



2019 ANNUAL REPORT

St John's College LEAD Values

Love, Excel, Achieve and Dream

College Motto

Forever Excelling

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Presenting the 2019 Annual Report

We are proud to present the College's 2019 Annual Report. 2019 was a time of change at the College. In April 2019 College Principal Mr Lance Ryan resigned his position. In his three and a half years of service as principal Mr Ryan oversaw the expansion of the information technology program across the College. The implementation of the one to one notebook program for Senior School students and all staff and the installation of IT infrastructure (including interactive whiteboards, projectors and upgraded servers/internet services), alongside a focus on providing digital technology education across the curriculum propelled the College into 21st Century Learning. Mr Ryan also initiated the implementation of Synergetic and SEQTA to provide a streamlined IT interface between administration and learning. In Term 2 of 2019 Mr Derek Sherwood and Mr John Bourikas were appointed as co-acting principals as the College Board undertook the new Principal appointment process. In November 2019 Mrs Anna Urban was appointed principal (commencement January 2020). The key work of 2019 was to support the community over this critical transition period. As we enter a period of renewal and new beginnings, we know that we will continue to build upon our strengths and past achievements. Mr Sherwood and Mrs Urban have prepared the 2019 Annual Report together.

Mr Derek Sherwood
Acting Principal 2019

Mrs Anna Urban
College Principal, 2020

Principal's Attestation

All St John's College teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

The School has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply).

All expenses and commitments of funds have been to support educational outcomes and operational needs.

The School complies with the Child Safe Standards as prescribed in Ministerial Order 870.

Signature:

Mr Derek Sherwood

Acting Principal 2019

Date:

This Annual Report is endorsed by the St John's College Board

Signature:

Mr Derek Sherwood

Acting Principal 2019

Date:

Our History

‘FOREVER EXCELLING - ΑΕΙΝ ΑΠΙΣΤΕΥΕΙΝ’

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

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 site has continuously been developed - the Senior School stands on the northern side of the site and the Junior School on the southern side. Both campuses are well equipped with extensive facilities including 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/netball courts, a football field and the Performing Arts and Sport Centre which includes an indoor basketball court and fully equipped stage.

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

Our Mission, Vision, Values and Democratic Principles

Our Motto

‘Forever Excelling’

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 School Values

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 the College values, good manners and self-discipline.

These values, aims and expectations (democratic principles) are communicated to staff, students, parents and guardians and the school community via newsletters, College website, assemblies, SEQTA, and the Annual Report.

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.

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 (At 31st December 2019)

Mr Chris Koniditsiotis

Qualifications

Experience

Director (Chair till July 2019)

B.Eng. M.Eng. MAICD

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 qualification in Engineering, Chris has undertaken the AICD Directors course and has held several Board positions, including Society for Weight-in-Motion.

Dr Dimitra Bonias

Qualifications

Experience

Director

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

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.

Mrs Stavroula Zoumboulis

Qualifications

Experience

Director

BSci/BEd, PGCertEdSt(GiftEd), Med

Stavroula is a Research fellow at the Australian Council for Education Research (ACER), where she develops educational assessment and support materials and provide 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.

Mr Chris Vlahos

Qualifications

Experience

Director

B Laws LLB Business Commerce General

A Practising lawyer with ten year's experience.

Father John Frangos

Qualifications

Experience

Director (Current Chair)

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

John Frangos has more than 25 years' experience as a corporate and consulting toxicologist. He has previously been a director of business (10 years), a State Manager in Public 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.

