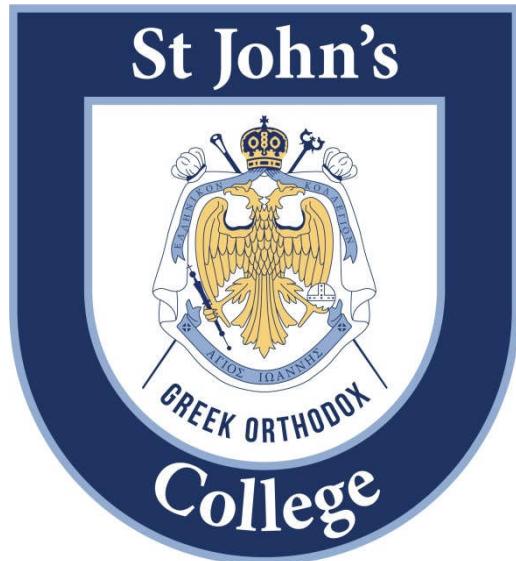


# St John's College



**2018 – Annual Report**

## **Principals' Report**

The year of 2018 brought several changes to the College in the areas of education, facilities and personnel. In continuing to respond to the needs of a new generation of students and parents, it is great pleasure that we present our 2018 Annual School Report for St John's College.

### **Learning and Teaching**

St John's College has continued to work exceptionally hard in establishing a culture of high expectations focused on improving learning outcomes for all students across the College. The importance of this, begun in late 2016 and furthered in 2017, continued as a priority in 2018 with teacher development, student experience and improved pedagogy and curriculum as central to College improvement.

#### **Teacher Development**

The College continued with the work begun under the Emeritus Professor Patrick Griffin from the University of Melbourne, with the implantation of the concepts of *Assessment for Teaching*. This has been mapped out, implemented and made further accountable by the introduction of a new College Director of Learning and Teaching, Dr Tim O'Leary. Weekly mandatory teacher professional learning sessions are held, where staff learn, share and improve on their pedagogical practice and student data. A practice of data informed assessment for teaching has begun and teaching staff are more able to target where the learning needs are for each student. The focus is on changing practice and culture simultaneously.

#### **Student Offerings**

Student offerings were expanded in the Senior College in 2018 to accommodate the desire for more electives, particularly in Years 9 and 10. Subjects such as music, CSI, Money and Math, modern history, commerce and civics and others were taken up by students to in order to expand their knowledge and understandings in light of possible VCE subjects and future outcomes.

With the introduction of the one-to-one laptop program during 2018, students also had specific lessons dealing with cyber-security and online behaviour and protections. In addition, the use of their own laptop continued to enhance their capacity to engage in the Robotics program at Years 7 and 8 enabling further understanding of coding and 21st-century skills, which are necessary for future employment and to develop critical and computational thinking skills as well as introduce programming in an engaging and enjoyable way. The kinaesthetic nature of the program continues to have appeal to the different way of learning for many of our students.

### **Learning Management System**

The beginning of 2018 saw the introduction of SEQTA, a Learning Management System, designed to be the 'one-stop-shop' for staff students and parents in regard to learning, pedagogy, pastoral care information and reporting. With the slow introduction and the need to train all stakeholders in its full use, 2018 saw a good take up of the system, setting good grounds for further improvement and use in coming years.

## Infrastructure

At the beginning of 2018, the introduction of air-conditioning into the Junior school was done with the plan of completing this across the entire College in the beginning of 2019. With much excitement and appreciation, all Junior School began the year with air-conditioned classrooms and learning spaces.

## VCE 2018

In 2018 the students of the College again received good Victorian Certificate of Education Results:

- 100% of our students received their VCE certificate
- 25% of students achieved an ATAR score above 85
- The Dux of the College achieved a score of 95

## Aspire Program at Latrobe University

In 2018 the College continued to have successful candidates to the entry into the ASPIRE Program at La Trobe University. With 5 students being accepted this year, the College is very proud of this affiliation and our wonderful students.

The Aspire Program is for students who have made a positive impact on their community – whether it's through volunteering, leadership or community engagement. As a successful Aspire applicant, they received an early conditional offer into their chosen course well before they received their ATAR.

The Aspire program rewards students for their community engagement and leadership experience by giving them:

- an early conditional offer into their chosen course
- minimum entry conditions
- access to the Enrichment Program.

As successful Aspire students, they were invited to take part in an Enrichment Program designed to support them through the final stages of secondary school and prepare them for life at Latrobe. The Enrichment Program offered:

- VCE/HSC revision lectures to be held in the September school holidays (Year 12 students)
- access to the La Trobe Library on all campuses
- invitation to a 'Welcome to La Trobe' event
- various on-campus events and activities
- access to specialized online Aspire support.

## **Debating at St John's College**

St John's College continued its participation in the Debaters Association of Victoria (DAV) 2018 competition. Our students once again worked together to develop arguments based upon good reasoning and persuasive language. With passion for the debates, our students showed great team work, thorough research skills and a willingness to go beyond the expected responses. After 5 rounds of intense work, research and speaking, our students held their own in every way. Congratulations to all team members and thank you to their parents, siblings and extended family and friends for supporting them throughout the year.

## **Easter Afternoon Tea Celebration**

The College continued to honour the tradition of the annual Easter Afternoon Tea celebration and was again attended by Their Grace's, Bishop Ezekiel, Bishop Iakovos, the Reverend Fathers, Father Leo, Board Member, Mr Georgiou, and the ladies from the Philoptokos graced us with their presence. Also, a sincere thank you is extended to Mrs Papakonstantinou for coordinating the celebration.

## **eSmart School**

St John's College continues with its registration as an eSmart School under the auspices of the Allanah and Madeleine Foundation. eSmart Schools provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cyber safe or eSmart environment. This recognition identifies St John's College as a place where the smart, safe and responsible use of information and communications technology is a cultural norm. Students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls.

## **Child Safe Standards**

The protection of children and young persons is the responsibility of everyone who works at St John's College including its Board, Leadership, staff, contractors, parents and volunteers. We all share responsibility for promoting the wellbeing and safety of children.

St John's College has zero tolerance for child abuse and is always committed to acting in the best interests of children and to keeping them safe.

At St John's College -

- We want students to be safe, happy and empowered.
- We are committed to the safety, participation and empowerment of all students.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have spiritual, ethical, legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- We are committed to preventing child abuse and identifying risks early and removing and reducing these risks.

