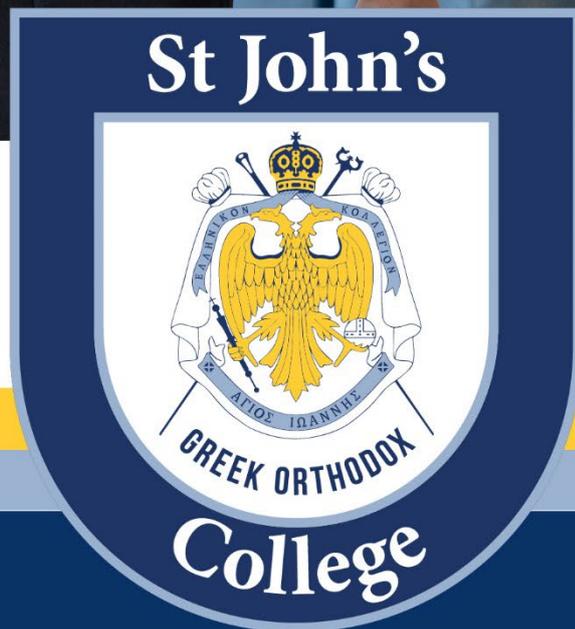




**ST JOHN'S COLLEGE
PARENT HANDBOOK 2023**



WELCOME MESSAGE FROM THE COLLEGE PRINCIPAL

On behalf of the very special community of students, staff and families that make up St John's College, I take this opportunity to extend a very warm welcome.

I consider myself extremely fortunate indeed to be associated with such a warm, vibrant and caring learning community and school. Since commencing in late 2022, St John's College has exceeded my expectations of what a great school 'looks and feels', and I hope this will be your experience as well.

We are a learning community within which families and staff work together to build strong home school partnerships. By working together, we support our students on their journey from childhood to becoming independent young adults. Our goal is to support our students to achieve 'philotimo': to walk the right path in life. Whilst we are a Greek Orthodox school, we acknowledge and pay respects to indigenous Australians. We pay respects to their leaders - past, present and emerging. We acknowledge the continuing relationship aboriginal Australians have with Australian lands including the lands upon which our school is built.

Our College is a learning environment within which each young person is respected. We take pride in knowing each of our students individually. At our school we know that looking after the wellbeing of children and young adults is critical to support them to fully engage in their learning. This is important because student engagement in learning is the foundation of their academic achievement.

We also support our students' growth by setting high expectations, providing personalised learning opportunities and prioritising pastoral care. We explicitly teach our students to live our school values which are to love, excel, achieve and dream. Our school enables students to develop their Christian faith. We are family friendly, co-educational Foundation to Year 12 school. Together, with our wonderful students, parents and staff, I warmly welcome you to our school community.

Mr. Andrew Ponsford
College Principal



CHILD SAFE STANDARDS DECLARATION

St John's College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 1359 (2022). For more information about Child Safety click on the below links: [Raising a Child Safety Concern](#) and [SJC Child Safety Policy](#).

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ADMINISTRATION

Vision, Mission, Statement of Values and School Philosophy

St John's College
'Forever Excelling'

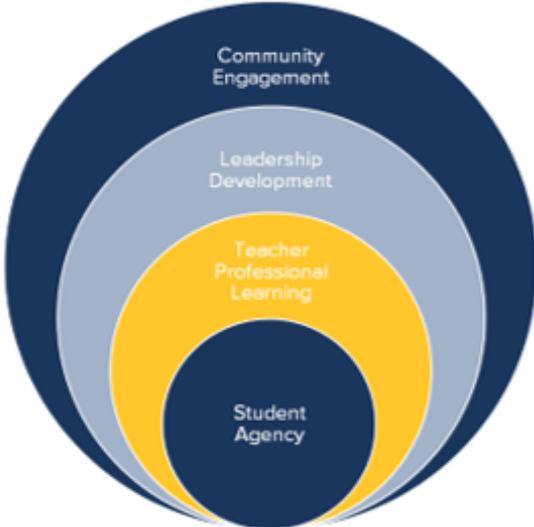
MISSION

To foster a love of learning, live the Orthodox Christian values of love, kindness, responsibility and humility, and celebrate Hellenism, in a community environment where everyone is welcome.

VALUES



STRATEGY

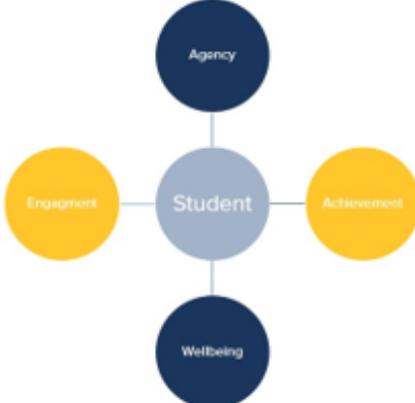


VISION

Our vision is to educate the whole person, academically, socially, spiritually and morally. Students leave the school with the knowledge, skill and confidence to succeed in their chosen field; to 'walk the right path – Philotomo'.

GUIDING PHILOSOPHY

We believe that when students feel safe and accepted at school, they are best able to engage in their learning. Student engagement and agency in learning are the foundation of educational achievement and personal growth.



Enrolment Policy

St John's College is committed to ensuring students are admitted to the school in a manner that is fair, transparent and non-discriminatory. The school publishes clear criteria as the basis on which admissions are made in the Enrolment Policy (available on the College website).

As a school established by the Greek Orthodox Archdiocese of Australia, the school will give preference to adherents of this denomination. However, all enrolments are accepted at the discretion of the Principal. The school keeps and retains accurate records of school enrolments that comply with its commonwealth and state legal and regulatory requirements.

Fees

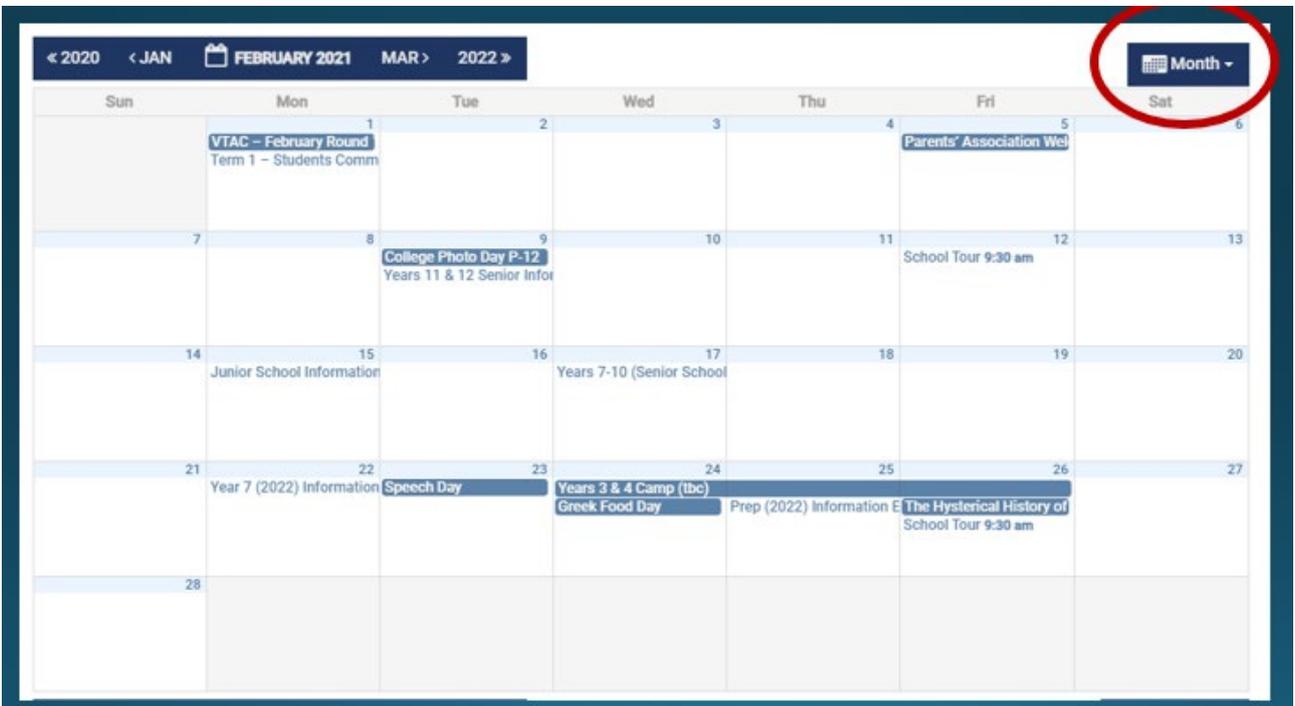
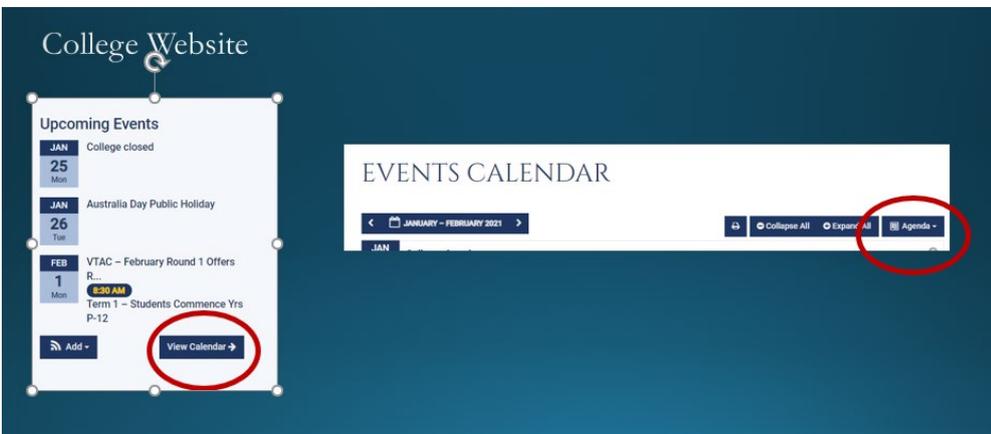
The College fees are reviewed annually. Refer to the College website for the most up to date Fee Schedule. A friendly reminder that fees need to be paid by the due date.