Mr Chris Klinkatsis	Director
Qualifications	B.Acc
Experience	Practising accountant for more than 20 years.
Mr 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 Company Secretary Course.
Ms Marika Mellas (Appointed May 2019)	BSc, GCM, GDM, MBA. Marika is General Manager Operations at DPM Financial Services and has over 10 years experience in senior management roles within the financial industry. Marika also is a volunteer within the Greek Orthodox Archdiocese Charity Organisations.
Rev Fr Evmenios Vasilopoulos (Appointed August 2019)	BTheol. MTheol (Pastoral Care). Father Evmenios is current the Vicar of the Northcote Region Greek Orthodox Archdiocese. He was the parish priest at the Greek Orthodox Parish of the Transfiguration in Thomastown one of the largest parishes in Australia.
Mr Vaios Anastasopoulos (Appointed August 2019)	LLB, B.A. Linguistics (Hons) Grad Dip Media BA Laws, BA Arts-Linguistics (Hons), GradDip. Media Studies. Vaios is a highly experienced lawyer and the Director of Aniston Lawyers and a Director of the Byzantine Music School of Australia. Previously he was a producer of the SBS Radio Greek Program.
Dr Chris Sotiropoulos (Appointed August 2019)	Doctor of Philosophy, Medical Microbiology; Bachelor of Applied Science (Dist); Bachelor of Laws; Executive Training Strategy and Leadership in Pharmaceuticals and Biotech, Harvard Business School. Chris has primary postdoctoral research experience in biomedical science and over 20 years as a product innovator and lawyer.
Mr Panagiotis Chronopoulos (Appointed August 2019)	Bachelor of Business (majoring in Accounting and IT) Certified Practising Accountant CPA +25 years' experience.
Ms Joanne Nicolouleas (Appointed August 2019)	Bach App Sci Comp Science & Soft Engineering. Many years of experience in corporate roles associated with marketing and IT.

2019 Highlights

Greek Independence Day

St John's College took part in the annual Greek Independence Day march. The students proudly marched in honour of those who tirelessly fought against the Ottoman Empire. The 25th of March is also the Feast of the Annunciation. The Archangel Gabriel appeared to the Theotokos and told her she would be the mother of Jesus, the Son of God. The Christian Orthodox faith sustained the Greek people during the difficult years of the war to gain their freedom.

The 25th of March continues to be an important day for Greeks of the Diaspora, and of course, Greek Australians here in Melbourne. So many 2nd, 3rd and now 4th generation Greek Australians continue the legacy of the values of their grandparents and great-grandparents, respecting their history and forging their identity in Australian society.

In Memoriam of His Eminence Archbishop Stylianos of Australia

It was with great sadness that St John's College acknowledged the passing of His Eminence, Archbishop Stylianos, the Greek Orthodox Archbishop and Primate of Australia, as well as our College President.

We will remain forever grateful for the support and care His Eminence conferred upon St John's College. His Eminence's fundamental belief in the purpose and role of the College in educating young people for a bright future was matched only by the love and care he showed every young person he met and blessed with his kindness and guidance.

St John's College owes a huge debt of gratitude for His Eminence's strength, fortitude and vision in the development of the College over the years. His example to us with his own educational endeavours and commitment to quality education, the pursuit of wisdom and the love of God will continue to inspire us in the service of the Lord and each other.

We pray that he intercedes for us in the Kingdom of God and that his memory be eternal.

His Eminence Archbishop Makarios' First Visit to St John's College

The school community prepared a moving welcoming ceremony for the new archbishop who was escorted to the school grounds by flag-bearing students and a marching percussion band reminiscent of the Greek National day celebrations. His Eminence said "May your years be many and healthy so that you can continue your studies in this beautiful and blessed school. You have a half-father and a supporter," said the archbishop to the students who welcomed him and continued by saying, "This school's future is a bright one."

<https://www.sbs.com.au/language/english/audio/st-john-college-welcomes-archbishop-makarios>

The symbolism of Archbishop Makarios' entry into St John's College on Thursday was similar to Jesus Christ's triumphant entry into Jerusalem on Palm Sunday. Children lined up on the Olive Grove corridor waving their little Greek and Australian flags and throwing rose petals onto the entourage. There was pomp, pageantry and pandemonium as soft trembling voices yelled, 'Axios!' 'Axios!' (Always Worthy)

<https://neoskosmos.com/en/142806/i-am-in-heaven-says-archbishop-makarios/>

Learning and Teaching

Curriculum

The broad curriculum at St John's College is one of the school's strengths. Students at all year levels participate in the full breadth of education programs up to and including VCE:

- English and Humanities (Business Studies, Legal Studies, History, Media Studies)
- Science (Biology, Physics, Chemistry and Psychology)
- Mathematics (all streams)
- Digital Technology including Robotics and Cyber Safety
- Performing Arts / Music
- Visual Arts and Visual Communications (VCE)
- Health and Physical Education
- Food Technology
- Pastoral Care – You Can Do It!
- Orthodoxy
- Greek Language and Culture
- House Activities
- Year 9/10 Electives
- VET Courses (off campus)

Learning Management System

In 2018 SEQTA – an online Learning Management System (LMS) – was implemented at the College. SEQTA is designed to be the 'one-stop-shop' for staff students and parents in regard to learning, pedagogy, pastoral care information and reporting was introduced. Throughout 2018 and 2019 teachers were supported with professional learning opportunities to further develop their skills and expand the use of this LMS across the curriculum. In 2019 use of SEQTA continued to expand for staff, students and parents.

