than the state values. This was also true for Year 7 Writing. Year 7 Spelling revealed the number of students at or above standard to be approximately the same as state and national percentage, with medians also consistent with state and national performance. Year 7 Grammar/Punctuation showed the number of students at or above standard to be approximately the same as state and national percentage, while medians were slightly lower than the state and national figures.

Year 9 Reading results showed a higher number of students at, or above standard, and the school median (average) result being higher than national but lower than the state value. This was also true for Year 9 Writing. Year 9 Numeracy highlighted some areas requiring greater focus with a higher percentage than state not at standard, and a median lower than both state and national figures. A significant change to the Year 7-9 Mathematics program has commenced in 2025 to address this concern. Year 9 Spelling test results showed student median values significantly better than state or national figures, while there is a higher number of students not at standard than state or national values. Year 9 Grammar and Punctuation have a higher number of students not at standard than state or national percentage values, with median values lower than state or national.

While there are many things to celebrate within this testing, it has also revealed some areas that need greater focus. With that in mind, there significant changes underway including the addition of Year 7-9 Numeracy classes for students who have shown challenges with Mathematics, as well as an increase in the number of Links (English support) classes, and a significant focus schoolwide on Literacy. There are also significant Year 7-8 timetabling changes to occur in 2026, to ensure students receive every opportunity to achieve their very best.

VCE RESULTS 2024

2024 VCE results present pleasing and steady improvement.

TOP ATAR: 96.9

ATAR AVERAGE: 57.9

% OF STUDY SCORES OF 40+: 3%

MEDIAN STUDY SCORE: 27

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 7 | 529 | 55% |
| | Year 9 | 539 | 49% |
| Numeracy | Year 7 | 528 | 63% |
| | Year 9 | 547 | 60% |
| Reading | Year 7 | 536 | 72% |
| | Year 9 | 564 | 65% |
| Spelling | Year 7 | 543 | 75% |
| | Year 9 | 567 | 77% |
| Writing | Year 7 | 551 | 72% |
| | Year 9 | 568 | 58% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 | 27 |
| VCE Completion Rate | 97% |
| VCE VM Completion Rate | 100% |
| VPC Completion Rate | * |

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

| Post-School Destinations as at 2024 | |
|--|---|
| 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 1 : Develop a distributive leadership framework:

Intended Outcomes:

Collaborative Decision-Making: Foster a culture of collaboration and shared ownership among all stakeholders, leading to more effective problem-solving, decision-making processes, and distribute decision-making authority to those closest to the issues, resulting in more informed and contextually relevant processes.

Empowerment & Professional growth: Empower teachers, staff and students to take on leadership roles, fostering a sense of ownership and accountability for the school's success while promoting their personal and professional growth.

Goal 2 : Embeds student agency, empowering students to become visible learners

Intended Outcomes :

Student-Led Learning Pathways and Authentic Student Voice: Empower students to actively participate in their learning pathways, allowing them to make informed decisions about subjects and activities aligned with their interests, aspirations, and community contributions. This leads to increased motivation, self-efficacy, and a sense of responsibility for their education.

Visible Learning Journeys and Leadership Development: Promote a culture of sharing, celebrating, and leading student learning journeys. Cultivate a generation of student leaders who initiate and lead projects, clubs, and initiatives, building their leadership skills and contributing positively to the school community.

Teacher-Student Partnerships and Positive School Culture: Strengthen relationships between teachers and students through collaborative planning, feedback discussions, and co-design of learning experiences. Create a positive school culture that reflects the College values of faith, education, integrity, service, and community, enhancing overall school morale, engagement, and a shared commitment to excellence.

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. Introduction of Positive Behaviours for Learning so that classroom teachers are consistent on expectations for students entering classrooms, preparing for learning and engaging in a positive mindset to support all student learning.
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 attendance levels for all students are being met.
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.

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 2024 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 Educational week
- Year 10 Outdoor Education Camp
- Tutoring program
- 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 & Pathways Expo
- Private Music Tuition
- Year 11 Formal
- Year 12 Graduation

Student Satisfaction

MACSIS Survey Data 2024

Areas of improvement from 2023 data:

Rigorous Expectations: MACS 53% 2023 50% 2024 52%

School Engagement: MACS 27% 2023 28% 2024 30%

Student Safety: MACS 50% 2023 42% 2024 43%

Areas that remained the same from 2023 data:

School Climate: MACS 45% 2023 40% 2024 40%

Teacher - Student Relationships: MACS 41% 2023 34% 2024 34%

Learning Disposition: MACS 48% 2023 50% 2024 50%

Areas that declined from the 2023 data:

School Belonging: MACS 47% 2023 44% 2024 42%

Enabling Safety: MACS 47% 2023 39% 2024 38%

Student Voice: MACS 39% 2023 39% 2024 38%

40%

34%

44%

50%

40%

34%

50%

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 Every Day 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 or even Child Protection where necessary.

| Years 9 - 12 Student Retention Rate | |
|--|-------|
| Years 9 to 12 Student Retention Rate | 78.41 |

| Average Student Attendance Rate by Year Level | |
|--|------|
| Y07 | 91.9 |
| Y08 | 89.3 |
| Y09 | 87.8 |
| Y10 | 84.0 |
| Overall average attendance | 88.2 |

Leadership

Goals & Intended Outcomes

Goals:

The 2024-2027 School Improvement Plan provided the following goal for the Mission Direction of Leadership & Management:

Goal 1: Develop a distributive leadership framework

Intended outcomes:

The development and implementation of 2024 Annual Action Plans by each POL Holder and their team aligned to the School Improvement Priorities for 2024-2027 and reflect the work of that team for 2024.

Achievements

Summary of 2024 Distributive Leadership Achievements

In 2024, significant progress was made in embedding distributive leadership across St John's through the implementation of structured planning, review, and collaboration processes. Each Position of Leadership (POL) holder and their team developed an Annual Action Plan (AAP) aligned to one of the four key priorities of the School Improvement Plan. Professional learning was delivered to all POL holders at the beginning of the year to support the development of these plans.

To ensure consistency and sustained focus, time was allocated in all team meetings throughout the year to monitor progress toward AAP goals. Review meetings between POL holders and the Principal were embedded into the school year, alongside mid-year and end-of-year AAP reflections conducted with all staff. These structures strengthened leadership capacity, ownership, and alignment with whole-school priorities.

Staff Satisfaction Measures (MACSSIS 2024)

Staff perceptions of distributive leadership practices showed measurable improvement in the 2024 MACSSIS Staff Survey, particularly in the following domains:

Instructional Leadership

4.2: Increased agreement that the leadership team frequently asks considered questions about learning and teaching.

Feedback

5.3: Improved ratings on the usefulness of ongoing feedback received on staff work.

Professional Learning

9.1: Staff reported stronger alignment between professional learning experiences and the school improvement plan.

Collaboration in Teams

11.9: Increased frequency of team discussions focused on specific instructional practices.

These results reflect the effectiveness of the distributive leadership model in enhancing staff engagement, collaboration, and alignment with school-wide goals.

| Expenditure And Teacher Participation in Professional Learning |
|---|
| List Professional Learning undertaken in 2024 |
| Find below the Professional Learning undertaken by staff in 2024: HTAV Annual Conference 2024 ICT in Schools Summit 2024 Igniting Leadership Potential IT Manager Forum 23024 IVET Trainer Portal Kildare Ministries Crossing New Seas Lab Technician Seminar - Camberwell Grammar Lasallian Leaders' Gathering 2024 Lasallian Leaders of Mission Conference LDL Network Meeting - Southern Office Leading TIMs MACS Finance Meeting MACS Graduate Teacher Meeting MEDL Professional Learning Community Monash MNHS Careers Practitioners Forum Monash University Careers Practitioners Day NCCD Moderation Webinar New Accounting Study Design 2024 New VCE Study Design Webinar Newtork Security Ultimate Test Drive NICS in 2024 NICS MACS |

Expenditure And Teacher Participation in Professional Learning

Numeracy, Science & Technology
On Demand History Teaching Masterclass
Overcoming the Challenges of Leading from the Middle
Physcon 2024
Professional Learning Day
Providing First Aid
RASNET Annual Conference
RASNET Conference
Reading Difficulties & Dyslexia Sessions
Regional Network Learning
Resing, Timber Slab & Jesmonite Workshop
Responsible Serving of Alcohol
Return to Work Coordinator
Revised Civics Curriculum 7-10
Revised Economics & Business Curriculum
Revised Geography Curriculum 7-10
Revised History Curriculum
RSA Certificate
Secondary RE Leaders Network Days 2024
Secondary RE Leaders' Network Days 2024
Senior Mathematics Workshop
Senior Mathematics Workshop - Calculators & Graphing
SGTSA Conference
Staff Spirituality Day
TAESS00019 Assessor Skill Set
Teaching According to How the Brain Learns
Teaching for Impact Mathematics
The Data Vic 2024 Conference
The Resilience Project Teacher Seminar
Think Forward Educators Seminar
Understanding the revised Curriculum - Economics & Business
Unit 2 VM Literacy
VATI Conference
VCAA 2024 Chief Supervisors Briefing
VCAA 2024 Compulsory Briefing for Supervisors
VCAA Assessor Training Day
VCAA Training Day Mathematical Methods
VCE Art Creative Practice Exam Seminar
VCE Biology Coaching Program
VCE History Conference
VCE Literature Improvement Network

