



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St John XXIII Primary School

Regal Avenue, THOMASTOWN EAST 3074

Principal: Frank Vetrone

Web: www.sjthomastowneast.catholic.edu.au

Registration: 1733, E Number: E1284

Principal's Attestation

I, Frank Vetrone, attest that St John XXIII Primary School 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 27 Mar 2024

About this report

St John XXIII Primary School 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

St. John XXIII Primary school is a diverse, welcoming, child centred community where:

- All learners are encouraged to take authentic action in the wider community, following Jesus as our inspiration.
- Jesus' teachings allow us to develop harmonious relationships and opportunities to grow in faith.
- Learning Dispositions are continually being developed and applied to support our students in becoming effective learners.
- Learners are empowered to embrace all opportunities to deepen their learning and experience success on their learning journey.

School Overview

St John XXIII Parish Primary School is a faith filled community of lifelong learners. In the spirit of St. John XXIII, our patron saint, and our Catholic Faith, we promote in our students a profound sense of hope and joy in life and challenge them to strive for ownership and excellence in their own learning. Members of our community exhibit our school vision and gospel values in all we do as we follow in the mission of Jesus Christ.

Children will flourish on their learning journey as they develop the skills and dispositions to be an active citizen who makes a difference in the world, now and in the future. Every child is targeted at their point of need, academically, spiritually, socially and emotionally; enabling maximum success in all dimensions of their being and at all stages of their schooling.

Principal's Report

In 2023, St. John XXIII Primary school continued to be committed to providing a high quality Catholic education for all our students. The major focus in 2023 was enhancing student learning through the use of Evidence based practices. Consequently, we have implemented contemporary learning practices which encourage students to be lifelong learners and persons better adapted to the challenges of a rapidly changing world. Our dedicated teachers, with the support of our educational support staff and other administration staff continue to develop more effective teaching practices that further personalise the learning for the students, which will lead to improved student outcomes. This initiative has been an exciting one for all involved and one that is continually evolving in order to meet the needs of the students.

Student leadership opportunities were again promoted in 2023. These included; school captains, class captains, sports team captains, a Student Representative Council, Social Justice Group, Fire Carriers and Student Liturgy team. This allowed for greater student voice and involvement in the life of the school. Developing student leadership is yet another way to encourage students to be independent directors of and contributors to their environment. It is about acknowledging their gifts and talents and abilities to direct their learning. Our students participated in our outdoor program; an extended day fir the Year Prep and 1 students, overnight school sleepover for our Year 2's, overnight camp for our year 3nd 4 children and two night adventure camp for the year 5and 6 students. We had an Art exhibition which alternates with a whole school performance.

Our Parents Association continually support our school in creating an essential partnership between home and school. This support support is greatly appreciated.

St. John XXIII is also fortunate to have Fr. Luciano Toldo our Parish Priest and Fr. Luan who continue to actively support the school and our parish community of St. Luke's with spiritual guidance and advice. Their presence at school activities has contributed positively to the school culture and ensure we are maintaining our Catholic identity.

Catholic Identity and Mission

Goals & Intended Outcomes

- That our behaviours, actions and relationships witness our Christian faith, gospel values and Catholic social teaching through the Pedagogy of Encounter
- Develop opportunities to embrace our Catholic identity and develop authentic partnership through dialogue and action

Achievements

- Strong partnership with MACS RE staff sustained and further developed
- RE faith night for families
- Connection with St Luke's School strengthen through the two schools coming together to celebrate Scalabrini Day, as well as sacraments
- A Faith Life Inquiry approach to learning was embedded
- Introduction of Teacher Dialogue Tools embedded to support staff in a deeper understanding of their own faith
- Unpacking the Inquiry concept in order to make authentic links to Catholic Tradition and Catholic Social Teachings
- A Parish based professional learning and faith development day was hosted, including staff from Parish schools. The day saw a number of guest speakers from MACS and various other Catholic organisations.
- Attendance of RE leader to network days
- Participation in faith celebrations in the wider community including St Patrick's Day Mass
- Acknowledgment of St John XXIII Feast Day
- Year level masses
- Liaising with the St. Luke's' school and parish
- Mini Vinnie's social justice action group
- Religious Education achievement shared with families via See-saw in an ongoing manner
- Staff members participated in a series of professional learning on Indigenous Spirituality as other Faith Development

Value Added

High positive growth was evidenced in all areas of the MACSSIS data in the Catholic Identity Domain. Highlights included:

- 97% of staff indicating prayer as a commonplace occurrence within the school.