Sincerely yours,

Mr Lance Ryan  
Principal

## **Our Mission, Vision and Democratic Principles**

### **Mission Statement**

In partnership with families, our mission is to provide high quality education and care for our students within a vibrant, innovative, stimulating, progressive, tolerant and diversified learning environment that integrates the Hellenic and Orthodox Christian ethos, spirituality and tradition. Through learning from best practice, we provide experiences, knowledge, skills and values to prepare students for higher education, training, employment and life in a changing world.

### **Vision Statement**

St John's College strives to empower our students to become independent learners, develop a strong sense of compassion, mutual respect and social responsibility. We aspire to be the school of choice for all families and aim to achieve excellent student results and high levels of student, staff and parent satisfaction.

### **Democratic Principles**

The programs and practices at St John's College support and promote the principles and practices of Australian democracy. These principles include:

- Elected government
- The rule of law
- Equal rights for all above the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

This is reflected in our everyday involvement in the total life of the College where we encourage each member to support our values.

### **Our Values**

St John's College is an independent co-educational F-12 school. The College is well located, close to transport in the Melbourne suburb of Preston.

Committed to Excellence in Education, the College is dedicated to providing a vibrant and stimulating learning environment where each student can achieve their personal best while developing self-esteem and responsibility for their place in the community. St John's College is committed to achieving our students' full potential with a wide curriculum and co-curricular program imbedded in our LEAD program.

## **LEAD PROGRAM**

As a College we aim to develop students with the ability to lead, following the example set by our patron Saint John the Baptist. We also believe that all students:

- are capable of expressing a view
- have the right to express their views freely
- have the right to be heard in all matters affecting them
- have the right to have their views taken seriously

### **LOVE**

Respect

Compassion

Love God and one another.

Be respectful and compassionate, with a commitment to helping others.

### **EXCEL**

Integrity

Dignity

Excel in life and learning with integrity and dignity.

### **ACHIEVE**

Perseverance

Resilience

Aim high and set ambitious goals.

Show resilience and persevere to achieve your personal best.

### **DREAM**

Faith

Optimism

Dare to dream with faith and optimism.

## **College Aims**

St John's College aims to provide a positive and successful learning environment by ensuring that each student reaches their potential, and acquires the attitude, skills and knowledge to cope with the demands of their future. This includes:

- Creating an appropriate environment for the staff and students in which core values and beliefs of high expectations flourish.
- Providing the best educational opportunities by reviewing performances and systems in an ordered fashion, as well as responding to situations as they arise.
- Nurturing the partnership role between school, teachers, parents and the wider community
- Assisting in the placement of students by working with and supporting the efforts of the Careers Advisor.
- Providing students with the opportunities to assess pathways.
- Developing high self-esteem, optimism and a commitment to personal excellence.
- Respecting the rights and beliefs of others.
- Providing opportunities for students to participate actively in decision making.

## **College Expectations**

We expect students to:

- Respect others and be kind with their words and actions
- Respect the school and classroom rules
- Be punctual to class and follow routines
- Take care of personal and school property
- Display good manners and courtesy at all times
- Value openness, respect and tolerance
- Bring and use their Student Planner/Diary to school everyday
- Bring a note if they are absent from school signed by parent/guardian stating reason for absence
- Wear correct school and sports uniform, otherwise a note is required
- Work independently and interdependently
- Solve problems through the use of various strategies

Within our classrooms, we aim for fairness, equality and consistency through discussion and shared decision-making. A positive approach is used, focusing on good manners, self-discipline and generally good examples, rather than always drawing attention to the negative.

These values, aims and expectations (democratic principles) are communicated to staff, students, parents and guardians and the school community via newsletters, College website, assemblies, student diaries/planner, and the annual report.

## **Our History**

### **'FOREVER EXCELLING - AEIN APISTEYEIN'**

The College commenced from a humble beginning as an afternoon school at St John's the Forerunner Greek Orthodox Community and Parish in North Carlton in 1972, under the auspices of the Greek Orthodox Archdiocese of Australia. As interest grew, in 1979 it transformed into a fully comprehensive bilingual day school. In 1983 the College was relocated to its current site in Preston.

The College site has continuously been developed with the Senior School built on the northern side of the site and the Junior School at the southern side. Both campuses are well complemented with extensive facilities. These include a Student Resource Centre, facilities for Art, Music, Science, Food Technology and Digital Technology. The College also features an olive grove and student garden, basketball and netball courts, a football field and the Performing Arts and Sport Centre that includes an indoor basketball court.

St John's College is situated north of the Melbourne CBD in the City of Darebin. This site was selected for its easy accessibility to public transport by train, tram and bus; as well as being close enough to the new housing estates to the north, northeast and northwest of the city.

The College has been successful over the years as a prestigious independent school, as most of its students graduate to tertiary studies at university, with a smaller number to TAFE. It produces students of exceptional character and calibre who have continued to make a contribution to Australia's society in the areas of medicine, health, law, education, commerce, business, information technology or the trades.

To mark its 35<sup>th</sup> Anniversary in 2014, the College launched its new Strategic Plan and Master Plan, which will enable the College to continue to develop, renew its facilities, and enrich its educational programs. During 2015 the first stage of the Master Plan, the refurbished science labs for chemistry, physics and biology was completed.

## Governance

St. John's College is governed by a Board of Directors which provides overall strategic direction and oversight. Operational management of the College is delegated to the College Principal and Leadership Team.

### Board of Directors 2018

(Board members as of the 31<sup>st</sup> December 2018)

#### **John Frangos (Director)**

Qualifications: B Sc, M App Sc (Toxicology), Grad Dip Theology DABT, FACTRA

Experience: John Frangos has more than 25 years experience as a corporate and consulting toxicologist. He has previously been a Director of a Business (10 years), a State Manager in a publicly listed company (3 years) a Board/Board Committee member at Southern Cross Grammar for approximately 5 years. He is a volunteer (3 years) clergyman within the Greek Orthodox Church

#### **Chris Koniditsiotis (Director)**

Qualifications: B.Eng. M.Eng. MAICD

Experience: Chris Koniditsiotis is an infrastructure and transport expert with over 34 years' experience in both public and private sectors. He has had international postings including with the World Bank and more recently Chief Executive Officer of Transport Certification Australia. With post – graduate qualifications in Engineering, Chris has undertaken the AICD Directors course and has held several Board positions, including the current Presidency of the International Society for Weigh-in-Motion

#### **Dimitra (Bonias) Kalomallo (Director)**

Qualifications: Bachelor of Business (Honours), PhD in Human Resource Management

Experience: Studied at La Trobe University and have worked at Monash University also and now at RMIT. Have experience in lecturing both postgraduate and undergraduate subjects. Also have experience in research in the area of human resource management. Have published my work in various academic journals and also have presented my work at conferences national and international. I have also experience in the design of postgraduate subjects for RMIT (in the human resource management area). Furthermore, I have been a HR manager for a not for profit organisation too.