| Expenditure And Teacher Participation in Professional Learning | |
|---|----------|
| VCE Systems Engineering Unit 2 | |
| VCE VM & VPC Conference | |
| VCSSDPA Conference | |
| VINE - ICT Security Conference | |
| VINE Technology Showcase 2024 | |
| Virtual School Victoria | |
| VIT Effective Mentoring Program | |
| VTAC Careers Practitioner's Briefing | |
| Youth Engagement & Public Speaking | |
| Zart Conference | |
| Number of teachers who participated in PL in 2024 | 60 |
| Average expenditure per teacher for PL | \$667.90 |

Teacher Satisfaction

TEACHER SATISFACTION

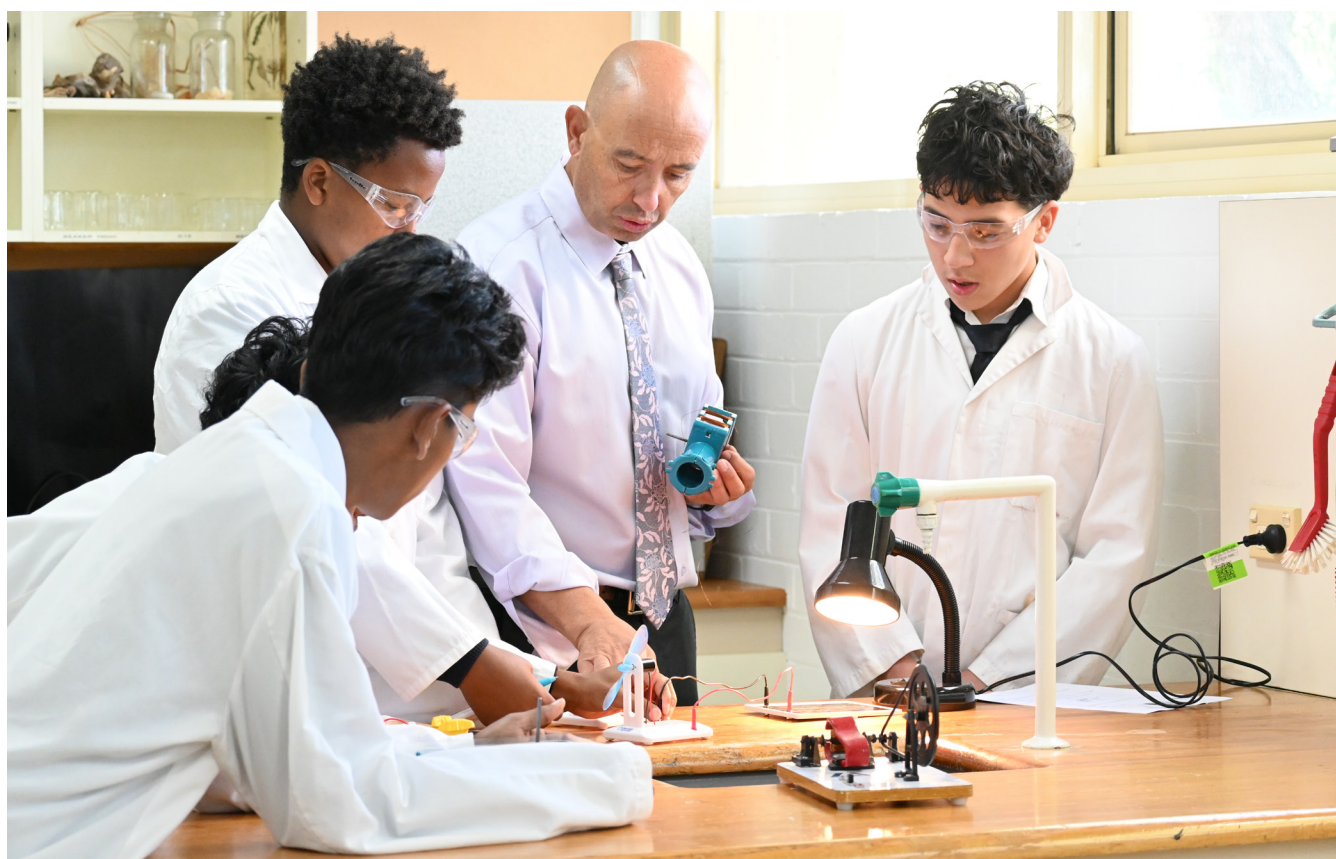
Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2024 for staff, parents and students.