- Growth from 39% to 63% of staff respondents believing that school leadership team invite discussion on Catholic Mission.
- 75 % of students responding that Religious Education invites opportunities for discussion and questions, up from 64% in the previous year.

Learning and Teaching

Goals & Intended Outcomes

- That all leaders of learning have a deep understanding of their own content knowledge and pedagogy and provide feedback.
- That a rigorous cycle of inquiry is embedded by the use of evidence and data in a contemporary culture of learning
- That all staff are proficient in the use of data to design learning that challenges and caters for the learning needs of all students

Achievements

During 2023, the following achievements and ongoing practices demonstrate our commitment and faithfulness to the fulfilment of our goals:

- A school wide conceptual framework was embedded in consultation with leaders and external consultant
- Embedded use the LAUNCH Cycle of Design Thinking as regular practice, Year 5/6 teams attended professional learning on Design Thinking
- Refining of approach to STEM learning in Year 5/6 which saw partnerships with Royal Botanic Gardens, Scienceworks and Immersive Education. A number of students represented St John XXIII at both MACS STEM MAD and CNA STEM MAD National winning a number of awards including fastest functional aircraft, RBG Inspired by Nature Award, NGV Artful Ingenuity Award and CNA Future is STEM.
- Ongoing professional conversations and goal setting by all teachers
- Leaders in Religious Education, Learning and Teaching, Literacy, Mathematics, Learning Diversity, Digital Technologies and Student Well-being ensured quality learning and teaching throughout the school.
- Focus groups with students across the school providing leadership with feedback on learning and teaching initiatives in the classroom and also some areas for future direction
- Excursion/incursion/extended day/camp program used as a way to enhance inquiry units
- Planning days each term and facilitated planning weekly
- Brainstorming staff meetings where teachers have time to think about units and cross-curriculum connections prior to planning day. This included the introduction of MACS Teacher Dialogue Tools
- Scope and sequence of mental computation strategies with staff; which strategy will be used

- Engagement with other local school in Visible Learning Collective with a focus on enhancing feedback structures
- Maths intervention for Year 1-4 students focusing on number skill acquisition - allows for these students at risk to build a stronger foundation in Number
Use of pre-assessment for all units taught by Years 1-6; results shared with students and success criteria describing progress to students and then post assessment also shared to celebrate progress made
- Intervention continuing for students at risk
- The goal setting process for teachers was extended to include a stronger focus on links with the AAP and AITSL standards
- Formal process of ongoing GROWTH Coaching for early careers teachers and emerging leaders

Student Learning Outcomes

NAPLAN results for 2023 demonstrated positive outcomes in all areas assessed in both Year 3 and 5. Students were particularly strong in the area of Literacy.

Year Level	Test	Strong (%)	Exceeding (%)
3	Numeracy	45.7	8.6
3	Reading	48.8	10.8
3	Writing	78.9	5.3
5	Numeracy	60	6.7
5	Reading	63.3	20
5	Writing	77.4	16.1

All students completed PAT Reading and PAT Mathematics testing which is recorded on spreadsheets. Staff administered Fountas and Pinnell Running Records to track growth in reading.

Our School has targets documented in our School Improvement Plan and Annual Action Plan.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	49%
	Year 5	496	68%
Numeracy	Year 3	392	54%
	Year 5	477	67%
Reading	Year 3	391	59%
	Year 5	507	83%
Spelling	Year 3	399	59%
	Year 5	480	65%
Writing	Year 3	419	84%
	Year 5	512	94%

*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.

Student Wellbeing

Goals & Intended Outcomes

Our Goal for 2023: To develop a safe, inclusive, faith-filled learning environment

Our Intended Outcomes for 2022 were to

- encourage authentic relationships
- build student, teacher and community engagement.

Achievements

- Teacher implemented Well-being program -Rights, Responsibilities and Respectful Relationships Years 3-6
- Continued 'Be the Best Me' awards program implementation across whole school
- Staff meetings Protect and Child Safety
- eSmart week (with DT)
- Harmony Day / National Day Of Action Against Bullying events ran by Yr 6 Wellbeing Leaders
- Leadership protocols for DHHS and Child First Contact
- Purchase of Well-being focus library books and staff resources
- SWB Leader attended cluster meetings and presented at Regional Network meetings
- Ongoing focus on Growth Mindset, Dispositions, Learning Pit
- Well-being braided into Inquiry Units
- Well-being Leader Professional Learning
- Social Thinking "We Thinkers" Curriculum continued - Prep -Year 2
- Staff Professional Learning at school based meetings
- Liaison with MACS Well-being and Learning Diversity staff in regard to at risk students
- Transition Program with Organising Students
- Transition Program for Year 6 students
- Sorry Day – Student led activities
- Continued implementation of Zones of Regulation and use of Wellbe platform
- Support for Staff Professional Learning Goals
- Modelling of Social Thinking and Staff PL
- Introduction of Social Behaviour Mapping to support targeted students
- Prep transition program
- Pre-prep program introduction