- We appreciate everyone paying fees in a timely manner; our fees support the delivery of high-quality education programs and resources for your children.
- We also rely on fee payments to enable us to make capital improvements and pay our staff.

Term Dates 2023

Mon 30th Jan - orientation for Prep, Year 7, Year 12 and all new students	
Tue 31st Jan – all students commence Term 1	Thu 6th April - final day Term 1
Mon 24th April Term 2 commence	Fri 23rd June - final day Term 2
Mon 17th July Term 3 commences	Fri 15th Sept - final day Term 3
Mon 2nd Oct Term 4 commences	Fri 8th Dec - final day Term 4 students Wed 14 th Dec – final day staff

Refer to the College website to view the live Calendar and/or refer to SEQTA for more information.



Instruction Time & Curriculum Days

At the College, there are three dedicated days for Parent Teacher Conversations. Teachers are not able to deliver lessons and supervise students while they are involved in PTS conversations, therefore these are student free days. Parents have reported they appreciate having a regular opportunity to receive feedback on their child's learning and to discuss reports. Most schools only offer PTI twice a year.

To make up the instruction time; the College continues to run classes until mid-December. Other private schools cease classes a week earlier.

In a regular day at St John's College our students participate in 320 minutes of instruction time; 5hrs and 20minutes (26 hours and 40minutes a week). Most schools offer 25hours of instruction time each week. Therefore, this equates to 1hr and 40mins of extra learning time a week. Over the year this is equivalent to approximately two and a half weeks of additional instruction time.

Another positive at St John's College is that our children have few behaviours of concern. This means the teachers can get along with teaching and the children with their learning with minimal disruption. This is unlike other schools within which the poor behaviour of a few students may mean teachers and students lose instruction time due to interruptions.

GENERAL INFORMATION

Student Absences

Please advise the school by 9.00am if your child is absent from school due to illness or for other reasons by: SEQTA Direct Message our Attendance Officer (Ms Victoria Mitchell) OR phone: 9480 5300 – select the ‘student attendance’ option.

If the school has not been advised of your child’s absence by 10.30am, you will be contacted via SMS text message notifying you of the unexplained absence. **The school is required to record all student absences and need to know from parents the reason a student is absent;** this is a legal requirement tied to our funding arrangements with government.

Year 11 and 12 students will be sent an additional text message requesting a medical certificate or a parent communication regarding their absences. There are minimum attendance requirements for students completing VCE.

Planned absences (e.g. holidays) of two days or more are to be communicated to the school, outlining details and reasons for the proposed absence. For long breaks from school parents are required to fill out an extended leave form; available from the Family Liaison Officer (Mrs Vicki Ioannou).

Anaphylaxis Policies

All students at St John’s College who are diagnosed by a medical practitioner as being at risk of suffering from an anaphylactic reaction must have an Individual Anaphylaxis Management Plan. When notified of an anaphylaxis diagnosis, the College Nurse is responsible for developing a plan in consultation with the student’s parents/carers. Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrolls at St John’s College and where possible, before the student’s first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student’s medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student’s medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline auto-injector for the student that has not expired;
- participate in annual reviews of the student’s Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school
- the name of the person(s) responsible for implementing the risk minimisation strategies, which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date [Anaphylaxis Plan](#) completed by the student's medical practitioner.

Note: No school can promise to be completely nut free however we do ask parents not to send foods to school containing nuts to reduce the risk of anaphylaxis to students who have nut allergies.

Emergency Contacts

Parents may not elect NOT to have a second emergency contact; they must nominate someone. If parents genuinely do not have someone to nominate then in the event of a serious emergency the school will contact Victoria Police. Students are not permitted to attend excursions or camps without the school being able to contact someone if there is an accident. Parents may nominate another parent at the school (with their permission).

Asthma Policy

If a student diagnosed with asthma enrolls at St John's College parents/carers must provide the school with an [Asthma Action Plan](#) which has been completed by the student's medical practitioner.

The plan must outline:

- the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
- emergency contact details
- the contact details of the student's medical practitioner
- the student's known triggers
- the emergency procedures to be taken in the event of an asthma flare-up or attack.

Students with any other medical condition are also required to complete a medical support plan; this process is coordinated by the College Nurse.

First Aid

The College Nurse is in attendance from 10am to 2pm each day and is based in the Junior School First Aid Office.

From time-to-time St John's College staff may need to administer first aid to students at school or on school activities. Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

The Principal will ensure that St John's College has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

Unwell Students

- Students who are unwell should not attend school.
- Parents/carers will be contacted to collect students who are too unwell to continue with the school program.
- Students who are unwell are not permitted to travel home on the school bus. If unwell, students should be collected within one hour.
- It is the responsibility of parents/carers to organise an authorised person to collect the student.
- While waiting to be collected students will be supervised in the designated First Aid area.
- In cases of extreme illness or injury, the staff are authorised to call an ambulance. Parents and the school office will be notified in this instance.
- Should a student require hospitalisation, in the absence of a parent/carer, a member of staff may be directed by the Principal to accompany the child to hospital until such time as the parent/caregiver arrives.

Note: The Department of Health has strict rules about infectious students attending school.

<https://www2.health.vic.gov.au/public-health>

Head Lice – If we suspect your child has headlice, we will call parents to immediately pick up the child. The child must be treated, and evidence of treatment provided before they are permitted to return to school.

Medication – If a child has a medical condition and requires medication, a form must be completed by their medical practitioner. Please contact the College for a meeting to discuss medication

administration. If a child is unwell and taking antibiotics or pain medication, please do not send them to school.

Medica Conditions – It is a requirement that an emergency management plan is completed for all students with medical conditions. These must be updated annually.

Attendance Procedures

School commence at 8.30am every day. Students are expected to arrive at 8.15am so that classes may commence on time. Late arrivals interrupt the learning of others so please ensure your children arrive on time.

If your child arrives after 8.30am they are required to be signed in at Administration Reception by their parent/guardian. The College grounds are supervised from 8.15 to 8.30 and from 3.10 to 3.25.

Child Safety In The Morning

- Gates open in the morning 8.15am
- Morning supervision 8.15-8.30
- After school supervision 3.10-3.25
- **Administration personnel are not permitted to supervise students.**

Out of School Hours Care

St John's College offers Village OSHC

We understand that in many families both parents are working. In order to support parents/guardians who need to drop-off and pick up their children outside of the regular school hours, we will be offering out of hours care for students Foundation to Year 6 through our partner Village OSHC.

Village OSHC offers a safe and nurturing environment between 6.45am - 8.30am (Before School Care) and 3.10pm - 6.00pm (After School Care). Monday to Friday. Village OSHC provides care services, where children make new friends, build on old friendships, get exercise, eat healthy food, embrace their imagination and have loads of fun.

To book please visit <https://villageoshc.com.au/enrol-book/>

For Secondary School students, the Library will be open for study time outside school hours (8am until 5pm).

Daily Timetable

Start Time	Lesson
8.30am	Pastoral Care
8.40am	Period 1
10.00am	Recess
10.25am	Period 2
11.45am	Transition
11.50am	Period 3
1.10pm	Lunch
1.50pm	Period 4
3.10pm	Finish

Assembly

On Monday mornings there is a whole College assembly in the Senior School Agora; parents and guardians are welcome to attend. School values awards are given to students at assemblies. We have extra ordinary assemblies to celebrate Greek or Christian Orthodox special events as well as graduations. Presentation Evening is held in December each year to celebrate the achievements of the Senior School students.

Daily Organisation

Recess is 25 minutes and lunchtime is 40 minutes. Junior School students are provided with brain food and movement breaks during the middle of the day.