#### **Chris Klinkatsis (Director)**

Qualifications: B Acc

Experience: Practising accountant for more than 20 years. Has been in private practice for over 20 years

## **Board of Directors 2018 (continued)**

### **Stavroula Zoumboulis (Director)**

Qualifications: BSci/BEd, PGCertEdSt(GiftEd), Med

Experience: Stavroula is a Research Fellow at the Australian Council for Educational Research (ACER), where she develops educational assessment and support materials and provides content level expertise in school level Mathematics and Science. She was a secondary school teacher before joining ACER. Stavroula has served on several school boards and parish sub-committees in the past 20 years

### **Chris Vlahos (Director)**

Qualifications: B Laws LLB Business Commerce General

Experience: A practising lawyer with over 10 years experience

### **Daniel Bellis (company Secretary)**

Qualifications: B Theology

Experience: Daniel Bellis is an employee of the Greek Orthodox Archdiocese of Australia. He advises senior clerics and assists the Bishop in carrying out his responsibilities. Daniel has recently completed a Company Secretary Course

# Staff

## Staff Composition

- Total Staff: 49
- Percentage of Female Staff Members: 60%
- Percentage of Male Staff Members: 40%
- Percentage of Staff Members from a Greek Background: 59%
- Percentage of Staff Members from a non-Greek Background: 41%
- There were no staff members from an Aboriginal or Torres Strait Islander background.
- Number of Teaching staff including Principal and Exec Teaching is 37 = FTE 30
- Number of Supporting staff is 12 = FTE 9

## Staff Attendance

The average attendance rate for staff during 2018 was 92%.

## Staff Retention

The proportion of teaching staff retained from 2017 to 2018 was 87%.

## Staff Qualifications

A full register of staff and their qualifications are listed at the end of this report.

## Professional Engagement

### Professional Development

Staff members attended various Professional Development sessions during 2018. These sessions were a combination of out of school and in-house and were delivered and presented by staff members and external professionals who had a skill or achievement in a particular field.

External programs attended by staff across a number of learning areas included:

- VCE Subject and Examination debriefs
- SMART Spelling
- Disability Standards for Education
- Teacher mentoring
- Teacher responsibilities and obligations – effective teaching practice
- Premier's Reading Program
- PROBE & Literature Circles
- Literacy Planning from F – 12
- PM Benchmarking
- Higher Order thinking tools (Bloom's projects in Years 7 - 10)/Inquiry Curriculum
- Kids-Matter – 'You Can Do It' program
- LOTE Delivery and Resources development
- Individual Learning Plan development and Implementation

Continuing the work of Emeritus Professor Patrick Griffin from the University of Melbourne. Assessment for Teaching has had a great focus. With the need to obtain quality data and information from appropriate and rigorous assessment, teachers are able to monitor student learning and engage with relevant learning opportunities enabling greater engagement leading to growth and achievement across the learning areas.

The work done by the new Director of Teaching and Learning, has enabled the College staff a wonderful opportunity to consolidate the existing strengths of the school and to build on the teaching staff collaborative efforts to solidify the College academic results. In addition to this the College has also focused upon a number of other strategies to support students.

### **Strategies to support students**

- Personalisation of Learning programs
- Analysis of VCE results and reflection
- Reading, analysing and Interpreting NAPLAN results
- New Methods of Teaching Mathematics F - 6
- Duty of Care
- First Aid update including Anaphylaxis and Asthma
- Reading Assessment and Evaluation
- Reading Support
- VCE and Australian Curriculum Updates
- Individual Student Learning Plans (ILP)
- Differentiation & Assessment
- Learning Intentions
- Formative Assessment and Summative Assessment strategies
- Mandatory Reporting
- NCCD Data gathering and reporting

### **St John's aims to provide a learning environment which:**

- Develops Christian Orthodox living principles and provides the students with opportunities to grow as mature and caring adults, based on College values
- Develops students' ability to think logically, creatively and socially.
- Fosters academic excellence.
- Encourages students to achieve to the best of their ability and to set high personal goals.
- Facilitates the growth of knowledge, skills and attitudes across a broad range of areas of study.
- Fosters life-long learning attitudes and principles.
- Encourages students to become independent and self-motivated learners.
- Involves students in local, national and global issues to promote engagement and social responsibility.

## **Students at St. John's College**

### **Student Attendance**

Year Level	% Attendance
Prep	89%
1	85%
2	87%
3	90%
4	87%
5	88%
6	91%
7	87%
8	89%
9	85%
10	89%
11	87%
12	86%

Student attendance records are managed by the Administration staff and Year Level Coordinators. Daily attendance is recorded by the Administration staff, and contact is made if a student's non-attendance is not notified by parents. Further follow up is managed by the Year Level Coordinators where an absence extends to more than 3 days.

### **Composition of Student body**

#### **EAL (English as an additional language)/Non EAL Students**

	Male	Female
<b>EAL Students</b>	10%	15%
<b>Non-EAL Students</b>	90%	85%

#### **Gender across Junior and Senior College**

	Male	Female
<b>Junior College</b>	45%	55%
<b>Senior College</b>	54%	46%

## VCE RESULTS

The 2018 Year saw staff continue with strategies and experience in the implementation of the previous 'Three Year Strategic Directions' program, designed to improve VCE results. The cornerstones of this program included:

### Teachers

- Establishing targets for improvement – median study score, % of Study Scores of 40 or more, individual subject Study Scores
- Ensure all teachers are working on improved accountability and focus on learning by developing SMART goals
- Teachers identifying specific strategies to support student learning
- Teachers continuing to develop and completing Scope and Sequence documentation for all VCE subjects in conjunction with their SMART goals

### Students

- The introduction of SMART goals for VCE students
- The introduction of the 'You Can Do It' wellbeing program which focuses on organisation, diligence, perseverance and problem-solving skills
- Positive reinforcement - students visualise their ATAR score and identify strategies and behaviours required for success
- Increased focus on students developing their study and revision skills in preparation for end of year examinations
- Individual meetings at the end of terms 1, 2 and 3 to provide feedback, discuss progress, wellbeing issues and re-evaluate SMART goals

### Parents/Guardians

- The further development of the 3-way partnership between, students, parents and teachers
- Increased communication between teachers and parents throughout the year

The 'Strategic Directions' program continues to be firmly embedded at St John's College and has prompted significant and exceptional growth in median study scores, ATAR results and % of Study Scores of 40 or more out of 50.