Students at St. John's College

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 embedded in our LEAD program.

Student Leadership

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.

Student Attendance

Student attendance records are managed by the administration staff. Pastoral care (Senior School) and class group teachers (Junior School) are responsible for following up student absences with families. Daily attendance is recorded by the administration staff, and contact is made if a student's non-attendance is not notified by parents.

Year Level	% Attendance 2019	% Attendance 2018
Foundation	87%	89%
1	97%	85%
2	89%	87%
3	94%	90%
4	94%	87%
5	86%	88%
6	92%	91%
7	87%	87%
8	83%	89%
9	91%	85%
10	87%	89%
11	86%	87%
12	83%	86%

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 included:

- 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 as well as opportunities to consult the school chaplain and to hear 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 including 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

Student Engagement Achievement and Wellbeing

The student engagement and wellbeing team included the Director/s of students for the Senior and Junior Schools. They were supported by the College Chaplain, the Learning Enhancement Coordinator and English as Additional Language teachers. Two Learning Support officers also supported students with additional/complex needs over the 2019 year. Visiting speech therapists and special education teachers supported the development and implementation of individual learning plans.

Strategies to support students

- Personalisation of Learning programs
- Analysis of VCE results and reflection
- VCE and Australian Curriculum Updates
- Reading, analysing and Interpreting NAPLAN results
- First Aid update including Anaphylaxis and Asthma
- Reading Assessment and Evaluation
- Reading Support
- Individual Student Learning Plans (ILP)
- Differentiation & Assessment
- Learning Intentions and Success Criteria
- Formative Assessment and Summative Assessment strategies
- Mandatory Reporting
- NCCD data gathering and reporting

Our Learning Environment

- 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.

Home School Partnerships

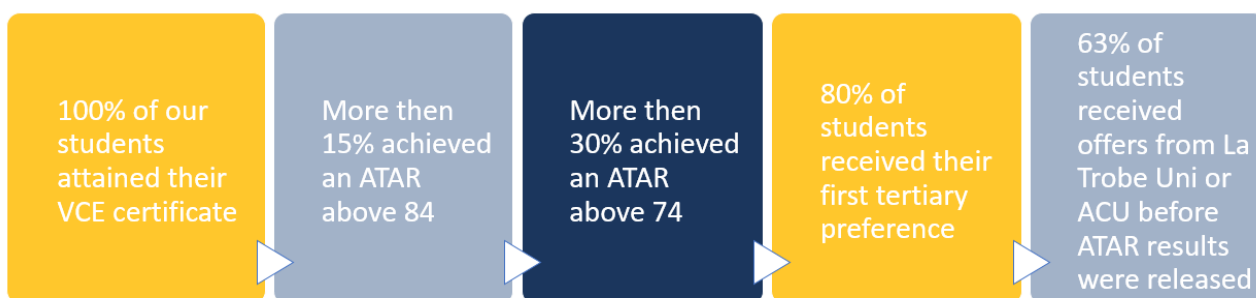
St John's College views the parent community as a vital and essential part of the College Community. The College seeks to build positive relationships between parents, students and the school and actively ensures information is easily accessible. This is achieved by:

- 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.

VCE 2019

In 2019 the students of the College again received excellent Victorian Certificate of Education results:



Median Study Scores

All VCE Studies

	This School	
	Total Study Scores	%40 or above
2015	60	15.0
2016	68	5.9
2017	59	3.4
2018	46	4.3
2019	64	4.7

Aspire Program at Latrobe University

In 2019 eleven St John's College students were successful candidates to the early entry Aspire Program at La Trobe University. The Aspire Program is for students who have made a positive impact on their community 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 La Trobe University. The Enrichment Program offered:

- VCE revision lectures 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.

The 2019 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.