Whilst we know parents like to take their child to the classroom, we encourage our Junior School students to transition independently from the gate to the classroom. In this way we foster independence.

If parents need to give their child's teacher information, please send a Direct message via SEQTA or call reception and we will forward the message. Teachers are not available during class time as their

priority is the students. The Head of Junior School or the Head of Senior School are available for discussion during the school day.

Our goal is for our students to develop self-confidence and achievement; if a child can do something for themselves then we adults must encourage and support them.

Morning Prayer

Please ensure your children are at school on time. Roll call, morning prayer and uniform checks take place at 8.30am. On Mondays, the whole College gathers for assembly and prayer in the Senior School Agora. Tuesdays through Fridays, Junior School students join in morning prayer with their classroom teacher and Senior School students assemble in the Senior School Agora for morning prayer.

Early Departure

Should your child/children need to depart school before 3.10pm, a Parent or Guardian must sign them out from the Administration Reception.

Students in Years 11 and 12 are expected to remain onsite for the full school day, including during study lessons.

Please give us notice if you are going to sign your children out of school early so we can prepare them to be at the office.

Students will not be permitted to leave the school grounds before 3.10pm without being accompanied by a Parent/Guardian. If your child needs to leave early, please inform the College using one of the following methods:

- Phoning the College on 9480 5300
- SEQTA Direct Message our Attendance Officer (Ms Victoria Mitchell)
- Junior School Parents – please also direct message your child’s teacher outlining the reason and time of departure.

Birthdays/Name Days

Student birthdays and name days are acknowledged in the Junior School just after morning prayer. Please understand that a number of children have allergies (nut/gluten/lactose etc.), and therefore we discourage distribution of edible treats. Non-edible treats are encouraged. We also encourage students to be discreet when handing out birthday party invitations as we recognise that not all families can invite all the children in their child’s class (teachers are happy to assist).

Communication with Parents

The College will communicate to parents via SEQTA Engage – Notices and Direct Messages, SMS text messages, our website, Facebook and Instagram.

College Calendar

The College calendar is live on the College Website.

Heads of School

The Head of each sub-school supports students, staff and organises daily operations. The Head of Senior School and Head of Junior School are available to assist parents with any enquiries or concerns that may arise. The Heads of School host information evenings and Meet the Teacher events across Term 1.

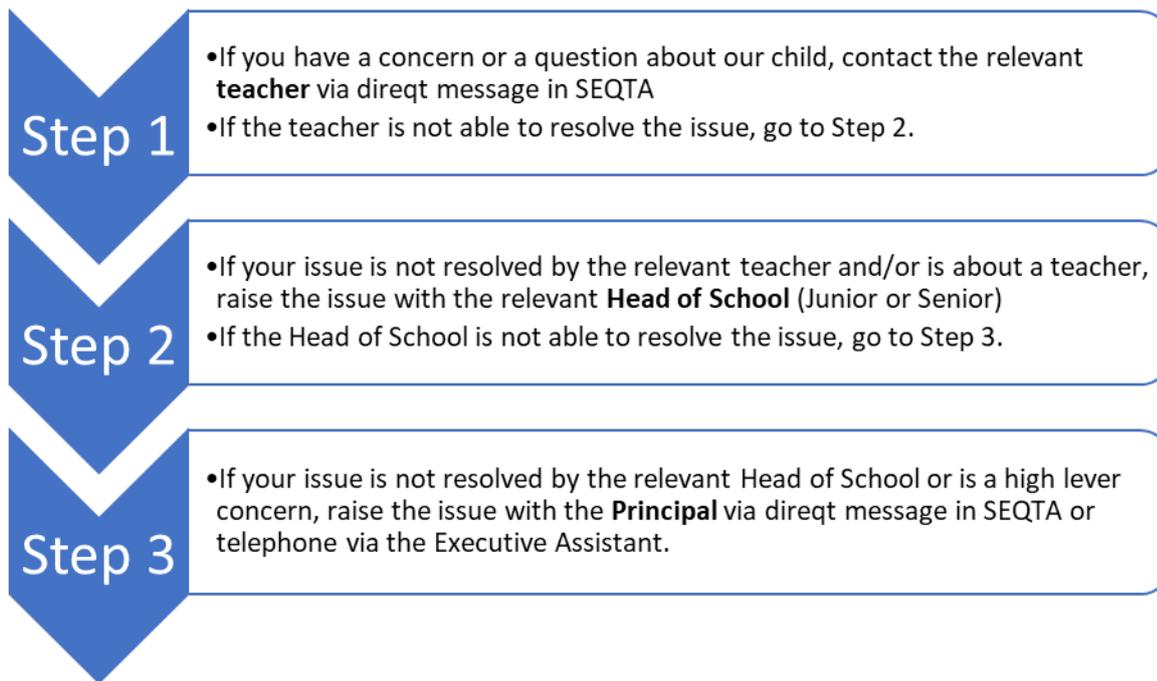
Principal's Bulletin

The Principal provides regular updates to the College Community via SEQTA notice board. The Principal hosts community information evening, tours and special events.

SEQTA Engage – Parent Portal

The College learning management system is SEQTA. Students access [SEQTA Learn](#); Parents access [SEQTA Engage](#). It is critically important parents check SEQTA every day as teachers send messages via direct messaging in SETQA.

Subject information is available for all classes; **Senior School and Year 5 & 6** assessments are available within SEQTA. Assessment of learning is progressive which means parents can track their child's learning progress (feedback comments and marking) throughout the term.



The community utilises SEQTA Engage for communications, notices, documents and forms. Student reports and Senior School assessment tasks are available on SEQTA. New families are provided with usernames and passwords. Please contact the general office if you need assistance logging onto SEQTA. All parents need to download the SEQTA ENGAGE app:



You can also access SEQTA via a link on the College webpage.

<https://engage.stjohnspreston.vic.edu.au/>

Updating Information

Please ensure that you keep your information updated; call the College to let us know if you, or your emergency contacts, have a new mobile number, email or change of address.

Separated Families

The College is committed to supporting parents who are separated and acts in line with the Education Act 1990, the Family Law Act 1975 and other relevant legislation.

Key points are as follows:

- it is not the role of schools to enforce family court orders or resolve family law disputes
- the primary consideration is the educational and welfare needs of students
- parents have a responsibility to provide the school with copies of any court orders that impact on the relationship between the family and the school, including any apprehended intervention orders
- in the absence of any specific court orders, generally either parent has the capacity to enrol their child in the school
- students must be enrolled using the name that appears on his or her birth certificate
- in the absence of specific court orders, each parent is entitled to:
 - know where their child is enrolled
 - participate in school related activities
 - have access to documentation relating to his or her child subject to the provisions of privacy legislation and the department's Privacy Code of Practice
- persons other than parents (for example grandparents) may seek to play a role in the education of children but such participation is always subject to parental approval
- requests to provide written statements or give evidence on behalf of families involved in family law related legal proceedings must be made to the principal.

Yearbook

Each year the College produces a Yearbook to celebrate the year's highlights.

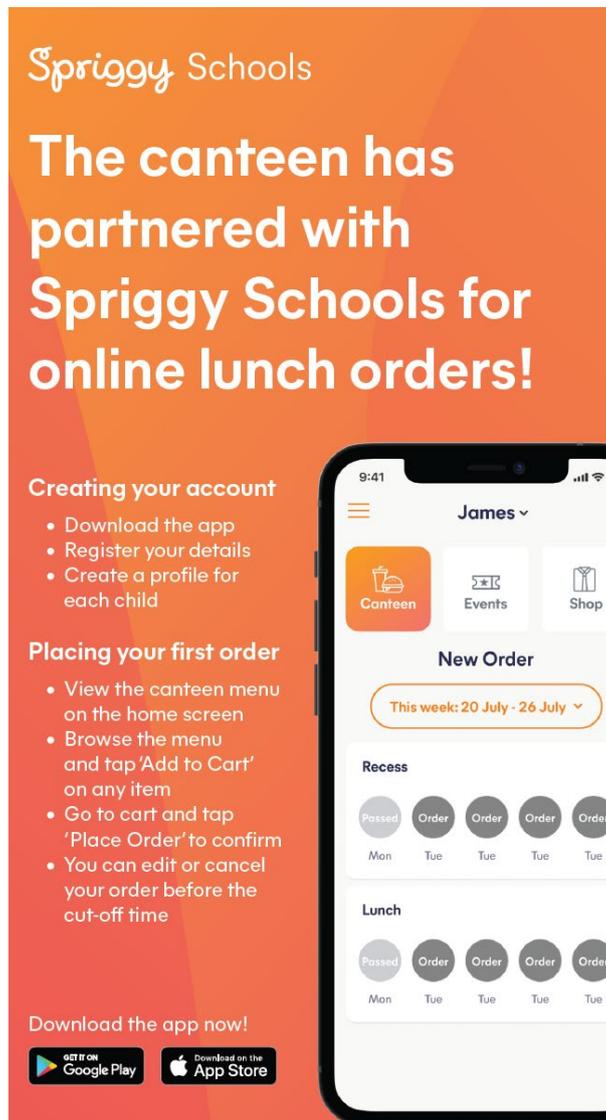
Lunches/Lunch Orders

The College has a Healthy Food Policy and encourages parents to pack healthy snacks and drinks. We also encourage students to minimise the amount of pre-packaged foods brought to school.