These improvements are reflected in the data below. We are now a College that provides excellent VCE programs that provide all students with the opportunity to achieve their desired ATAR result and Tertiary pathways.

Over the past years, we have:

- Improved our median study score has improved
- Improved our % of Study Scores of 40 or more out of 50 by 11.1% in 2015
- Improved our ranking from 424 (2011) to 66 out of 528 schools (2015) when measured by median study score and percentage of 40+ study scores (source: bettereducation.com.au)
- 54.5% of our students achieving an ATAR score above 70 (2015) and 76.9% (2016)

These achievements reflect the diligence and dedication of teachers, students and parents to embrace change and the commitment made by the College to improve outcomes for students.

## **Student Outcomes**

In 2018, 16 students completed their VCE and 8 of the 16 students sat for final examinations and requested an ATAR score.

The highest ATAR result for 2018 was 95.5

Overall:

- 4.3% of Study Scores above 40
- Study Score Median: 29
- Average ATAR Score: 65.7
- ATAR above 90      12.5%
- ATAR above 80      25%
- ATAR above 70      25%
- ATAR above 60      37.5%
- ATAR above 50      75%

### **VCE RESULTS comparative ATAR scores 2012 to 2016**

	Over 80%	Over 60%
<b>2012</b>	23%	62%
<b>2013</b>	32%	65%
<b>2014</b>	35%	48%
<b>2015</b>	33%	75%
<b>2016</b>	30.8%	76.9%
<b>2017</b>	35%	77
<b>2018</b>	25%	37.5%

## **Proportion of Year 9 students retained to Year 12**

The proportion of students who were at St John's College as Year 9 students and who remained at the College until Year 12 was 93%.

## Post-School Destinations

Data collected by the Victorian State Government for student destinations beyond Year 12 reveal very strong outcomes for St John's College graduates.

Destination	Percentage of 2013 Graduates	Percentage of 2014 Graduates	Percentage of 2015 Graduates	Percentage of 2016 Graduates	Percentage of 2017 Graduates	Percentage of 2018 Graduates
University offers	76	62	100	78.5	80	89
TAFE/VET offers	24	38	0	21.5	20	11
Any Tertiary offer	100	100	100	100	100	100
University enrolled	62	52	90	78.5	80	66
TAFE/VET enrolled	33	44	0	21.5	20	0
Apprentice/Trainee	0	0	1	0	0	0
Employed	0	1	1	1	0	0
Deferred	0	1	0	0	0	2

- 100% of students received a first-round offer.
- 82% received their first preference
- 64% received an offer from La Trobe University.

## NAPLAN

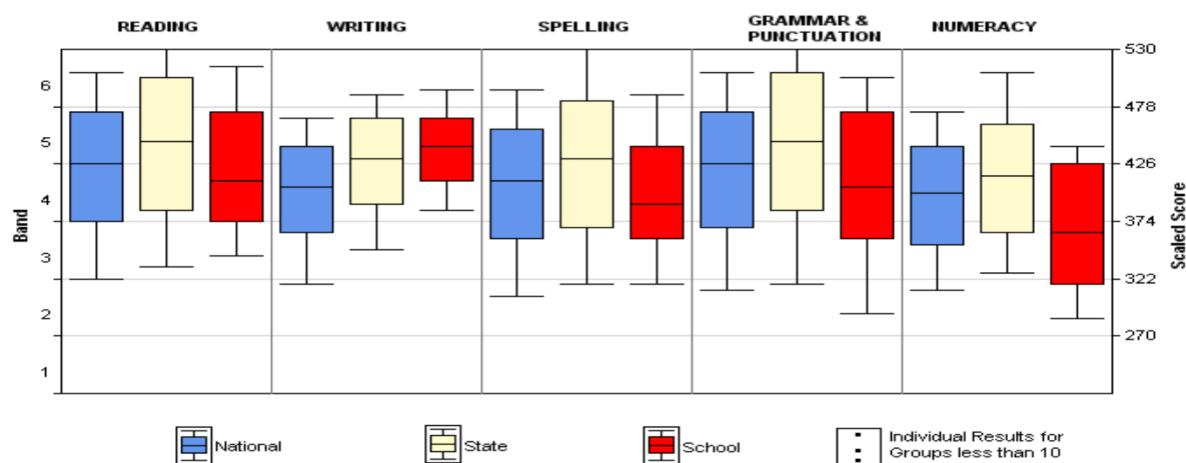
NAPLAN data is a useful indicator of a school's performance on benchmarked measures at a moment in time.

### School Summary Report

This displays national, state and school distribution data for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). This report presents data displayed against the National Assessment Program Scale.



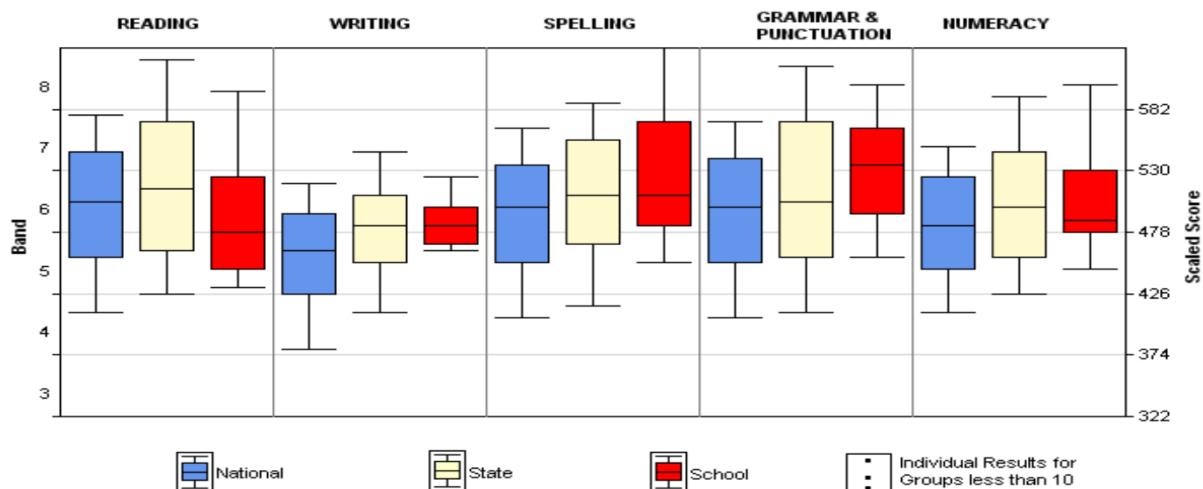
### Year 3 - Gender: All, LBOTE: All, ATSI: All