VCE RESULTS comparative ATAR ranking

Year	Above 80	Above 60
2015	33%	75%
2016 - 12 students total (1 NA)	30.8%	76.9%
2017 - 15 students total (3 NA)	35%	77
2018 - 15 students total (4 NA)	25%	37.5%
2019 - 13 students total (2 NA)	15%	62%

NA – Not Assessed, coursework only (no exams/no ATAR)

Post-School Destinations

Data collected by the Victorian State Government for student destinations beyond Year 12 reveal positive 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	Percentage of 2019 Graduates
University offers	76	62	100	78.5	80	89	79% of cohort (100% of those who applied)
TAFE/VET offers	24	38	0	21.5	20	11	11% (100% of those who applied)
Any Tertiary offer	100	100	100	100	100	100	100
University enrolled	62	52	90	78.5	80	66	87
TAFE/VET enrolled	33	44	0	21.5	20	0	13
Apprentice/Trainee	0	0	1	0	0	0	1
Employed	0	1	1	1	0	0	3
Deferred	0	1	0	0	0	2	0

NAPLAN Data

Table 1: 2017-2019 National Benchmarks: literacy and numeracy results

From NAPLANDS\VCAA\Data Service: Group Summary Report

Year	Area tested	NAPLAN 2017		NAPLAN 2018		NAPLAN 2019	
		No of students tested 8 LBOTE Y3 14 LBOTE Y5	% Achieving National Benchmark	No of students tested 16 LBOTE Y3 14 LBOTE Y5	% Achieving National Benchmark	No of students tested 19 LBOTE Y3 14 LBOTE Y5	% Achieving National Benchmark
3	Reading	13	100% Above	17	94% Above 6% At	23	100% Above
	Writing	13	100% Above	17	100% Above	23	100% Above
	Spelling	13	92% Above 8% At	17	88% Above 6% At 6 Below	23	91% Above 4% At 4% Below
	Grammar and Punctuation	13	100% Above	17	82% Above 18% At	23	100% Above
	Mathematics	13	92% Above 8% At	17	71% Above 29% At	23	83% Above 17% At
5	Reading	17	65% Above 24% At 12% Below	15	87% Above 13% At	15	87% Above 7% At 7% Below
	Writing	17	88% Above 12% At	15	100% Above	15	93% Above 7% At
	Spelling	17	82% Above 18% At	15	100% Above	15	93% Above 0% At 7% Below
	Grammar and Punctuation	17	71% Above 24% At 6% Below	15	100% Above	15	93% Above 7% At
	Mathematics	17	88% Above 12% At	15	100% Above	15	87% Above 17% At

Year	Area tested	NAPLAN 2017		NAPLAN 2018		NAPLAN 2019	
		No of students tested 16 LBOTE Y7 1 LBOTE Y9	% Achieving National Benchmark	No of students tested 14 LBOTE Y7 12 LBOTE Y9	% Achieving National Benchmark	No of students tested 12 LBOTE Y7 16 LBOTE Y9	% Achieving National Benchmark
7	Reading	17	81% Above 19% At	22	95% Above 5% At	18	83% Above 11% At 6% Below
	Writing	17	76% Above 24% At	22	86% Above 9% At 5% Below	18	59% Above 24% At 18% Below
	Spelling	17	94% Above 6% At	22	95% Above 0% At 5% Below	18	88% Above 13% At
	Grammar and Punctuation	17	94% Above 6% At	22	95% Above 0% At 5% Below	18	75% Above 13% At 13% Below
	Numeracy	17	100% Above	22	81% Above 19% At	18	88% Above 6% At 6% Below
	Reading	10	56% Above 33% At 11% Below	17	88% Above 6% At 6% Below	17	93% Above 7% At
9	Writing	10	50% Above 30% At 20% Below	17	75% Above 19% At 6% Below	17	44% Above 38% At 19% Below
	Spelling	10	80% Above 20% At	17	94% Above 0% At 6% Below	17	94% Above 0% At 6% Below
	Grammar and Punctuation	10	40% Above 60% At	17	81% Above 13% At 6% Below	17	88% Above 6% At 6% Below
	Numeracy	10	70% Above 20% At 10% Below	17	92% Above 8% At	17	100% Above

NAPLAN Analysis

The most interesting aspect of the data is the comparison between the 2017 and 2019 data as these are the same cohorts. As such, comparisons may be drawn about student achievement as cohorts progress through the College. The results demonstrate that the students attending the College are achieving above national benchmarks in every area for every year level. This is a reflection that the students are experiencing positive wellbeing, are engaged in their learning and making excellent academic progress.

The College should seek to capitalise on the strong academic results in the Foundation to Year 10 program within the final years of school (VCE).