<https://www.education.vic.gov.au/Documents/school/principals/management/gfypolicy.pdf>

The Canteen is operated by the Parent Association every day at recess and lunchtimes; Students need to order their lunch via SPRIGGY. Students may purchase healthy snacks and drinks at recess and lunchtime. Students may pay cash at the Canteen or parents may order and pay online via

SPRIGGY. Parents who wish to volunteer may do so by contacting the PA pa@stjohnspreston.vic.edu.au



Spriggy Schools

The canteen has partnered with Spriggy Schools for online lunch orders!

Creating your account

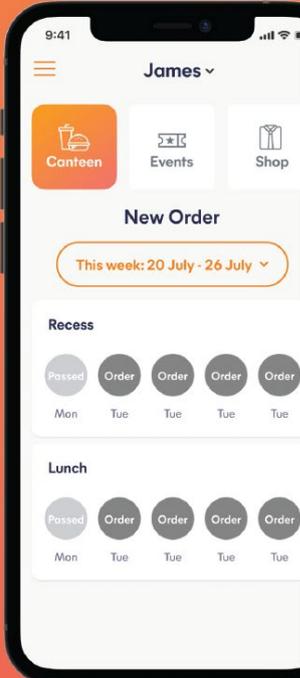
- Download the app
- Register your details
- Create a profile for each child

Placing your first order

- View the canteen menu on the home screen
- Browse the menu and tap 'Add to Cart' on any item
- Go to cart and tap 'Place Order' to confirm
- You can edit or cancel your order before the cut-off time

Download the app now!



The smartphone mockup displays the Spriggy Schools app interface. At the top, the user's name 'James' is shown with a dropdown arrow. Below this are three main navigation buttons: 'Canteen' (with a fork and knife icon), 'Events' (with a calendar icon), and 'Shop' (with a shopping bag icon). The 'New Order' section features a date selector for 'This week: 20 July - 26 July'. Underneath, there are two sections: 'Recess' and 'Lunch'. Each section contains five circular buttons labeled 'Passed' and 'Order', with days of the week (Mon, Tue) indicated below them.

Parents' Association

Parent volunteers play a vital role in the ongoing development and success of St John's College. Our families provide a vibrant support base for the school community while showing their children the importance of participating in and contributing to the wider community. By actively interacting with teachers and one another on a regular basis our parents support our aim to build strong, mutually beneficial home/school partnerships. New members are welcome; we recommend that families new to the school check out the PA Facebook Page (linked to the College page).

The PA meets twice a term on Tuesday evenings; meetings starting at 6.30pm.

Mothers' Day/Fathers' Day Stalls

The Parents Association organises stalls to enable students to purchase a small gift on these occasions. Students also make cards in class.

Reading Helpers

Parent volunteers are required to support our class reading program. All volunteers must have a Working with Children Check and participate in annual induction. Reading helpers also participate in a professional development session to enable them to develop the skills they need to assist children develop their reading. Volunteers will be on a scheduled timetable and must sign in and out. Parent volunteers are not timetabled into their own child's classes.

Child Safety Regarding Volunteers

All volunteers – even parents of children currently attending the school – must obtain a Working With Children Check (WWCC) to work in the community (as per state legislation). Our volunteers need to complete a registration form and provide a copy of their WWCC to the office. There is also a compulsory Child Safe training and OHS training session volunteers must attend. These sessions will be offered at various times in Term 1 each year.

Sunsmart Guidelines

St John's College SunSmart policy provides guidelines to:

- ensure all students and staff are protected from over-exposure to UV radiation
- ensure the outdoor environment provides shade for students and staff
- ensure students are encouraged and supported to develop independent sun protection skills to help them be responsible for their own sun protection
- support our school's strategies to meet its duty of care and occupational health and safety obligations to minimise harmful UV exposure for students, staff and visitors.

Transport

School Buses

St John's College offers four chartered bus routes for students who live in the North, North West and Eastern Suburbs of Melbourne. This service offers flexibility and convenience, with the safety and security of a registered bus service provider. Please click on the link below for further information

<https://www.stjohnspreston.vic.edu.au/enrolments/private-bus-service/>

Traffic Management

Parents are asked to act safely when in and around the carpark:

- Act in a respectful manner at all times
- Follow all signage
- Keep the pedestrian walkways clear
- Use the walkways
- Drive slowly and safely
- Do not park in the bus zone.

Uniform

Parents should refer to the College Uniform Policy for more information. Students are expected to wear the correct uniform at all times. If, for any reason, your child needs to be out of uniform, a note must be given to the classroom/pastoral care teacher. Please ensure all your child's uniform is clearly labelled. Parents of younger students: please pack a spare set of socks, underwear and wipes just in case your child has an accident.

[Academy Uniforms](#)

Phone: +61 3 9460 8011

238 Wolseley Place, Thomastown VIC 3074

Opening Hours: Mon – Fri 9am-5pm, Saturday 9am-12pm

STUDENT WELLBEING PROGRAMS

At St John's College we are proud of the strong, positive and caring environment that exists between students, teachers and parents. Through our pastoral care program, from Foundation to Year 12, we promote positive relationships within our College community. We endeavour to provide and support relationships that allow everyone to achieve maximum potential and growth.

Figure 1: Wellbeing Program at St John's College – Orthodox Christianity,



Buddy Program

Year 6 students participate in a 'Buddy Program' with the Foundation children. Activities include supporting transition, special lunches, Teddy Bear Picnic, 100 Days of School, Reading Buddies and other activities. The Year 6 students all enjoy supporting the Foundation students to feel happy and safe at school.

Chaplaincy Program

The Chaplaincy program assists the St John's College community by providing pastoral care and spiritual, social and emotional comfort for all students, regardless of their faith or beliefs. The chaplains provide additional care, and support the personal and social wellbeing of students, parents and staff. Our Chaplain, Rev. Fr. Leo visits the College throughout the week offering support or pastoral care for teachers and students. Rev. Fr. Leo is also a Father Confessor of the Greek Orthodox Church. Should parents/guardians wish for their child to meet with any of the chaplains for either counselling or confession;

- Ask for the child/ren's names to be added to the list at the general administration office.
- Send a text message using the details below to advise the priest that you have made a booking.

Confession/counselling for Senior School students takes place in the Chapel. In the Junior School the Chaplain may take a walk around the school grounds or find a quiet space to speak with a student. All our chaplains are trained in Child Safety and act in accordance with Mandatory Reporting requirements as required by law.

Chaplain: Fr Leo -The Presentation of Our Lord, Coburg 0425 853 502

Should parents/guardians, for their own needs or confession, wish to meet with any of the Chaplains of the College, we recommend contacting them directly to speak with them over the phone or to arrange a meeting time at their Parish.

Living Our Faith

Our Orthodoxy program is not just about learning the ‘facts’ of the religion but about learning to live as Christians, by building faith and developing character. We support our children to demonstrate Christian values in the choices they make. These values will endure throughout each child’s life.

Orthodox Christian Studies

The wisdom and teachings of the Orthodox Christian faith underpins our pastoral care approach with the Religious Studies program. We aim for our students to become Christian role models within the school environment as well as in the wider community. Daily morning prayer, Divine Liturgies, and opportunities for discussion and questions with the clergy of the Greek Orthodox Church, are all integrated into our school routine to strengthen each student’s relationship with God and with each other.

Pastoral Care

We recognise the vital importance of ensuring that every student has a significant adult to support them and act as a primary point of contact between home and school. In the Junior School this role is taken by the classroom teacher. In the Senior School, each class group is allocated a Pastoral Care teacher who supports the students to be aware of their rights and responsibilities within the College community and to maximise the student’s potential. Should parents wish to contact their classroom teacher or Pastoral Care teacher, they may direct a message to the teacher through SEQTA Engage – DIRECT Messages. Our Head of Junior School and Head of Senior School also assist parents, teachers and students with pastoral care needs.

You Can Do It! Education (Social Emotional Learning)

Both Junior School and Senior School integrate the You Can Do It! (YCDII) Program into their Pastoral Care program. The YCDII program focuses on five keys; confidence, organisation, persistence, getting along and resilience. The program links to the ‘Personal and Social Capabilities from the Victorian Curriculum.

The YCDI program provides teaching and learning experiences for *Social and Emotional learning*, assisting students to develop self-awareness, self-management, responsible decision-making, social and relationship skills. The program helps students develop an ability to adopt a different perspective, identify emotions in others, feel empathy, listen, communicate effectively, develop organisational skills, and simply get along with others.