### Year 3 review:

- Reading - *below National, below State average*
- Writing - *above National, above State average*
- Spelling - *below National, below State average*
- Grammar & Punctuation - *below National, below State average*
- Numeracy – *below National, below State average*

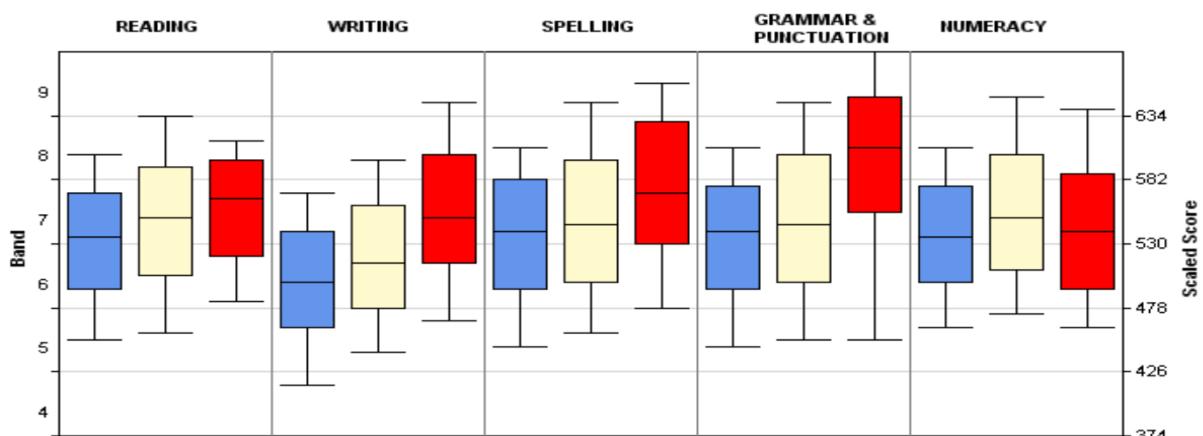
### Year 5 - Gender: All, LBOTE: All, ATSI: All



### Year 5 review:

- Reading – *below National, below State average*
- Writing - *above National average, similar to State average*
- Spelling - *above National, similar to State average*
- Grammar & Punctuation - *above National, above State average*
- Numeracy – *similar to National, below State average*

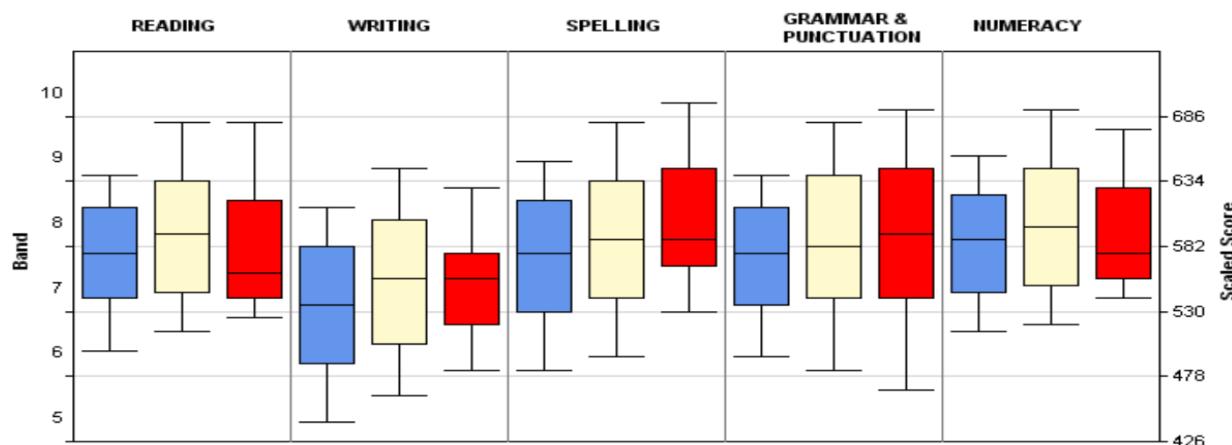
### Year 7 - Gender: All, LBOTE: All, ATSI: All



## Year 7 review:

- Reading – above National, above State average
- Writing - above National average, above State average
- Spelling - above National, above State average
- Grammar & Punctuation - above National, above State average
- Numeracy – similar to National, below State average

## Year 9 - Gender: All, LBOTE: All, ATSI: All



## Year 9 review:

- Reading – below National average, below State average
- Writing - above National average, similar to State average
- Spelling - above National, similar to State average
- Grammar & Punctuation – above National, above State average
- Numeracy - below National, below State average

## School Comparison Report

This report provides data on groups of students who completed Year 5, Year 7 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

This report shows the growth between 2016 and 2018 results for students who undertook the 2016 and 2018 tests at the same school. This version of the report is not available for Year 7 students at secondary schools (where there is no Year 5 cohort).

The report shows data at the national and state levels, as well as that for:

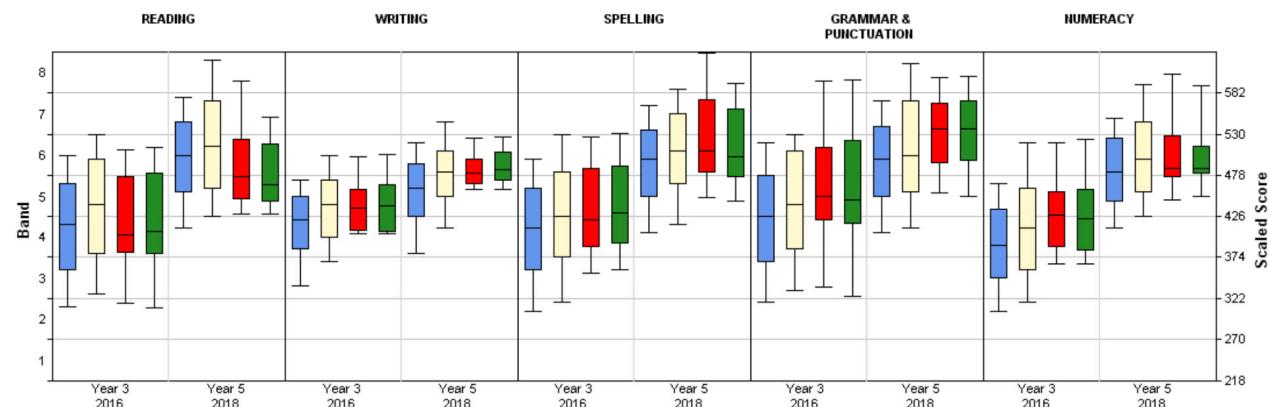
- The *school group* (all students in the school at the time of testing)
- The *matched school group* (only students who were present at the school for both the 2016 and the 2018 tests)

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2016 and 2018 (e.g. how the performance of Year 3 students in 2016 compares to their performance now they are in Year 5 in 2018). Alternatively, these data are useful for investigating the rate of progress of a group of students over time, relative to other students in the nation and state.