Staff at St John's College

Staff Qualifications

All teachers (substantive, contract and casual), are qualified teachers and registered with the Victorian Institute of Teaching. All generalist staff, casual generalist staff and volunteers have current Working with Children Checks.

Professional Development

The teacher professional learning program was coordinated by Dr Timothy O'Leary with the support of instructional leaders who worked with faculty teams across the Senior and Junior Schools. The focus of the program was assessment for learning - a continuation of the work commenced by Professor Patrick Griffin in previous years.

Staff members attended various Professional Development sessions during 2019. These sessions were predominantly in-house and were delivered and presented by instructional leaders. Instructional leaders participated in professional learning via the university of Melbourne Network of Schools (UMNOS).

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

- Assessment for Learning with UMNOS
- VCE Subject and examination debriefing
- SMART Spelling
- Disability Standards for Education - Individual Learning Plan development and Implementation
- Premier's Reading Program
- PROBE & Literature Circles
- PM Benchmarking
- Kids-Matter – 'You Can Do It' program
- LOTE Delivery and Resources development

Continuing the work of Emeritus Professor Patrick Griffin from the University of Melbourne, Assessment for Teaching was the primary 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. Director of Teaching and Learning, Dr Tim O'Leary has provided the College staff with a meaningful opportunity to consolidate the existing strengths of the school and to build on the teaching staff collaborative efforts to

strengthen the College academic results. In addition to this the College has also focused upon a number of other strategies to support students.

Director of Learning and Teaching Dr Tim O’Leary embedded the key concepts of Assessment for Teaching. Teachers met in teams for bi-weekly workshops to learn, share and improve on their pedagogical practice and reflect on how student learning data might be used to support program planning. The teams developed rubrics linked to the Victorian Curriculum and VCE to support the design of programs.

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

Teacher List and Qualifications

Staff Member	Position	Qualification	Institution
Sherwood, Derek	Director of Operations Co-acting Principal Health & PE Teacher	Bachelor of Applied Science (Physical Education)	RMIT University
Savopoulos, John	Director of Students Senior School English & Humanities Teacher	Bachelor of Arts Graduate Diploma of Education Bachelor of Education	Footscray Institute of Technology Institute of Catholic Education University of Melbourne
Anamourlis, Agatha	Director of Students Junior School	Diploma of Teaching (Primary) Graduate Diploma in Educational Studies Master of Leadership Policy and Change	Toorak University Philip Institute of Technology Monash University
Armenopoulos, John	Science and Math Teacher	Bachelor of Applied Chemistry Diploma of Education	Victoria University Hawthorn Institute of Education, Melbourne University Affiliate
Bitsas, Olga	English Teacher	Bachelor of Arts Diploma of Education	University of Melbourne University of Melbourne
Dimitriadis, Konstantina	EAL Teacher	Bachelor of Arts Graduate Diploma in Education (Secondary)	La Trobe University La Trobe University
Evangelakos, Effie	Year 6 Teacher	Diploma of Teaching Graduate Diploma in Intercultural (Major Greek)	Phillip Institute University of New England,
Elizabeth Exintaris	Performing Arts & Music Teacher	Bachelor of Music (Hons) Diploma in Education Master of Arts - Music Graduate Diploma in Arts Management	University of Melbourne University of Melbourne Monash University University of Melbourne
Fakos, Ellie	Year 1 Teacher	Bachelor of Education	RMIT University, Brunswick

Giannos, Ourania	English Teacher	Bachelor of Arts Graduate Diploma in Education	University of Melbourne University of Melbourne
Gogas, Panayiota	Art teacher	2003 – Postgraduate Diploma 1998 – Graduate Diploma of Education 1994 – Bachelor of Arts (Fine Arts)	The University of Melbourne The University of Melbourne La Trobe University - Bendigo
Hanos, Julie	Year 4 Teacher	Diploma of Education Bachelor of Education	Coburg State College/Phillip Institute School of Education - Latrobe University
Hodgson, Jackie	Health & PE Teacher	PGCE Secondary Physical Education Bachelor of Science in Sport Science (BSc) 2:1	University of Northumbria University of Sunderland
Kordas, Roula	Year 3 Teacher	Diploma of Teaching (Primary)	Victoria University
Krikelis, Joanna	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
Lim, Patrick	Math/Science teacher	Degree in Civil and Structural Engineering: National University of Singapore Master in Property Management and Maintenance: National University of Singapore Graduate Diploma in Marketing Management: Singapore Institute of Management Diploma In Education: Melbourne University	
Loizou, Angelica	Humanities Teacher	Diploma of Education (Secondary)	La Trobe University La Trobe University