YCDI Education is also known for helping students overcome the things (blockers) that stop students from achieving their best (anger, misbehaviour, anxiety, procrastination, not paying attention) and develops skills of how to overcome these blockers.

Program Achieve has been recognised by the Australian government's 'Kids Matter' Mental Health and Well Being Initiative being a 'best practice' program meeting essential criteria, including evidence from research of effectiveness. Each lesson addresses one or more of the ACARA curriculum's Personal and Social capabilities. The New Program Achieve has been written by 10 highly experienced teachers in social and emotional learning, along with Professor Michael Bernard (University of Melbourne, psychologist, author)

Our goal at St John's College, continues to be, to provide all our teachers and students with the teaching and learning tools promoting success, a growth mind-set, and optimising levels of well-being.

There is little question that school prevention programs for young people that explicitly teach social, emotional and learning skills are critical for the prevention of adjustment and mental health problems and for the enhancement of well-being and achievement. Our experience at SJC with You Can Do It! Education reinforces this message.

Class Formation

Assigning students to classes is an important responsibility and a lengthy process for our teachers. Our goals, when assigning a student to a new grade, are to have a balanced classroom and that each child is in the best possible learning environment. For this to occur we need to consider academic strengths and areas for growth, work habits, friendships, and social/emotional development. Gender ratios and equity in class sizes are variables that are also carefully considered. Students are also given the opportunity to select 3-4 learning buddies for the following year to help with their transition. We ensure that students have at least one-two of their chosen buddies.

Newly enrolled students are added to the classes, with classroom decisions based on whatever information is available from referring schools, parents, classroom teachers, leadership team and the need to balance class composition.

In 2023 the grade structure will be discreet groups for Prep, Year 1 and Year 2 (based on the successful delivery of our Initial Lit program in these year levels). Multi-age classes are offered from Year 3 to Year 6 (i.e. 3/4 and 5/6).

Changes sometimes occur due to personal and professional individual circumstances. Queries regarding grades/teachers should be directed to the Head of the Junior School.

Repeating a Grade

At St John's College we generally promote students to the next year level with their peer group. We will only recommend that a student be retained in a year level in exceptional circumstances where we consider it is required for the long-term benefit of the student, for example, considering their social, welfare and academic needs. In these circumstances we ensure that parents/carers are fully advised of the options that the school considers to best meet individual student needs and students are only retained when parents/carers have provided consent. Generally retention would only be recommended in lower primary year levels, foundation in particular.

LEAP Program

Places in the LEAP program are limited. Students in the Senior School LEAP program are likely to remain in the discreet LEAP group which is in general an ungraded group but individual students would progress up a year level each year although they may participate in learning activities across a range of year levels.

Students participate in English (7 periods a cycle) and Math (7 periods a cycle) within the LEAP group with the LEAP teacher.

For Science, Humanities, Greek and Health the students are provided with adjusted activities in regular classes. Activities should include as many 'hands on' learning experiences as possible. Excursions are important part of the LEAP Program.

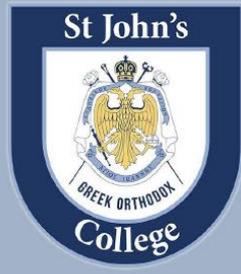
For specialist subjects (PE, Art, Music, Drama, Sport) students attend regular class with a teacher aid.

LEAP students do not have regular reports – they have individual learning plans. The LEAP teacher meets with parents termly to review the plans, set goals and mark progress. ILPs cover all areas of the curriculum including learner behaviours (appropriate to the needs of the students).

Learner Behaviour Model

At St John's College we help students in all year levels to develop discipline, a strong work ethic and learner agency via our 'Learner Behaviours' model. With the direction and support of education consultant Judy Petch (who leads our teacher professional learning program), our teachers

developed the 'Learner Behaviours' model early in 2021. All teachers worked together and engaged in professional reading and research to identify the attributes and skills needed for students to experience learning success. We used evidence to inform the development of our 'Learner Behaviour' model. To have agency in learning; students – from Foundation to Year 12 – must be able to plan, monitor and assess their learning (in age-appropriate ways). The learning abilities we have chosen to incorporate into our model are teachable and learnable. From 2021 all students were assessed against the 'Learner Behaviours' model in the interim and semester reports. Teachers continue to deepen their understanding about how students learn and their understanding of the function of the brain. If we have a deep understanding of cognitive processes that affect learning, then we can implement effective teaching strategies. In 2022 we will be taking the next steps toward implementing our 'Learner Behaviours' model. We will be offering community information sessions to help our parents and guardians understand how they can best support children's learning at home.



LEARNER BEHAVIOURS

METACOGNITIVE

- I use different learning strategies depending on the situation.
- I understand my strengths and where I need to improve.
- I manage my time and come prepared for class.
- I set specific goals before I begin a new task.

REFLECTIVE

- I seek feedback from my teachers and peers to improve my work.
- I take time to pause, wonder and think about what I am learning.
- I use class time to practise my thinking and be an active learner.
- I connect new learning to what I have previously learned.

DETERMINED

- I persevere and change strategies when the work is challenging.
- I complete all tasks in class, including set homework.
- I organise my time to best accomplish my goals.
- I maintain a positive approach to my learning.

COMMUNICATIVE

- I am inquisitive and ask questions to inform my thinking and understanding.
- I use the language of the subjects to explain my thinking.
- I share my knowledge and collaborate with my peers.
- I listen respectfully to others' ideas and opinions.

PHILOTIMO - TO WALK
THE RIGHT PATH

Quality Teaching and Relationships

Our staff are highly motivated to perform their duties with excellence as we believe we are in service to the College community. We share and role model our faith in Christ with our students. We focus on teaching subjects and topics from a Christian perspective.

Student Leadership

The College Captains are drawn from the Year 12 cohort and include a fluent speaker of Greek. At all other year levels from Year 5 student can apply for leadership positions to experience the responsibilities of school leadership. Captains and leaders are appointed via a rigorous application process within which the College principal team interview and selects the captains. Our captains and student leaders represent the College at formal occasions within the College and in the wider community. They must be students of exceptionally high calibre who role model our Values and Shared Expectations consistently. The captains and leaders form the Student Leadership Group (SLG).

The SLG fundraising and awareness raising events each year. They host College assemblies. They also provide feedback to the Principal and Heads of School. They consult with their peers and provide feedback to the Principal/College Executive Team. All the student leaders participate in professional leadership development programs.

Transition Programs

Foundation students participate in four visits in Term 4 the year before they commence school. Students meet one another, their teacher and their buddies. They are shown all the places in the school and undertake activities so we can begin to assess their learning needs in preparation for school. Parents are also provided with an orientation program to learn about the College and our programs. Parents are also provided with information to help them support their child's transition.

Year 7 students visit the College on Statewide Transition Day. They meet their peers, their teachers and participate in special programs as well as a school tour. We introduce them to SEQTA, our learning management system, and provide them with a handbook so they are well prepared for their first day of secondary school.

Students who transition into the College at other year levels, whether at the beginning of a new year or during a school year, are also provided with a supported transition/induction program so they feel confident during their first days and weeks of school at the College.

Bullying Prevention

Bullying is not permitted at the College. Bullying is behaviour that is targeted, repeated and designed to make someone feel unhappy or hurt (physically or emotionally). Bullying may take place in person or online. St John's College recognises that there are also other inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. Sometimes children argue or have a falling out; in these instances of conflict we use restorative practices to assist students work through peer issues (which are a part of school life).

All inappropriate behaviours will be managed in accordance with relevant School policies and procedures including the Student Wellbeing and Engagement Policy.

The policy is available on the College website; the policy applies to all school activities, including camps and excursions.

We encourage students to report all incidents of bullying or peer conflict so we can address issues and support students. Should you have any concerns please inform the class teacher (JS), pastoral care teacher (SS) and/or the Head of School.

At St John's College we implement a positive behaviour support philosophy which means we help students to learn from their mistakes, make reparation where necessary and provide opportunities for them to learn to regulate their emotions and behaviour. We teach students persistence, resilience, getting along, organisation and help them learn how to self-manage. Where appropriate we do provide consequences such as time off the playground during breaks.

Violence is not tolerated at the College; students who verbally or physically abuse anyone – an adult or another student – will be immediately withdrawn from class/the yard for an internal or external suspension from general programs. Children who are violent will transition onto a safety plan. Students who are highly disruptive will transition onto behaviour contracts.

Any student conduct that disturbs the ability of teachers to teach and/or interrupts other students learning is not tolerated at St John's College.

Student Wellbeing and Engagement Policy

The purpose of this policy is to ensure that all students and members of St John's College community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

St John's College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Students With a Disability

St John's College is committed to providing a safe and educationally supportive environment that values and encourages participation by all students and workers, including those with disabilities.