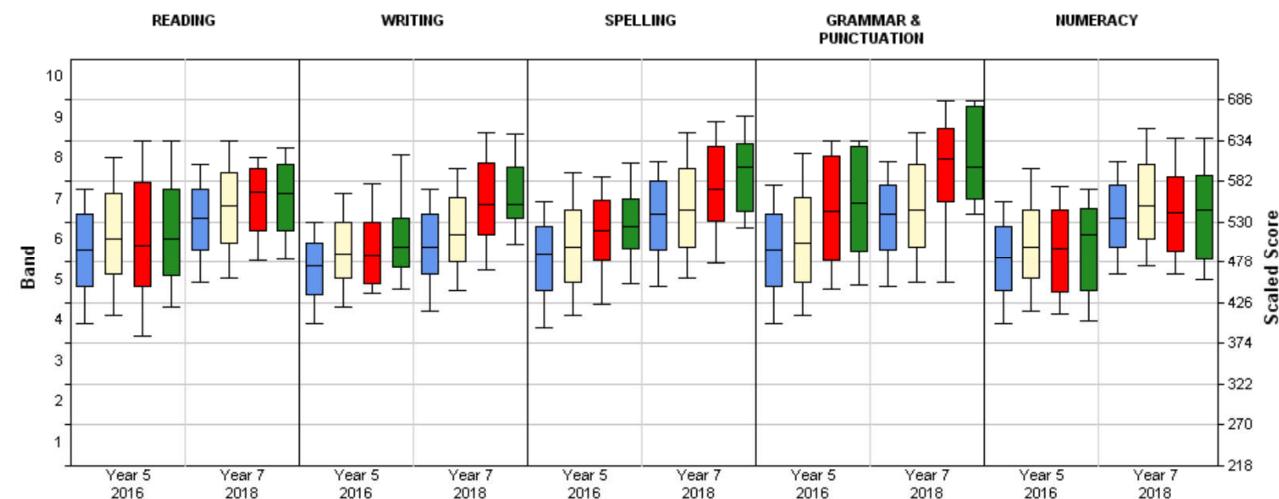
*Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.*



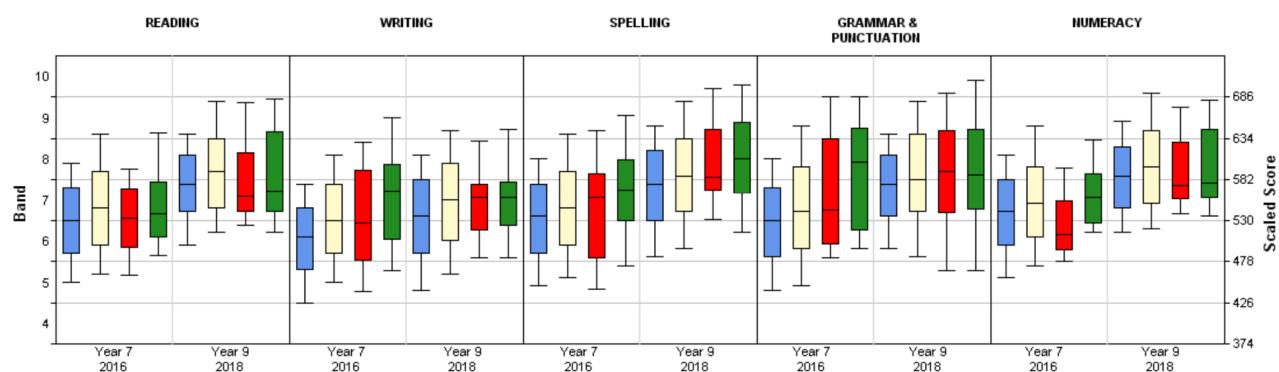
### Year 3 2016 to Year 5 2018: Gender: All, LBOTE: All, ATSI: All



### Year 5 2016 to Year 7 2018: Gender: All, LBOTE: All, ATSI: All



### Year 7 2016 to Year 9 2018: Gender: All, LBOTE: All, ATSI: All



## **Value Added Opportunities**

At St John's College students were involved in a range of extra-curricular activities that provided opportunities for extension and enrichment. Examples of activities include:

- Buddy System for Foundation and Years 6's
- House System and activities
- Pastoral Care Program within the House System
- School camps for Years 3 to 9
- Student Representative Councils
- Junior School and Senior School Leadership Program
- Orthodox Christian religious education program; participation in divine liturgies each Term; opportunities to consult the school chaplain and visiting guest speakers
- Cultural events and commemorations such as Greek National Day and ANZAC Day, March to the Shrine of Remembrance and celebrations such as Mother's Day, Father's Day, Harmony Day, Grandparents' Day
- Artistic, cultural and historic exhibitions
- School musical and theatrical productions
- Premier's Reading Challenge
- Literacy and Numeracy Week
- Science and Maths Week
- Book Week
- Instrumental music program - Piano, Guitar and Bouzouki, Drums
- Interschool sport Yr.'s 5-10
- Sporting competitions and events such as the Greek Orthodox Archdiocese of Australia National Schools Event and the school Athletics Carnival
- Performances of our College folk dance groups at numerous community events
- Debating
- Various competitions as organised by the Greek Consulate/Education office; Pontos competition, and The Greek Film Festival competition
- Active After School Program
- After School Clubs – Homework, English, Maths, Dancing

## **Parent, Student and Teacher Feedback**

### **Students**

There has been a continued acknowledgement that the academic rigour has been raised and that teacher pedagogical techniques have improved over the short time. Student acknowledge an expectation of achievement in their studies and an understanding that they need to have ownership of their own learning. The relationships between staff and students are seen as positive and open, particularly in the upper year levels. They also consider St John's College to be a safe school and environment where they are encouraged to take considered risks.

Students have a clear understanding of behaviour management policies. The student body is more attuned to the ethos and expectations of the College. Being a smaller community, peer relationships are rated high, with most students knowing and looking after each other. The students perceived that the Pastoral Care system and the teaching of Christian Orthodox Religious Education were both positive contributing factors.