Value Added

- Weekly Assemblies - Alternate Whole School and Levels
- Whole School Flag raising ceremony, acknowledgement of country & National Anthem
- Optional Music Lessons – Music Bus
- Interschool Sport (Summer & Winter)
- School Athletics Carnival
- Zone Athletics Carnival
- Outdoor Education Program P-6; Prep -Year 2 Extended Day, Year 3/4 Overnight Urban Camp held in Melbourne City, Year 5/6 outdoor Ed Camp Phillip Island
- Prep-Year 2 Swimming Lessons
- Incursions and Excursions
- SRC fund-raising initiatives
- Student leadership was encouraged through workshops and the appointment of Captains and Vice Captains of the school, class captains, and school sporting captains and Yr 6 captains. This encouraged the idea that all at St John's are responsible for the well-being of one another
- Year 6 Graduation Ceremony
- Student Well-being Leader attendance and ATSI Networks
- Whole Staff CPR update completed.

Student Satisfaction

2023 Student MACSSIS data indicates that students have had an overall increase in school satisfaction and are above MACS average. Student sense of expectations and safety, student voice were significantly increased.

Student Attendance

- Parents are required to email, phone or verbal communication with school staff regarding any absence. The absence is then noted on the school electronic roll.
- A phone call or text message is sent to parents of any child with an unexplained absence in the morning. If no contact with the school is made, then Police are notified.
- The number of student absences appear on student half year and end of year reports.

Average Student Attendance Rate by Year Level	
Y01	89.6%
Y02	87.3%
Y03	92.3%
Y04	92.4%
Y05	89.4%
Y06	92.6%
Overall average attendance	90.6%

Leadership

Goals & Intended Outcomes

Our Goals for 2023 were

- To provide effective and supportive Educational Leadership and Management
- To strengthen the school as a learning community

Our Intended Outcomes for 2023 were

- That school and individual morale of staff improves
- That communication between groups in the school improves
- That staff is empowered to actively participate in the leadership and decision-making processes of the school
- That the effectiveness of professional learning teams is improved
- That the school's professional learning culture is improved
- That the school's appraisal and recognition processes are improved
- That there are increased opportunities for personal professional growth, in line with the SIP.

Achievements

During 2023, the following achievements and ongoing practices demonstrate our commitment and faithfulness to the fulfilment of our goals

- Regular meeting times for the Leadership Team
- Staff involvement in support groups and committees, these include Student Welfare Support Group, Consultative Committee, and Parents Association
- Decision-making opportunities within staff meetings and professional learning team meetings
- Professional learning feedback is regularly shared at staff meetings.
- Requests for feedback and suggestions through email
- Literacy, Pat and NAPLAN analysis throughout the year
- All staff involved in professional development pertaining to roles and responsibilities
- Established strong links between the Professional Development undertaken and the priorities within our School Improvement Plan, Annual Action Plan and staff Personal Learning Goals
- Visible Learning Cluster continued and strengthened practices
- Leadership formation days as part of collective
- Annual and Termly Review Meetings conducted between all staff and the Principal

- Staff meetings dedicated to ongoing education and training in approaches to Learning and Teaching, Assessment & Reporting in Religious Education, Moderation, School Improvement Planning, Student Well-being, Emergency Management.
- Level planning days at the end of each term
- Maintenance of school ICT infrastructure and digital devices
- Continuous endeavour to update teacher and student resources
- Induction protocol for new staff member with time allocated for meetings with key leaders
- Student Representative Council, Social Justice Group, Student Liturgy Group, Fire Carriers and School Choir
- Student Leaders facilitated Assemblies and Flag Raising
- Staff social events throughout the year
- Staff celebrations and recognition - Birthdays, Special Morning Tea, Dinners, World Teacher's Day, Easter, Christmas and End of Year Function
- Learning and Teaching Handbook developed for teacher clarity
- Parents Association responsibilities included the school canteen and uniform shop. Major fund-raising activities.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Professional Learning:

Religious Education

Northern Religious Education Leaders Network

Parish Based Professional Learning

Professional learning teams

Staff faith formation

Indigenous Spirituality

Literacy

Professional learning teams

Mathematics Network Clusters

Mathematics Planning and Curriculum Development

Numeracy Leadership

Exploring Mathematical sequences

Fractions PD

Professional learning teams

Little Learners Love Literacy PD

Evidence Based Learning

P- 6 staff attended Professional Development

Middle leaders PD

Visible Learning Conference

STEAM

Physical, Personal and Social Learning and Student Well-being:

Student Well Being Cluster Meetings

Social Thinking

Diversity Leaders Cluster

School Improvement Framework

Expenditure And Teacher Participation in Professional Learning	
Leadership Team Meetings with Catholic Education Staff Agile Leadership Program Principal Professional Learning Team Meetings Anaphylaxis and First Aid training Leadership formation days Visible Learning Meetings Deputy Principal Networks Interschool Sports Meetings Principals & Parish Priests Briefing Special Needs Meetings Teacher Aides Professional Learning Emergency Management Services ASD Professional Development DT Cluster Meetings Finance Cluster Meetings	
Number of teachers who participated in PL in 2023	25
Average expenditure per teacher for PL	\$2850.00

Teacher Satisfaction

The 2023 staff MACSSIS data indicates growth in most of the domains from 2022. The domains where improvement was shown were - Catholic Identity, Student safety, Collaboration around an improvement strategy, School leadership, Psychological Safety. The staff felt they were well-supported by leadership and colleagues. There was a significant growth in Professional Learning which can be attributed to this being a school priority in 2023.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.0%
Graduate	8.0%
Graduate Certificate	0.0%
Bachelor Degree	64.0%
Advanced Diploma	16.0%
No Qualifications Listed	4.0%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	20.4
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Our Intended Outcomes for 2023 were

- That students are empowered and animated learners that are actively engaged to participate fully in school life and the wider community
- That behaviour, actions and relationships witness our Christian faith, gospel values and Catholic social teaching through the Pedagogy of Encounter
- That the school builds dynamic partnerships that nurture and enrich engagement for all

Achievements

During 2023, the following achievements and ongoing practices demonstrate our commitment and faithfulness to the fulfilment of our goals

- Parent Class Reps were established for each class. These reps provided an additional advocate for both the school and class, supported communication and saw reps plan social events outside of the school.
- Parish links with the school were strongly promoted. The school hosted whole school masses, as well as ongoing year level masses. Families were encouraged to attend all mass opportunities.
- The school's online presence was enhanced with an updated website and strong social media presence on Facebook, as well as the development of a school Instagram account.
- Family and community engagement was highlighted as a focus at professional learning days and meetings, supporting the staff to understand and plan action in response to these areas.
- Families and their children were encouraged to participate in Parish events.
- Students from local secondary schools completed work experience and community service placements at St. John XXIII - this enabled secondary students to gain experience in working in educational environments whilst also supporting our primary school in many facets
- Ongoing support was provided to CatholicCare and other such organisations through fund-raising events-this was the context to promote social justice through our Catholic faith in action.
- We continued our School Readiness Program to connect with and support local kinder children and their families.
- Parent communication continued to be of great importance with the effective use of online communication apps, and parent meetings throughout the year.

- Parent involvement in school tuck-shop, uniform shop, attending excursions, working bees and limited school celebrations
- An active Parent's Association and School Advisory Council ran throughout the year. The school's relationship with the local kindergartens continued to be strengthened by visits by staff.
- Student learning journey and assessment is shared with parents via the SeeSaw platform allowing parents to view and engage with student learning.
- Ongoing liaison with ACU has provided the opportunity for student teachers to complete their placement
- Transition programs with feeder Secondary schools to support transition
- Students engaged in learning opportunities in the wider community, including camps and excursions.
- Grandparents day was highlighted and well attended with a whole school mass, celebration and activities.
- Inviting parents to showcases
- Mother's Day mums and muffins and Dads and donuts for Father's day provided a social opportunity for families to come together.
- The school took a greater presence in the community through visiting shopping centers to connect with the wider community.
- Carols/market event
- A community Art Show was held to showcase the works of our students, while bringing together the community. Community members were also invited to enter their art.
- Prep transition provided an opportunity for incoming Prep students to develop confidence in their new school setting. Parents spent these sessions engaging with school leaders through information sessions and informal opportunities to build social connections.

Parent Satisfaction

The 2023 MACSSIS data indicated that parent satisfaction is high with most domains surveyed above the MACSSIS average. School Climate was the highest ranked domain at 87%, followed by student safety at 86%.

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.sjthomastowneast.catholic.edu.au