It is our policy that:

- students with disabilities can participate in education and training without discrimination
- students with disabilities have opportunities to access the College curriculum and achieve educational outcomes, in the same manner as students without disabilities
- **reasonable adjustments** will be made where necessary, to ensure students with disabilities are able to participate in all activities available to students without disabilities
- individualised programs will be developed for students with disabilities in consultation with parents/carers and relevant experts via student support group meetings
- students with disabilities are provided with individual learning plans, safety plans, attendance plans or medical management plans depending upon their need
- the Learning Enhancement Coordinator supports the intervention team (specialist teachers and learning support officers).

Child Safe Code of Conduct

St John's College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive, and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

Child Safe Commitment

St John's College is fully committed to child safety. We want our students to be safe, happy and empowered. We support and respect all students, as well as our staff and volunteers. St John's College is 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 clear policies and procedures.

Child Safe Reporting Obligations

St John's College will follow the [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#) when responding to incidents, disclosures and suspicions of child abuse.

All staff at the school who believe that a child or young person is in need of protection, even if it doesn't meet the threshold required for mandatory reporting or the staff member is not a mandatory reporter, should in the first instance, speak to the Principal or should make the required reports to DHHS Child Protection and/or Victoria Police as necessary.

At St John's College the Principal will be responsible for monitoring overall school compliance with this procedure. Nothing in this procedure prevents a staff member or any other person from reporting to the relevant authorities if they form a reasonable belief that a child or young person is at risk of abuse.

Code of Conduct School Community

St John's College is committed to the provision of a welcoming, safe, and inclusive environment for all members of the school community. The College Code of Conduct is intended to guide parents/carers and all members of the school community in recognising and respecting their own rights and responsibilities as well as those of other members of the school community. The Code applies to all St John's College parents/carers and all members of the school community and is not limited to the school site and school hours. It extends to all activities and events that are school-related.

It is inevitable that from time-to-time issues will arise; the College is committed to working together with parents in a solution focussed way to resolve concerns. If you have a problem or concern, please contact the College directly to make an appointment with the Principal.

All members of the school community are reminded that social media is seldom the best way to resolve problems and in extreme cases can cause injury or damage to the reputation of the school. It is therefore important to ensure that all comments on social media are respectful to school leadership and staff. All family and friends of students are respectfully asked not used to draw other families into an issue with the College.

Complaints Process School Community

The Parent Complaint policy relates to complaints brought by parents, carers, or other members of our school community and applies to all matters relating to our school. In some limited instances, the Principal may need to refer the complainant to the School's governing body i.e. the Board, where there may be different mechanisms in place to review certain decisions.

St John's College welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.

- Please use SEQTA direct messaging for school communications with teachers.
- Teachers are available outside their face-to-face teaching duties. If you want to have a discussion with a teacher, please direct message via SEQTA and the teacher will contact you.

Parent Teacher Student Interviews (PTSI)

PTSI occur termly on a rotating day of the week, from 8.30 to 4.30pm. Students do not attend school on this day but are required to attend the interview/s to hear and provide feedback. Interviews take place online (in MSO TEAMS) and/or via telephone: this is to allow parents/carers who are working the opportunity to participate without having to take substantial time off work. There is an online booking system through which parents book appointment times with your child/ren's teacher/s.

Privacy of Information Policy

St John's College is committed to protecting the personal and health information that we collect, use and disclose. This policy supports the School's need to collect information and the right of the individual to privacy. It ensures that the School can collect personal and health information necessary for its services and functions, while recognising the right of individuals to have their information handled in ways that they would reasonably expect and in ways that protect their personal and health information. The School collects and handles personal information and health information in accordance with the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic) unless otherwise required by law.

Working With Children Checks

Schools are required to exercise their legal obligations in regard to suitability checks, including Working with Children Checks for adults who work with children at schools, and for work undertaken by school visitors and volunteers.

St John's College has a number of procedures and practices in place to ensure our students are safe. All volunteers and visitors are required to sign in at Reception prior to entering the College or volunteering within the College (including Board members, Parent Association members, parent reading helpers, and organisations entering the College for the purpose of an Incursion). All volunteers, including parents attending camps, are required to have a current Working with Children Check and participate in our induction program which includes Child Safe training.

Support for Parents

Parenting is the most challenging and rewarding undertaking we can experience in life. We are also adapting our parenting to a changing world. We all worry about our children and if we are preparing them adequately for the world.

The You Can Do It! program contains a collection of resources designed to assist parents with student wellbeing. The College pays for our parents to have access to the portal. The parent portal includes: eLearning Programs, for example, Teaching Children they have Choices, The Power of Parent Self-Talk, How to improve a child's reading etc.; Parent Insight Articles for example, Highly Anxious Parents, Five Keys that Unlock Children's' Potential; and a YCDI motivational audio series, for example, Boosting Confidence, Motivating Yourself.

Click on the link:



There are many books available with information to help parents available at the bookshop at Axion Esti sells a range of texts on raising our children with faith. *Click on the link:*



Health and Physical Education

All Health curriculum is taught through a Christian Orthodox lens; this means we consider the teachings of the Greek Orthodox Church and ensure information provided supports the development of the students' Christian identity. All curriculum materials, textbooks and resources are approved by the College Chaplain and we use a Christian education textbook publisher for Health. We want to ensure our children have access to the information they need (and that is mandated by the Victorian Curriculum), without providing information that is detrimental to their development. More information will be provided by the Head of School and teachers at the beginning of the year information evenings. When puberty and procreation are being taught, parents/guardians will be informed.

Health Curriculum Scope and Sequence

	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
SEMESTER 1	Growing and Changing (Puberty)	Healthy Mind	Introduction to High School	Nutrition and Consumer Health	Drugs	Men's and Women's Health Issues
	We're all Unique	Safe Choices	Relationships and Bullying	Safety and Risk	Risky Business	Physical Activity
SEMESTER 2	Developing Healthy Relationships	Fair Play	Mental Health	Drug Use	Nutrition	Improving Performance
	Let's Get Active	Healthy Communities	Diversity	Physical Activity and Fitness	Respectful Relationships	First Aid and Sports Injury
	Making Healthy Choices		Adolescence and Change	Movement Skills	Mental Health	

**Reproduction is taught in Year 8 Science.*

TEACHING AND LEARNING

Curriculum Overview

The College offers the Victorian Curriculum from Foundation to Year 10. In Year 11 and 12 we offer VCE. VET programs are undertaken at other education providers. We also offer an unscored VCE pathway. For further information refer to the Senior School Handbooks.

The Victorian Curriculum F-10 achievement standards recognise that learning in any learning domain occurs along a continuum and children at school from around 5 to 16 years learn at different rates thus the achievement standards are presented in levels from Foundation to Level 10. Any one group of learners may include children who are operating at a wide range of levels across the learning continuum.

For practitioners to provide the learning opportunities that promote excellent progress along the learning continuum, it is helpful to assess where the child is at in their learning and development and what progress they have made so far. This assessment enables the practitioner to understand what the child has learned and determine what the child needs to learn next. They can then set goals for further improvement, design a learning and development program in collaboration with the learner and their family and monitor progress together. In monitoring progress, the practitioner continually makes assessments (for example by observation, setting tests, and discussion); the learner self-assesses, and they collaboratively adjust the learning program to meet the learner's needs.

Assessment Tools

The Insight Assessment Platform is an DET initiative aimed at helping assess the progress of all learners and support more targeted teaching practices; for students in Foundation to Year 2.

Progressive Achievement Testing (PAT) - provides objective, norm-referenced information about students' skills and understandings in a range of key areas; for students in Year 2 to Year 10.

Essential Assessments – is a best practice Numeracy and Literacy whole school improvement model aligned to the Australian Curriculum/Victorian Curriculum. It makes formative and summative assessment an easy process and aligns to the College teaching and learning program through structured diagnostic assessment and differentiated curriculum. The program supports data driven teaching and instructional leadership by providing curriculum aligned data to plan and monitor growth. For students in Foundation to Year 10.

The National Assessment Program – Literacy and Numeracy (Naplan) - an annual assessment for students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation,

and numeracy. The assessments are undertaken every year in the second full week in May. Naplan is a point-in-time assessment that allows parents to see how their child is progressing against national standards in literacy and numeracy and over time. From 2022 Naplan assessments will be online.

Naplan data provides an important contribution to monitoring and evaluating the performance of schools and school systems in these fundamental capabilities. They also provide schools, states, and territories with information about how education approaches are working, the areas to be prioritised for improvement, and those schools requiring support in the teaching and learning of literacy and numeracy. The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress.

Naplan tests are one aspect of each school's assessment and reporting process, they do not replace the extensive, ongoing assessments made by teachers about each student's performance.

NAPLAN results do not measure overall school quality.

VCE Assessment is an integral part of teaching and learning at the senior secondary level which identifies opportunities for further learning, describes student achievement, articulates and maintains standards, and provides the basis for the award of a certificate. Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

VET Assessment - Students undertaking a VET course may be required to undertake external assessments & examinations. The requirements will be communicated by the VET provider.