		Bachelor of Laws / Bachelor of Arts	
Lonie, Adam	Humanities, Legal Studies, Civics & Citizenship Teacher,	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Manison, Jac	Digital Technology & Robotics Teacher	Bachelor of Science (Hons) Information Management Master of Science (Communication) Post Graduate Certificate in Education (PGCE) ICT	Queens University Belfast Queens University, Belfast University of Derby
Mikhail, Akram	Mathematics & Physics Teacher	Graduate Diploma of Education (Secondary)	RMIT University
Mourtzios, Effie	Humanities & Business Management Teacher Pre- service Teacher Placement Coordinator	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Neilson, David	Health and PE Teacher Primary	Advanced Diploma in Business (Marketing) Sports Administration Degree Diploma in Education	Swinburne University Victoria University La Trobe University
O'Leary, Tim (Dr)	Director of Learning Math teacher		
Papadopoulos, Kleanthis	Greek Teacher	Bachelor of Arts Graduate Diploma in Secondary Education Certificate IV in Training and Assessment	Monash University Victoria University Victoria University
Papakonstantinou, Androulla	Greek & Religion Teacher	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Pastorelli, Antoniette	English Teacher	Bachelor of Arts Diploma of Education	La Trobe University Australian Catholic University

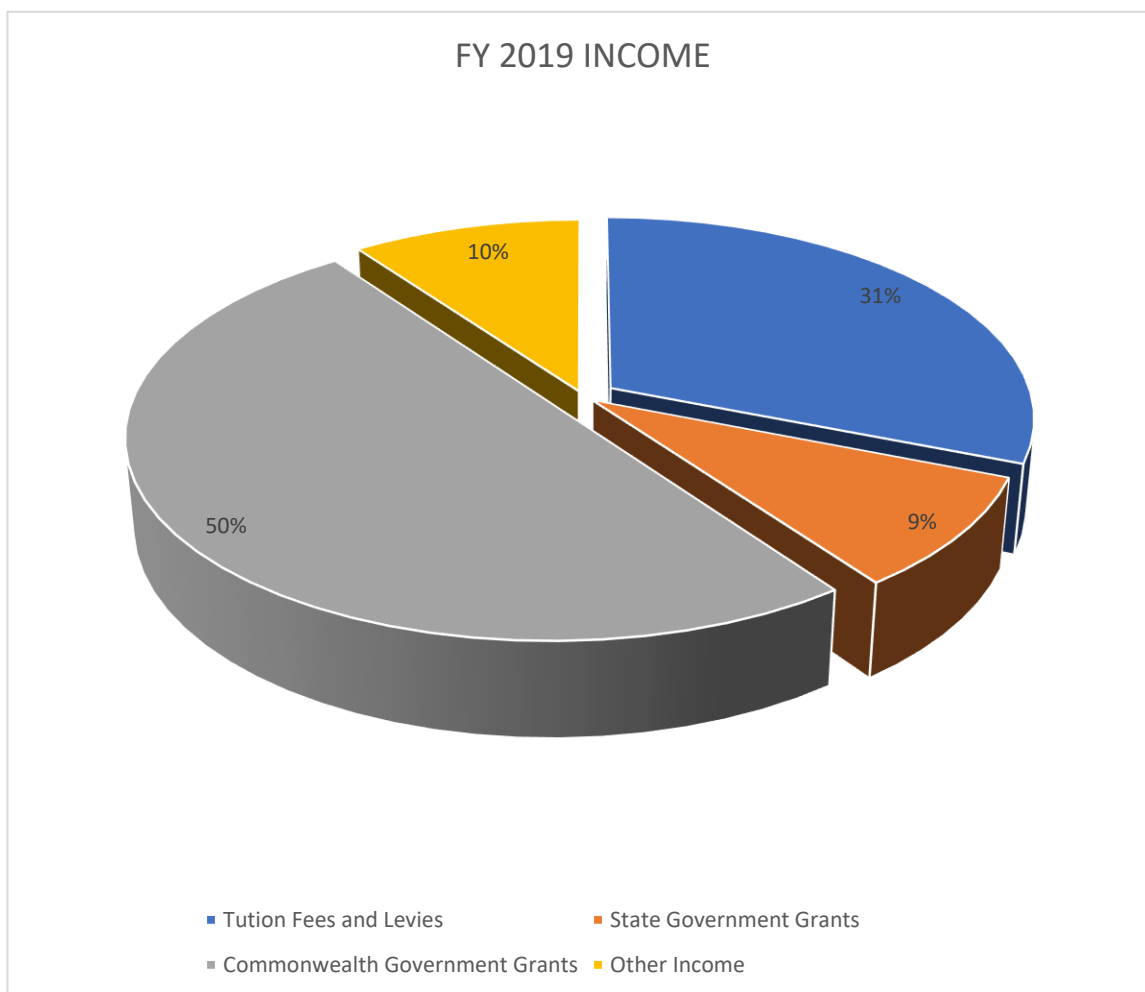
Powell, Sarah	Year 5 Teacher	Bachelor of Education (Primary)	Griffith University