## **Staff**

During 2018 some members of staff took the opportunity of Long Service Leave during the year and new staff to the College were mentored by experienced and caring teachers. Professional networks of inquiry and practice have been encouraged and were strengthened.

The year continued to focus upon professional learning and development for teaching staff regarding Assessment for Teaching. Again, all teaching staff participated systematically and regularly, in a variety of forums and participatory workshops to explore, identify and enhance pedagogical improvements for enhanced student outcomes.

Staff also attended Professional Learning and Development opportunities through a variety of providers, such as Independent School Victoria, individual subject associations, Department of Education and training and other private providers.

## **Parents**

St John's College sees the parent community as a vital and essential part of the College Community. It seeks to build positive relationships between parents, students and the school and actively ensures information is easily accessible. This is achieved by:

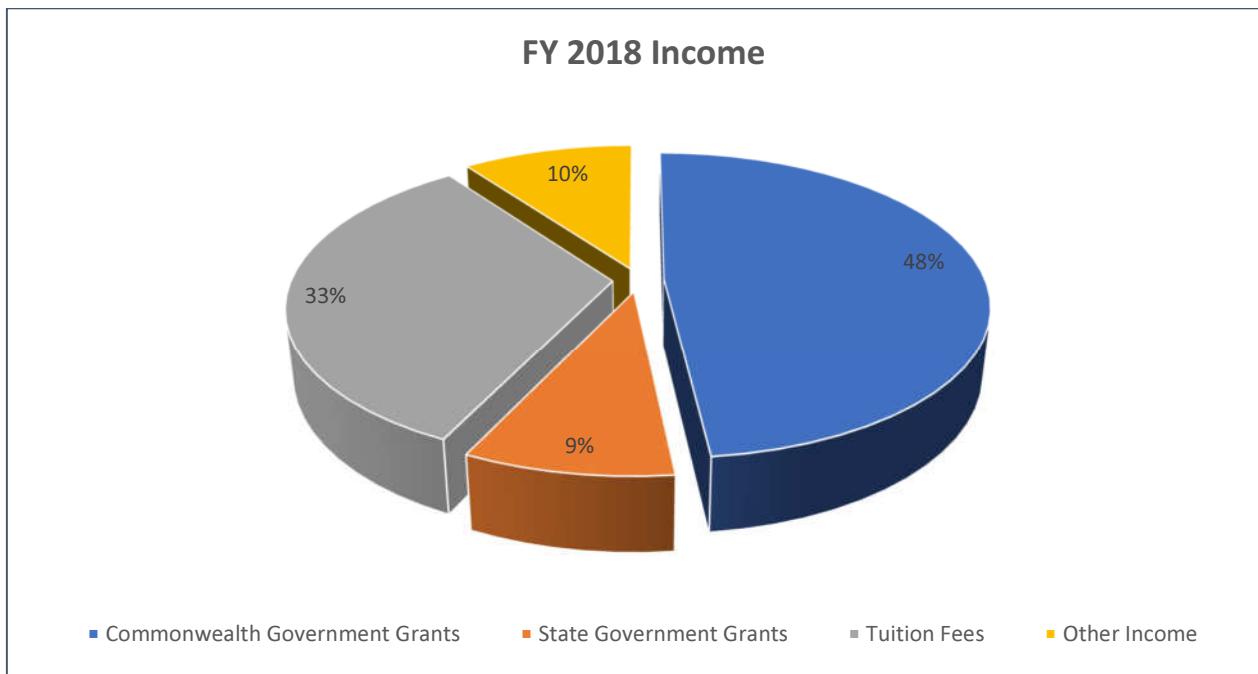
- School newsletter; *The Forerunner* is distributed every fortnight
- Progress reports sent to Senior College parents during Terms 1 and 3
- Parent/ Teacher/ Student Information Evenings held in Terms 1 and 3
- Information evenings throughout the year for various entry levels
- Interim, progress and formal reports distributed at the end of each term or semester
- ILP meetings

Our Parent's Association is very active and is involved in school events such as Mother's Day, Father's Day, Grandparents' Day, Annual Dinner Dance, Speech Night, Junior Presentation Evening and many other significant events.

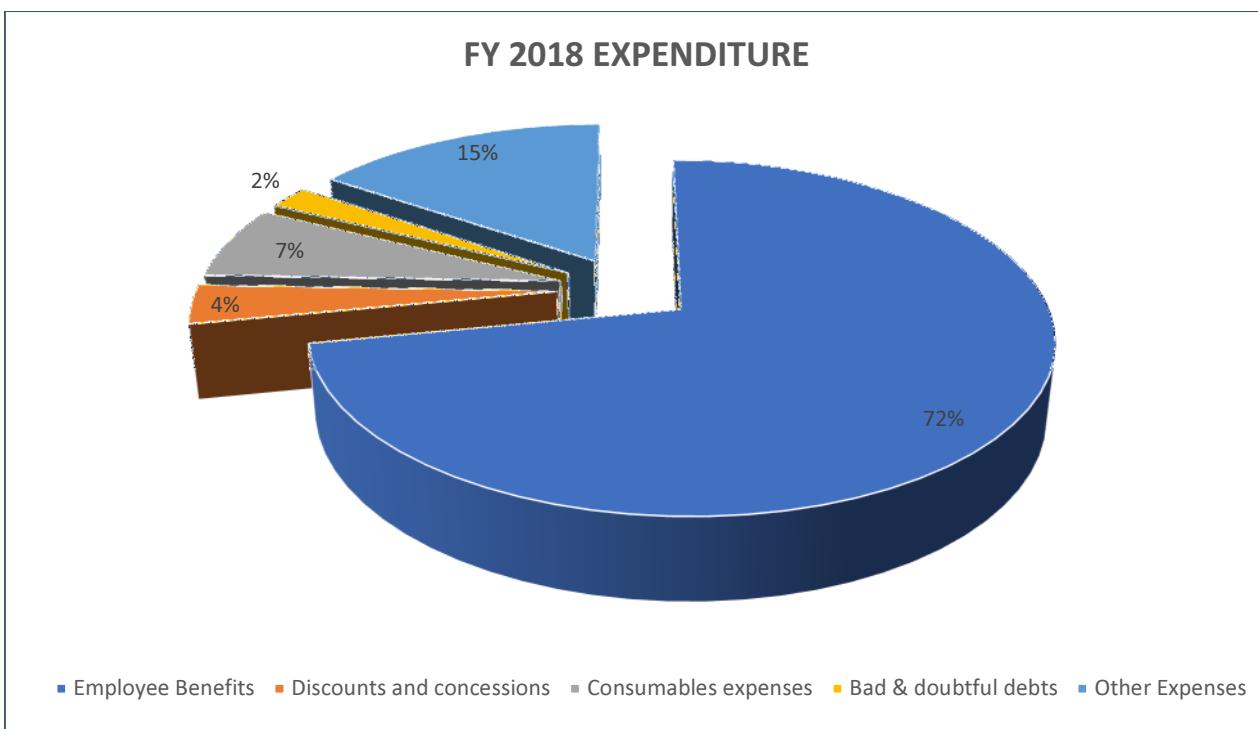
Parents have also been actively involved in assisting with excursions and as helpers in classrooms. Parent feedback indicates strong levels of parent satisfaction, in particular with the quality of teaching and parent involvement. They also acknowledged and support the ongoing focus of the religious and spiritual dimension of the College.