School Completion

The goal of Year 12 is to finish school with a VCE award. Students do not need to sit exams to successfully complete school; many parents are not aware of this option. Some students do require an ATAR and must sit exams; other students are choosing post-school courses that do not require an ATAR and therefore they do not need to sit exams. When students do not sit exams, they complete an unscored VCE. There are many more post-school options available for students who sit a non-scored VCE. In supporting students to find alternate pathways our intention is to firstly ensure every student is supported on the appropriate pathway to meet their needs and interests. In addition, students' health and wellbeing must be prioritised alongside the successful completion of school and transition into the desired post-school pathway. We work with individual students and their parents to ensure the right pathway is in place for each young person.

The Victorian Curriculum; Foundation to Year 10

LEARNING AREAS	CAPABILITIES
<p>The Arts</p> <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design <p>English</p> <ul style="list-style-type: none"> • English • English as an Additional Language (EAL) <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

In addition, SJC offers the following:

- Christian Studies (Orthodox Christianity)
- Greek Language Program (LOTE) and Greek cultural events: dancing, Independence Day March, Olive Harvest, Oxi Day Assembly, Agiasmos (Blessing of the Water)
- Greek Archdiocese of Australia National Schools' Event – annually.
- Arts: productions and concerts and an art exhibition.
- Learning Enhancement Programs – Gifted Education
- Integration Programs and Learning Support Programs
- Year 9 and 10 – Electives Program (refer to Senior School Handbook)
- Extra-Curricular: instrumental music lessons, debating, Science Week, Book Week, Life Education Van (JS), student leadership program, lunchtime clubs (Chess).

Digital Technologies

Digital technologies may be defined as being any networks, systems, software or hardware including electronic devices and applications which allow a user to access, receive, view, record, store, communicate, copy or send any information such as text, images, audio, or video.

Personal Mobile and Digital Devices

St John's College is a mobile phone free school. Students are encouraged to manage their own phone; this means ensuring it is turned off and locked away or out of sight during class. Junior students are encouraged not to bring mobile phones to school. All technological devices brought to school are at the owner's own risk; the College does not provide replacements or fund repairs for damage caused. The College highly recommends all devices brought to school are insured.

Computers

The College provides one to one iPads for Prep to Year 6 students. These iPads remain at school.

Years 7– 12 students participate in the Bring Your Own Device (BYOD) program. It is critical that students are safe when online both during and outside school hours. All students are required to sign a safe use of technology agreement and must abide by College policies and protocols.

The College is an 'eSmart' school and actively teaches the children how to be safe and respectful online citizens.

The College offers a range of digital learning experiences including robotics and coding. For more information please refer to SEQTA.

The Digital Learning Specialist is responsible for ensuring our students are prepared to use technology wisely as global citizens.

<https://www.esmart.org.au/for-parents/>

Excursions/Incursions/Camps

Students participate in excursions and incursions across all year levels. Excursions and incursions are essential in schooling as they assist children with their physical and social development and understanding of their world. They allow for hands-on teaching making learning interactive and fun. Some other benefits are:

They provide the opportunity for students to be taught by someone other than their teacher that may also be an expert in their field can help a student's focus and engagement.

- Students are encouraged to interact and communicate with both other students and presenter/teachers assisting in building language skills, social skills, confidence and motivation.
- Provides an opportunity for all students to participate and a path to success for disadvantaged students.
- Teaches teamwork tolerance, cooperation, problem solving and awareness.
- Makes the learning and teaching experience fun for both students and teachers.
- A unique learning experience allowing students to explore and extend their knowledge by bringing the outside world into in the classroom.
- Incursions are a great alternative to school excursions. They enhance the learning experience of students and are safe and effective.

The Camp Program

Camping supports our students to develop independence, provides them with opportunities to extend their learning outside the classroom, and enables them to participate in experiences which extend their competence both socially and personally. Students attend camp programs from Year 3 upward. Camps vary in duration and location depending upon the age group of students.

Foundation (Prep) Program

Foundation (Prep) year is an important year with big changes for your child. Our goal is to facilitate a smooth and happy start to school life for the youngest students at St John's College.

In Foundation we teach our youngest learners the routines of school and build increased independence.

At SJC we are very aware that children blossom at different rates educationally, socially and emotionally. The wellbeing of your child should be the determining factor as to whether they commence school if they will turn 5 by April 30th or if you commence them earlier or later than the DET guidance.

All learning is understood developmentally, and behaviours understood as the child's need to communicate what they are feeling. Our program provides a pathway for each child to learn, discover and grow at a pace which best suits their particular needs.

Based on the Victorian Curriculum, teaching and learning programs are designed to ensure each child's engagement with school by developing their creativity, social skills, emotional wellbeing, higher-order thinking skills and a sense of belonging.

Indoor and outdoor play environments provide opportunities for the development of curious, confident and competent learners. Our teaching staff draw on evidence-based teaching strategies and research so that learning is accessible and meaningful for every child.

Our Foundation classrooms at SJC is a warm and nurturing environment where our youngest students develop confidence in their own learning and in their own relationships with others. School quickly becomes a very exciting place to be!

For more information contact the Head of Junior School or our Enrolment Officer.

Greek Language and Hellenic Culture

There are many benefits to learning Greek and developing our understanding of Greek culture. It is widely accepted that Greece is the cradle of Western civilization. Learning the Modern Greek language is a journey of discovery into the English language, and because of this, complements our students' understanding of English. Across our curriculum, students have the opportunity to learn about Greece's history, arts, philosophy, culture, foods, customs and traditions. By nurturing pride in the Greek culture, we ensure that our rich Hellenic heritage continues for future generations.

Homework

Homework helps our students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

Parents can support students by:

- developing a positive and productive approach to homework
- ensuring a balance between time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending school events, productions or displays their child is involved in
- ensuring upper primary and secondary students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history, language and community groups

From Foundation all students are encouraged to read at home every day as well as complete spelling activities. Students may also access online programs to consolidate core skills in literacy and numeracy. By the end of Year 7, students should complete approximately one hour of revision daily, building to 3- 4 hours by Year 12, including the effective use of study lessons for Year 11 and 12 students. Some parents are not in favour of homework as it creates conflict in the home; on occasion we will exempt children from homework as part of an individual learning plan. Students who do not complete homework may not develop a depth of knowledge around the key concepts in the curriculum, so revision is highly encouraged.

Junior School Integrated Studies - Mappen

Junior School teachers use the MAPPEN online curriculum program in the delivery of Integrated Studies. It provides teachers with expertly crafted integrated units of work supported by a large

variety of different resources. MAPPEN is developed by the team at Grossard Education, an Australian based education business. The MAPPEN program provides an expertly sequenced guided inquiry curriculum. The two-year scope and sequence ensure that there is no repetition and no gaps in the teaching of content and skills. With the support of rubrics and collaborative tasks, each unit is expertly scaffolded towards a rich assessment task. Students are immersed in the real-world application of what they will be learning. They complete a pre-test to assess their understanding and skills and develop questions to be answered during the unit. Students are explicitly taught new terminology relating to each unit and where appropriate they learn writing, reading and communication skills, and mathematical concepts.

MAPPEN covers a variety of different areas: History, Geography, Civics and Citizenship, Science, Critical and Creative Thinking, Ethical Understanding Capability Personal and Social Capability, Intercultural Capability. MAPPEN also includes logical integration of literacy, numeracy, and technologies.

Library Program

An effective school library enhances student learning outcomes by providing a range of programs, services and resources which support teaching and learning. It also supports and encourages students' reading experiences.

The Library Program at SJC is designed to support student learning including research skills, literacy skills and love of literature. All students are welcome to utilise the Library during recess and lunch times. Borrowing is permitted at these times. Junior School students attend the library weekly and borrowing is encouraged during these sessions.

The Library is staffed during recess and lunchtime. Students from Year 3 upward may go to the library at recess or lunchtime. The library is open before and after school for the Senior School students.

- Staff members may borrow books. The Librarian is also available to assist gather resources for learning.
- The Librarian organises the Book Week program and guest speakers periodically for special events
- TV4Me is available as a resource for teachers; please ask the Librarian for more information.
- There is a \$20 penalty for books that are not returned.

Multi-Age Class Groups

In the Junior School the College offers multi-age class groups at some year levels to support the learning and development of our students. This is based on the belief that multi-aging is the most effective classroom organisational structure for teachers to meet the individual needs of children. Multi-age classrooms differ from composite or combination classes where students in each grade level study a separate curriculum. The use of developmentally appropriate practices is essential to the success of multi-age classroom. Developmentally appropriate practice ensures that every child is learning at his or her own rate. It involves focusing on children as individuals who are growing and developing on a continuum of learning.

What are the advantages of Multi-Age Learning?

Multi-age groupings reflect the values and beliefs which are important to our society, including cooperation, tolerance and support.

Multi-age groupings model family life where children have opportunities to learn from others of different ages.