Richards, Kate (Dr)	Science/Math teacher	<p>Graduate Diploma Education (Secondary) Method areas: Chemistry and Science La Trobe University, Bundoora Campus</p> <p>Pre-Accredited to teach in a Catholic School</p> <p>Doctor of Philosophy Major: Agriculture La Trobe University, Bundoora Campus Department of Primary industry, Proteomics, Attwood Thesis title; Differential production of molecules within first instar L. cuprina excreted and secreted products</p> <p>Bachelor of Science (Animal Science) (Hons) La Trobe University, Bundoora Campus Major; Animal science Thesis title; New methods for the diagnosis of gastrointestinal nematodes</p> <p>Bachelor of Science (Animal Science) La Trobe University, Bundoora Campus Major; Animal science, Zoology Subject Specialisation: Chemistry, genetics, physiology, biology, plant science</p>	
Salmanidis, Prodomos	Greek / IT teacher	<p>1981 – Diploma of Education</p> <p>1982 – Diploma of Education</p> <p>1993 – Graduate Diploma in Computing Education</p>	<p>Monash University</p> <p>Monash University</p> <p>The University of Melbourne</p>
Sarigianoglou, Franziska	Head of Pathways Food Technology & Psychology Teacher	<p>Bachelor of Applied Science (Psychology)</p> <p>Graduate Diploma of Education (Secondary)</p>	<p>RMIT University</p> <p>RMIT University</p>
Stefanidis, Maria	Foundation Teacher	<p>Bachelor of Arts (Social Science)</p> <p>Bachelor of Social work</p>	<p>RMIT University</p> <p>La Trobe University</p>
Verghese, Lefterika	Biology & ICT Teacher	<p>Bachelor of Science</p> <p>Diploma in Education</p> <p>Advance Diploma in Information Technology</p> <p>Graduate Diploma in Technology Information</p>	<p>Monash University</p> <p>University of Melbourne</p> <p>Hales College Melbourne</p> <p>University of Melbourne</p>