In comparison with the staff surveys last conducted in 2023 the following domains showed improved levels of staff satisfaction in the 2024 Staff Surveys :

| | 2024 MACS Average | 2023 | 2024 |
|--------------------------|-------------------|------|------|
| | % | % | % |
| Student Safety | 60 | 53 | 57 |
| Instructional Leadership | 49 | 43 | 53 |
| Feedback | 31 | 30 | 40 |
| School Leadership | 48 | 45 | 52 |
| Staff Safety | 61 | 57 | 61 |
| Collaboration in Teams | 56 | 37 | 46 |
| Support for Teams | 58 | 56 | 63 |

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 0 |
| Masters | 22 |
| Graduate | 23 |
| Graduate Certificate | 5 |
| Bachelor Degree | 53 |
| Advanced Diploma | 5 |
| No Qualifications Listed | 2 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 5 |
| Teaching Staff (Headcount) | 67 |
| Teaching Staff (FTE) | 62 |
| Non-Teaching Staff (Headcount) | 40 |
| Non-Teaching Staff (FTE) | 36.22 |
| Indigenous Teaching Staff (Headcount) | 0 |



Community Engagement

Goals & Intended Outcomes

Goal:

A continuation of the 2023 goal whereby 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. Increased percentage of students enrolled from parish schools.
3. Increase positive interactions with the Parish schools and community groups.

Achievements

In 2024, engaging with families and the broader school community remained a central focus in our efforts to create a collaborative and supportive educational environment. Throughout the year, we implemented a variety of initiatives to strengthen these connections:

- **Fortnightly School Newsletter:** Our newsletter, published every two weeks, serves as a regular communication channel with families. It includes updates on academic and extracurricular activities, upcoming events, student achievements, staff news, and key school initiatives.
- **Social Media Highlights (Facebook and Instagram):** Through regular posts on our social media platforms, we share highlights from school life, including photos, videos, and stories that celebrate student success and showcase events. This real-time engagement helps families stay connected and informed.
- **Welcome Eucharist for New Families:** This special event offers new families a warm welcome into our school community through a shared moment of spiritual reflection, fostering a sense of belonging in our faith-based environment.
- **Invitations to College Assemblies:** Families are invited to attend college assemblies to celebrate student achievements and participate in school traditions, further strengthening their connection to school culture.
- **Open Evenings for New Enrolments:** Held regularly, these evenings allow prospective students and their families to explore the school through tours, presentations, and interactions with staff and current students.
- **Cyber Safety Evening**

- Parent-Teacher Interviews (Terms 1 & 3): These structured meetings provide an important opportunity for parents and teachers to discuss student progress, address concerns, and collaborate to support student growth.
- STEM and Sports Events for Primary Schools: By hosting learning events in STEM and sports, we showcase our commitment to holistic education and strengthen connections with local primary schools. These events also give prospective families a glimpse into life at our college.
- School Advisory Council Meetings: Comprising parents, staff, and alumni, the Advisory Council meets regularly to discuss school operations and development, ensuring key stakeholders have a voice in school governance.
- Community Engagement Through Facility Hire: We actively support and engage with local community groups such as Dandenong City Soccer Club, Olympiacos, Dandenong Basketball Association, Dandenong Volleyball Association, and the Syro-Malabar Church through the use of school facilities. This strengthens our ties with the broader community.

Termly Parent Forums: These forums offer a platform for open dialogue on topics related to academic programs and student wellbeing. They also provide valuable opportunities for feedback and collaboration with families.

- Careers-Focused Futures Evening: This event offers students and their families insights into career pathways and educational opportunities, connecting them with professionals and resources to support informed decision-making.
- Enhancement of Communication Platforms (SEQTA and Operoo): We continue to improve the functionality of SEQTA and Operoo to streamline communication and operations. These platforms provide families with easy access to key information such as student progress, schedules, and announcements.
- Attendance Notifications via SMS: We use SMS messaging to keep parents promptly informed about student attendance, enabling timely intervention when necessary.

Together, these initiatives reflect our commitment to fostering strong relationships with families and the school community, promoting open communication and active involvement throughout the school year.

Parent Satisfaction

Melbourne Archdiocese Catholic Schools - School Improvement Surveys were conducted in September 2024 for staff, parents and students. In comparison with the parent surveys last conducted in 2023 the following domains showed improved levels of parent satisfaction in

2024 :

- Family Engagement

- School Fit
- Student Safety



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