- Children learn by modelling others.
- Children are less competitive in a multi-age classroom; the atmosphere is cooperative and collaborative.
- Multi-age classrooms create an environment which enables children to be respected for their individuality.
- In Multi-age classrooms children are encouraged to learn at their own pace.
- Multi-age settings allow teachers to focus on the individual, and meet each child's individual needs.
- Multi-age classrooms provide opportunities for extension of children beyond the traditional year expectations.

Music/Performing Arts Program

Music and Performing Arts aims to enhance the academic, artistic, cultural, sporting and personal pursuits of all students. We know students develop many skills through an engaging Music Program, including confidence and empathy. The Music Program provides opportunities to learn to read music, play instruments and perform.

Instrumental Music

The benefits that are associated with learning an instrument include supporting children to develop self-confidence and extending their brain development. All students are encouraged to participate in the instrumental music program, the College choir, the dance group, ensembles or College band.

Students also have the opportunity to perform in concerts and showcases during the school year. Our Instrumental Music Program is provided by Whittlesea Music School: [Who We Are – Whittlesea Music School](#). Go directly to WMS webpage to enrol your child in IM lessons.

Pathways Program

‘The Pathways Program’ at St John’s College aims to provide a service that empowers and informs each student so that they can make well informed subject choices in preparation for life beyond school. Students are encouraged to reflect on their interests, skills, abilities and aspirations and how these relate to careers. They will explore the range of opportunities available to them and how jobs and careers are changing. Our aim is to prepare our students for the move to university, TAFE or employment, and provide them with lifelong skills to help manage future career transitions. A focus on careers and education gives students an individual purpose in learning, which increases their confidence and motivation. Students will hear from people from a wide range of courses and careers and are given the opportunity to experience the world of work, understand employer expectations and build their employability skills. Students will participate in pathway interviewing to discuss their individual pathways planning and other courses (including VET), as well as receive targeted support in relation to VCE subject selection and tertiary applications. Choosing a career will be an exciting and empowering process.

Swimming Program

Swimming classes are offered in the Junior School when enough parents indicate they would like the school to offer the program – we require 80% of parents to enrol. The lessons are offered over a two-week block. The program is optional however, participation is highly encouraged as the program helps students to learn basic skills to prevent drowning. For more advanced swimmers the program assists them to develop and improve their skills. Swimming takes place at Reservoir Leisure Centre. There is an additional cost to participate in the swimming program.

Student Progress Reporting to Parents

Junior School and Senior School Information Evenings

Information evenings will be held in Term 1 to give parents the opportunity meet their child teachers.

- Classroom timetables
- Daily routines

- Homework expectations
- Excursions, incursions and camp information

Parent/Teacher/Student Conferences are held three times a year, we know that regular informative feedback to students about their learning is of critical importance to address concerns and ensure strengths are reinforced.

Reports on Student Progress; interim reports are provided in Term 1 and 3. Full semester reports are provided at the end of Term 2 and 4. For Senior School students, assessment tasks, grades and feedback are available in real time in SEQTA.

Student Support Group Meetings are held at least twice a year and or as needed to assist students who need extra support with learning, extension with learning attendance or social concerns. Individual learning plans, behaviour plans or safety plans are provided as part of our staged approach to supporting student wellbeing, engagement and achievement.

Combined Classes Year 11 and 12

In order to keep the breadth of VCE options available, where there are 10 students (or less) in total in Year 11 and 12 studies, classes are combined. Combining classes is something many schools do to streamline provision of programs and to keep subject options available.

- Combining Y11 and 12 classes is not a new practice at the College.
- Face to face hours are compliant with requirements.
- Two additional periods are provided for teachers for planning and to meet with individual or small groups of students outside scheduled class.

To support learning, we employ strategies to maximise teaching time during class including:

- Using EdRolo/Jacaranda and/or other similar online portals/eLearning platforms.
- Using a flipped classroom model to ensure reading and preparation work are undertaken outside class time.

Please refer to the VCE Handbook and Senior School Curriculum handbook for more information.

Secondary School Exams

Exams are one type of assessment in Secondary School. They provide students, parents and teachers with additional information regarding the student's understanding, application and level of the curriculum covered. Sitting exams is a skill and as such, students need the opportunity to develop their skills over the course of their secondary schooling. Teachers will explicitly teach students exam

skills prior to the exams. These will include how to answer specific types of questions (e.g. multiple choice questions, planning and structuring an essay response under exam conditions, applying key knowledge to a scenario, etc.). Post-exam reflection and review forms an important part of the exam process and teachers are asked to cover this within their class lesson plans.

Shared Expectations

At St John's College we have developed Shared Expectations. We developed these expectations collaboratively over 2020 – our year of renewal. Our Shared Expectations outline the behaviours everyone commits to living every day. You will see our Shared Expectations on display across our school. We have developed a modified version for the Junior School students, so the expectations are accessible to them.

PHILOTIMO & Our Values

Our school values LEAD: to Love, Excel, Achieve & Dream; they are explained in detail in our Shared Expectations matrices.

Philotimo is considered to be the highest of all Greek virtues. The core concept is that of respect and walking in right paths. In its simplest form, the term means doing good. Children are said to display philotimo when they display unconditional love and respect towards others.

Parent Complaints and Grievances Process

Please follow the links to guidance on making a complaint.

[SJC Making a Complaint](#)

[SJC Complaints - Procedural Fairness](#)



Happy moments,
Praise God.

Difficult moments,
Seek God.

Quiet moments,
Worship God.

Painful moments,
Trust God.

Every moment,
Thank God.



Classroom

**Yard/Canteen/
Bathroom/Corridors**

Community

Online

WE LOVE BY:

Accepting people who are different.



I show empathy towards others.

Getting along with others by being a good friend.



I can solve problems in a friendly way.

Volunteering to help others.



I can take action to make a positive difference.

Respecting ICT equipment and peoples views online.



I follow the school ICT guidelines.

WE EXCEL BY:

Being persistent and resilient.



I try my personal best.

Being a positive role model.



I can be a leader in the playground.

Being part of a team.



I can help others to achieve success.

Working hard and staying focused.



I use technology to extend my knowledge.

WE ACHIEVE BY:

Being organised and confident



I can set personal goals

Caring for each other and our school environment.



I ensure that everyone is safe.

Modelling the school values.



I honour my school.

Continuing to learn and master different ICT skills.



I can complete set tasks.

WE DREAM BY:

Working collaboratively for future success.



I am optimistic.

Celebrating those who display our values.



I display pride for my actions.

Doing good deeds.



I aim to be the best person I can be.

Exploring new ways of doing things



I can solve problems creatively.

Philotimo - every day we strive to walk the right path, to act as Christians, in accordance with our school values.

At St John's College we live our **LEAD Values** every day. These are our **Shared Expectations** of one another.

	Classroom	Yard/Canteen/ Bathroom/Corridors	Community	Online
WE LOVE BY:	Being kind by doing good deeds and caring for each other	Forgiving others and ourselves when we make mistakes	Volunteering with a generous spirit	Taking care of personal and school ICT equipment
	Listening to others and understanding different perspectives	Respecting others' personal space and privacy	Greeting people in a positive manner	Respecting the views and opinions of others online
	Being thankful and showing gratitude	Being compassionate, inclusive and fair	Looking after the property of the College and others	Making only positive comments about our school and others
	Sharing what we have with one another	Picking up after ourselves Empathising with and assisting others who need support	Loving ourselves and feeling loved by Christ Doing good deeds without seeking recognition	Making others feel safe online Connecting with others
WE EXCEL BY:	Having high expectations of ourselves and others	Showing leadership by being the best version of ourselves	Helping others achieve success, doing our share of work in a team	Using ICT to support our learning
	Reflecting on feedback to maximise improvement	Modelling safe and respectful behaviour	Being willing to take risks and taking opportunities to learn	Informing a trusted adult if we have trouble online
	Demonstrating persistence by completing what we start Showing resilience by asking for and accepting help	Encouraging others to respect the environment	Being proud of our accomplishments Being on time and being prepared for work and learning	Following the school mobile phone policy
WE ACHIEVE BY:	Setting, planning and accomplishing goals	Helping others who need it	Wearing our uniform with pride (students)	Conducting relevant research
	Being organised and taking responsibility for our learning	Appreciating our school environment keeping our school clean	Always modelling the school values	Keeping our passwords private and changing them regularly
	Showing confidence, being open to learning and solving problems creatively	Getting along with everyone and including others in our games	Growing spiritually, learning and trusting in God	Having laptops ready for use before class (students)
	Being curious, learning from our mistakes Collaborating with others to meet shared goals		Acknowledging and celebrating our and other's achievement	Staying on task and completing set work
WE DREAM BY:	Being open to possibilities, having faith and optimism	Promoting and celebrating those who are showing our values	Believing in our God given abilities and having courage	Communicating with people we know
	Imagining future success; using our talents to achieve our goals Working collaboratively to solve problems	Being proud of our and others' accomplishments	Recognising effort, creativity and innovation.	Exploring new ways of doing things
Philotimo - every day we strive to walk the right path, to act as Christians, in accordance with our school values.				