Vlahos, Hari	Special Needs Teacher, EAL Support	Bachelor of Education Diploma of Teaching Early Childhood	University of Melbourne University of Melbourne
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Financial Performance

Financial Year 2019 Income

Income for the year ended 31st of December 2019 was generated from the following sources: Tuition Fees and Levies 31%, State Government Grants 9%, Commonwealth Government Grants 50%, and from Other Sources 10%.

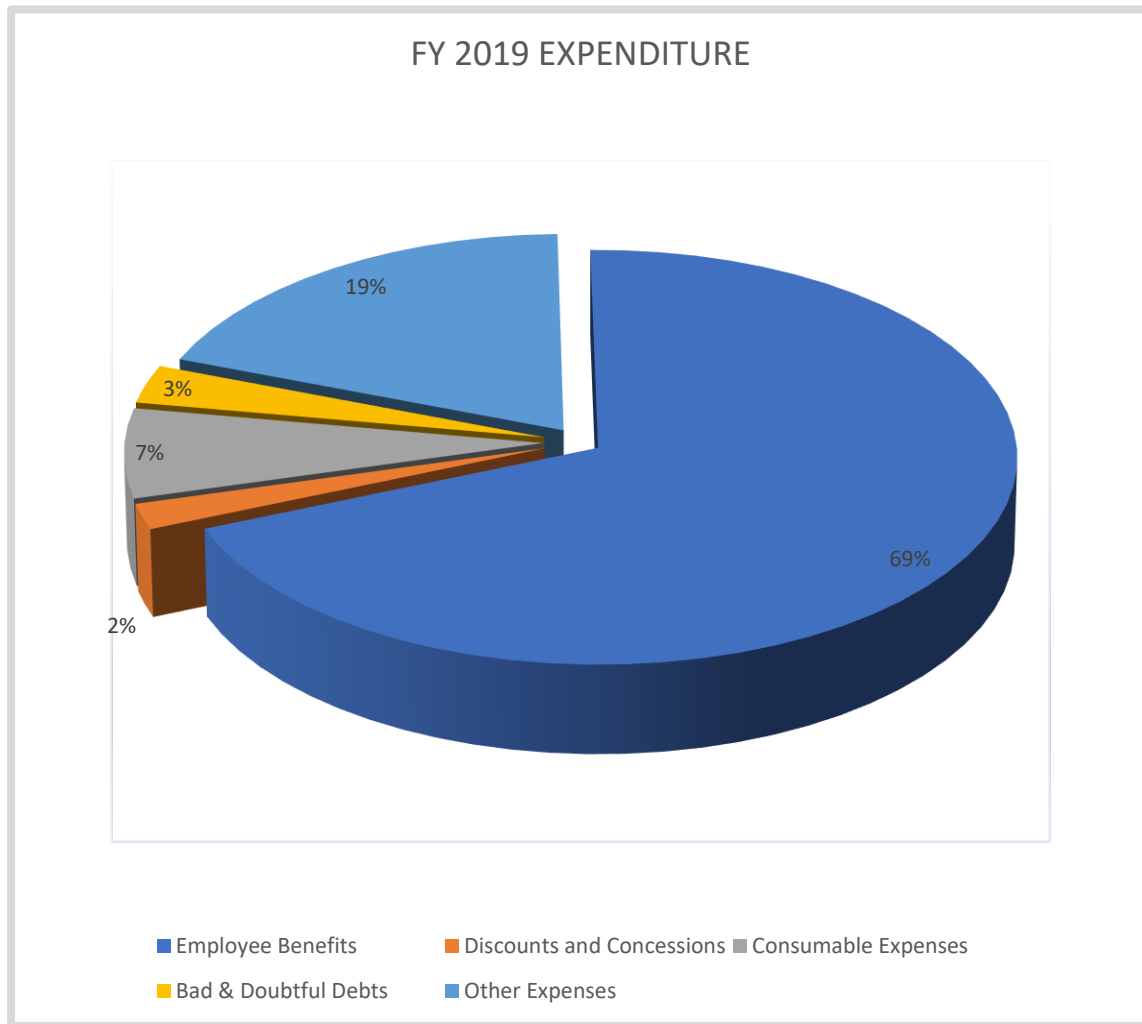


**Based on figures provided in the Auditor's report 2019.*

Financial Year 2019 Expenditure

Expenditure for the year ended 31st December 2019 was expensed as follows (as a percentage of Total Expenses):

Largest costs were Employee Benefits 69%, Discounts and Concessions 2%, Consumable Expenses 7%, Bad and Doubtful Debts 3%, and Other Expenses 19%.



**Based on figures provided in the Auditor's report 2019.*

VRQA School Annual Reports

The School must provide an annual report to the VRQA for publication on the [State Register](#), a searchable database on the VRQA website.

The report must include:

- a description and analysis of student learning outcomes in state-wide tests and examinations for the current year and for the last two years
- a description and analysis of rates of student attendance for the year
- a report of the School's financial activities
- copies of any other reports the School is required to prepare for the school community under any funding agreements with the State or Commonwealth.

The Principal will table the completed Annual Report at a School Council meeting for endorsement and attest that:

- all teachers at the School are Victorian Institute of Teaching (VIT) registered
- the School has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply)
- all expenses and commitments of funds have been to support educational outcomes and operational needs
- the School complies with the Child Safe Standards as prescribed in Ministerial Order 870

Providing a school annual report is required under the Education and Training Reform Regulations 2017, which states that a registered school must make available to the school community information concerning the School's performance at least once a year.

VRQA Submitting school annual reports

All schools must provide their annual report to be published on the State Register.

The Department of Education and Training and the Catholic Education Commission of Victoria manage the process of submitting these reports to us for their respective schools.

Independent schools should email a Word and PDF version of their report directly to us at:

- vrqa.schools@edumail.vic.gov.au

The report is due to VRQA no later than 31 August.