## Financial Performance

Income for the year ended 31 December 2018 was generated from the following sources. Tuition Fees and Levies 33%, State Government Grants 9%, Commonwealth Government Grants 48%, and from Other Sources 10%



Expenditure for the year ended 31 December 2018 was allocated as follows;  
Largest costs were Employee Benefits 72% and Other Expenditure 15%



## St John's College Staff

Staff Member	Position	Qualification	Institution
Lance Ryan	Principal	Bachelor of Social Science  Bachelor of Arts (Hons)  Graduate Diploma of Education	Australian Catholic University  Monash University  Australian Catholic University
Agatha Anamourlis	Head of Junior School, Head of Religion	Diploma of Teaching (Primary)  Graduate Diploma in Educational Studies  Master of Leadership Policy and Change	Toorak University  Philip Institute of Technology  Monash University
Derek Sherwood	Head of Middle School, Head of Health and Physical Education, P.E Teacher	Bachelor of Applied Science (Physical Education)	RMIT University
John Savopoulos	Head of Senior School, VCE Coordinator, History & Humanities Teacher	Bachelor of Arts  Graduate Diploma of Education  Bachelor of Education	Footscray Institute of Technology  Institute of Catholic Education  University of Melbourne
Jenny Pettenon	Head of People & Culture	Bachelor of Applied Science  Graduate Diploma in Environmental Science  Cert IV in Workplace Training and Assessment	The University of Melbourne  Monash University  The University of Melbourne
Dino Andreou	Accounts Officer		
John Armenopoulos	Head of Science, Chemistry & Science Teacher	Bachelor of Applied Chemistry  Diploma of Education	Victoria University  Hawthorn Institute of Education, Melbourne University Affiliate

Christine Athanasiou	Senior School Receptionist	Cert III in Business Administration Cert III in Hospitality	Diamond Valley Learning Centre William Angliss Institute
Megan Bailey	Director of Learning Resource Centre		
Olga Bitsas	English Teacher	Bachelor of Arts Diploma of Education	University of Melbourne University of Melbourne
Konstantina Dimitriadis	EAL Teacher Aide	Bachelor of Arts Graduate Diploma in Education (Secondary)	La Trobe University La Trobe University
Ellie Doulgeris	Year 1 Teacher	Bachelor of Education	RMIT University, Brunswick
Joe Failla	Mathematics & Science Teacher	Bachelor of Science Diploma of Education	Footscray Institute of Technology Australian Catholic University
Lisa Galanis	Junior School Receptionist & Accounts Payable EA to Principal		
Ourania Giannos	English Teacher	Bachelor of Arts Graduate Diploma in Education	University of Melbourne University of Melbourne
Jackie Hodgson	Health & PE Teacher	PGCE Secondary Physical Education Bachelor of Science in Sport Science (BSc) 2:1	University of Northumbria University of Sunderland
Toni Kanatas (From November)	Junior School Receptionist	Cert III Customer Contact	
Roula Kordas	Year 3 Teacher	Diploma of Teaching (Primary)	Victoria University

Joanna Krikelis	Year 2 Teacher	Certificate IV in Liberal Arts  Bachelor of Education (P-12)  Certificate IV in Training & Assessment  Certificate IV upgrade in Training & Assessment	Victoria University  Victoria University  Community West Training Program  Australian National Institute of Business & Technology
Angelica Loizou	Humanities Teacher	Diploma of Education (Secondary)  Bachelor of Laws / Bachelor of Arts	La Trobe University  La Trobe University
Adam Lonie	Humanities, Legal Studies, Civics & Citizenship Teacher, Careers Coordinator, VASS Coordinator	Bachelor of Arts  Diploma of Education	La Trobe University  La Trobe University
Alana McKenzie	Family Finance Officer & Enrolments Officer		
Akram Mikhail	Mathematics & Physics Teacher	Graduate Diploma of Education (Secondary)	RMIT University
Effie Mourtzios	Humanities & Business Management Teacher, Student Teachers Coordinator	Bachelor of Arts  Diploma of Education	La Trobe University  La Trobe University
Kleanthis Papadopoulos	Greek Teacher	Bachelor of Arts  Graduate Diploma in Secondary Education  Certificate IV in Training and Assessment	Monash University  Victoria University  Victoria University
Androulla Papakonstantinou	Greek & Religion Teacher, Greek Events Coordinator	Bachelor of Arts  Diploma of Education	La Trobe University  La Trobe University
Antoniette Pastorelli	English Teacher	Bachelor of Arts  Diploma of Education	La Trobe University  Australian Catholic University

Tasos Petousis	Laboratory Technician	Diploma of Arts in Dramatic Art  Bachelor of Science (Biochemistry & Pharmacology)	Victorian College of the Arts/Melbourne University  Monash University
Sarah Powell	Year 5 Teacher	Bachelor of Education (Primary)	Griffith University
Franziska Sarigianoglou	Food Technology & Psychology Teacher	Bachelor of Applied Science (Psychology)  Graduate Diploma of Education (Secondary)	RMIT University  RMIT University
Maria Stefanidis	Foundation Teacher	Bachelor of Arts (Social Science)  Bachelor of Social work	RMIT University  La Trobe University
Michael Varkopoulos	Health & PE Teacher	Bachelor of Applied Sciences  Post Graduate Diploma of Teaching	Victoria University
Lefterika Verghese	Biology & ICT Teacher	Bachelor of Science  Diploma in Education  Advance Diploma in Information Technology  Graduate Diploma in Technology Information	Monash University  University of Melbourne  Hales College Melbourne  University of Melbourne
Hari Vlahos	Special Needs Teacher, EAL Support	Bachelor of Education  Diploma of Teaching Early Childhood	University of Melbourne  University of Melbourne

NB: this list excludes maintenance & canteen staff and some educational support staff.